

Finham Park Multi Academy Trust

World Class Education

May 2020

Edition 12



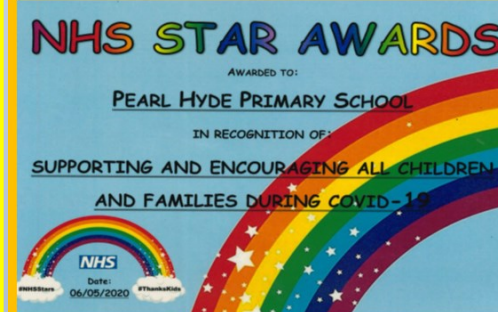
FINHAM PARK
MULTI ACADEMY TRUST

**A brief history of Literacy
through the ages (and how to
create awe and wonder!**

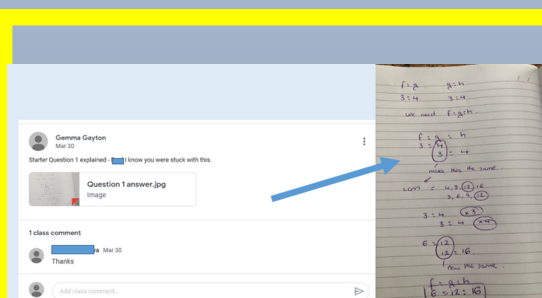


NHS STAR AWARDS

Pearl Hyde



Online Teaching and Learning



FPMAT Frog Connect Site



Welcome from Mark Bailie



Dear colleague,

Welcome to the latest edition of World Class Education.

I have been truly impressed with the efforts of all staff across the FPMAT at these challenging times we find ourselves in.

I am in daily communication with all of the Headteachers in the FPMAT and they have shared the many wonderful examples of how staff are supporting children in their schools and also supporting each other. It is humbling to see. This edition of World Class Education encapsulates some of the examples of how you have so readily adapted to the needs of the children during this unprecedented time!

FPMAT has been working closely with the Coventry Partnership to ensure a consistent approach in our schools. Through this partnership and close working we have followed national guidance to support schools citywide. Despite what you might read in the press, whilst schools did close for the majority of children on Friday 20th March—they never closed completely. Schools in the FPMAT have remained open for vulnerable children and children of key workers. Staff have also been working from home to support home learning for their classes. Schools also remained open for these key groups during the Easter holiday and Bank Holiday.

Support staff have also been working tirelessly. Schools have been cleaned on a daily basis. Thought given to social distancing and one way systems have been put in place. There have also been continued site improvement work in many of the schools.

Your commitment to your schools and your children is impressive.

As you can see, our schools and staff have been working hard. I am very mindful of this which is why we have decided, as a MAT, to close for the May Half Term. There will be no expectation on staff to provide materials for learning for children during this time.

I would like to extend my thanks to you all for your continued support.

I wish you and your families a safe and happy half term break

Mark Bailie
Executive Headteacher

Thank you to everyone who has contributed to this latest editions of FPMAT World Class Education and FPMAT World Class News. This edition focuses largely on how staff and children have adjusted to the evolving situation. There has been a greater emphasis on virtual and online learning. We have taken this opportunity to update the Finham Park MAT Frog Connect site. The new version is now live and will provide colleagues with an opportunity to access and share resources securely across the MAT (please see later pages for more information).

I will shortly be sending out details of our first 'virtual TeachMeet' which will be taking place on Wednesday 10th June 3-4pm, exploring how our teaching and learning has adapted. Further details to follow!

The Lion Leadership Courses have also resumed, with a switch to online meetings rather than face to face. There are some exciting projects being undertaken by colleagues as part of these course.

If you have any questions regarding Teaching and Learning, CPD, Co-construction, or anything else, please do get in touch.

Please also send articles for future editions to:

b.pettman@finhampark.co.uk

Bernadette Pettman
Senior School Improvement Leader



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Competition winners

We hope you enjoyed the Finham Park Family Fun Pack full of Easter activities. Thank you to everyone who entered our Family Fun competitions. The judges deliberated and the winners were selected. Well done to Gagan Parmar, Yr 7 Finham Park School, winner of KS3 category; and to Eve Bannon, Yr9 Whitley Academy, winner of the KS4 category. The judges were all very impressed with their entries. Well done! We have printed them here for you to enjoy.

Key Stage 3 Winner: Gagan Parmar Year 7 Finham Park



FINHAM PARK
SCHOOL

MILAN 20TH MARCH

Silence. Nothing but that piercing silence. All you could hear was the chilling wind as it swept through the courtyard. The place was haunted by the ghosts of the people who should have been there, but weren't. The sun shone through the massive skylight in the middle of the ceiling, giving a warm aura to the room, but that was the only welcoming attribute to the building. The red chairs littered in the middle of the courtyard were unnaturally empty, the plants in the centre of the chairs lay desolate and cold. They were placed a distance away from each other. There was a growing fear of getting too close to someone. It was as if the life had been sucked out of this place. And in a way, it had been.


The great and towering stone pillars looked ominous, as they reached up to a section of curved wall that was illustrated with stone portraits of roman gods and goddesses. A thin layer of dust coated everything in sight, like this building hadn't been occupied in a while.


There it was again, that bitter silence, which suddenly I felt I could bear no more. The emptiness seemed everlasting and great.


There was no one. There was nothing...


Key Stage 4 Winner: Eve Bannon Year 9 Whitley Academy




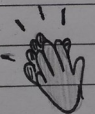
Now, I know we're stuck in a scary time,
So I thought I'd write a little rhyme,
To hopefully put a smile on some faces, 
And find a silver lining in the dark, sad places,


We must stay inside, although it sounds dull,
Longing to hear the "squak" of a seagull, 
Waiting till we can venture outside,
But, by the rules we must abide,

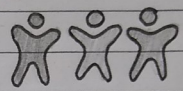
Always keep 2 metres apart,
You will follow this if you are smart,
Stand far away from your nono dear, 
And leave her shopping on the floor,

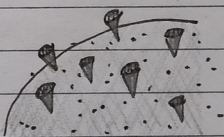
Now, I did say I'd make you smile,
But I've been rambling on sadly for a while,
So let's give you a little laugh,
By just randomly saying giraffe! 

But, to shine a light on the troubles of today,
There's a few things I'd like to say,
Although every day may feel unbearably long, 
Together, as a country, we stand strong.

For, observe the nights we clapped proudly,
For all the key workers, helping hardy, 
In a way, this has brought us together,
And soon, this will all be better.

Yes, one day this will come to an end,
By then we will all be driven round the bend, 
And we will have forgotten what a handshake is,
And having a conversation will be nothing short of a quiz!

No, but really, we can win this battle,
And eventually be able to travel, 
But only if we work as one.
If we do that, then the pandemic will be done,

So stay home,
Don't roam,
Wash your hands,
Follow the commands! 

• By Eve Bannon •



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FPMAT Frog Connect

As the Finham Park MAT continues to grow, and with more colleagues sharing resources and working collaboratively, we have updated the Finham Park MAT Frog Connect site.

We have taken onboard feedback and have made some changes which will make it easier for everyone to use. It is compatible with mobile devices as well.

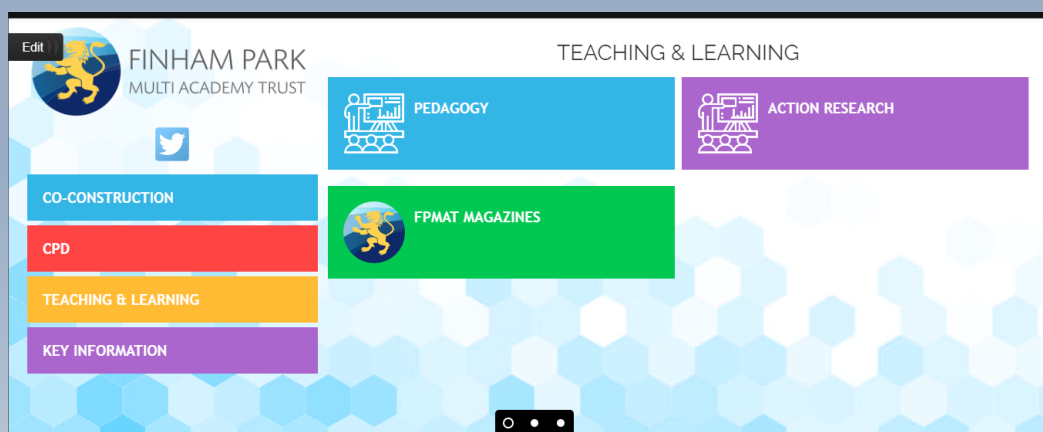
You can access the site in a couple of different ways:

1. Through your own school Frog site and click on the link to the FPMAT Connect site
2. Go directly to the following page using your normal school Frog login:

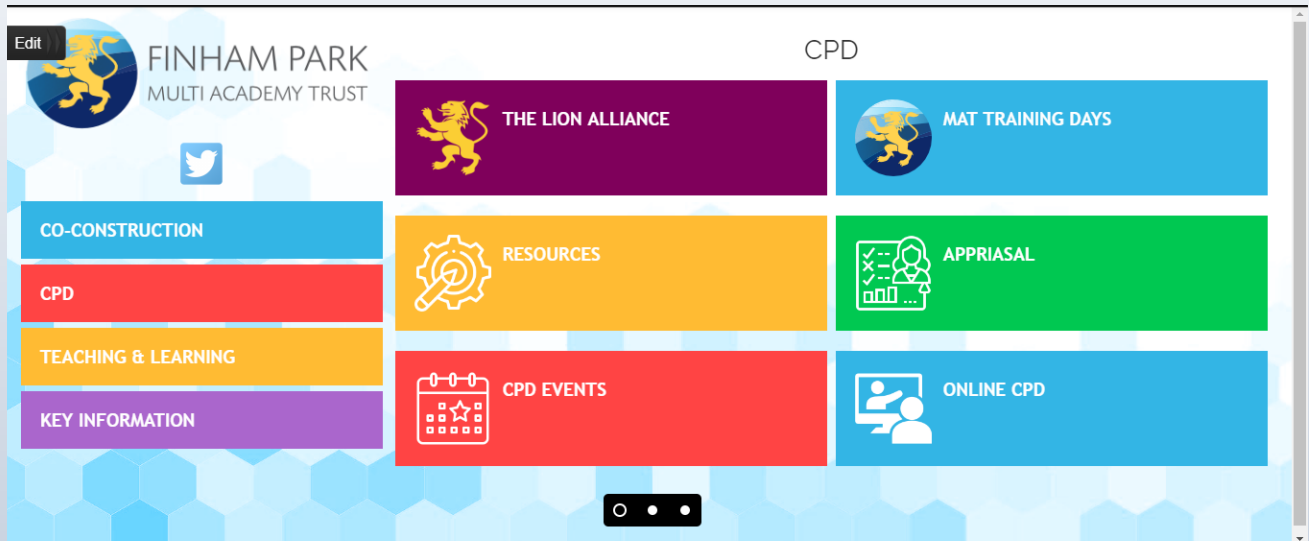
<https://finhammat-coventry.frogos.net/app/os>



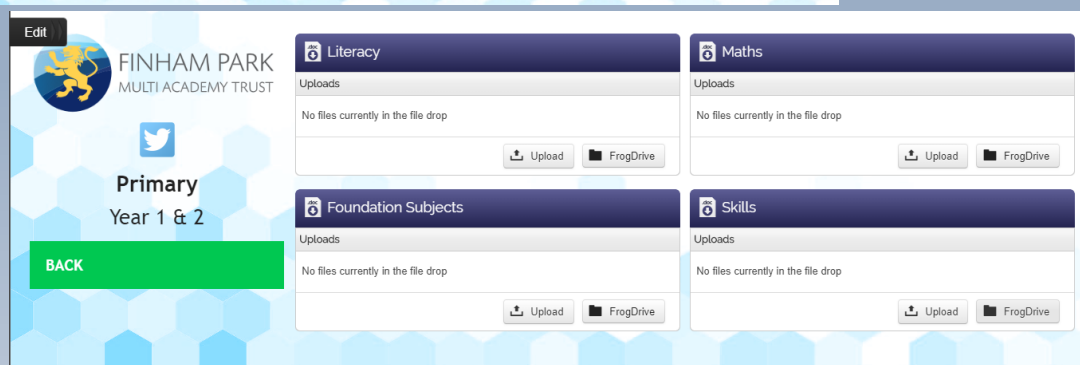
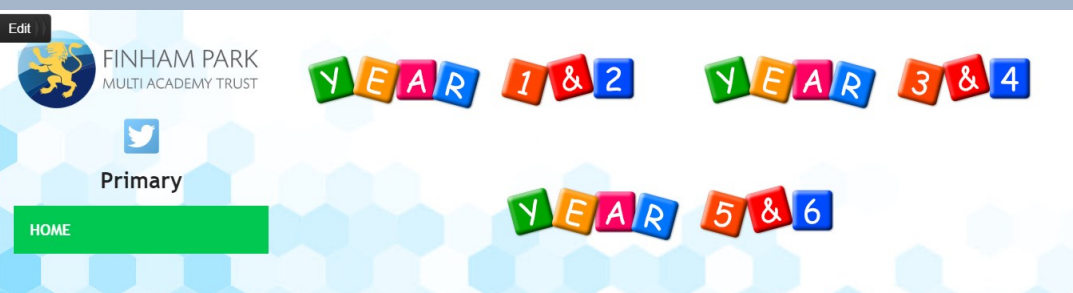
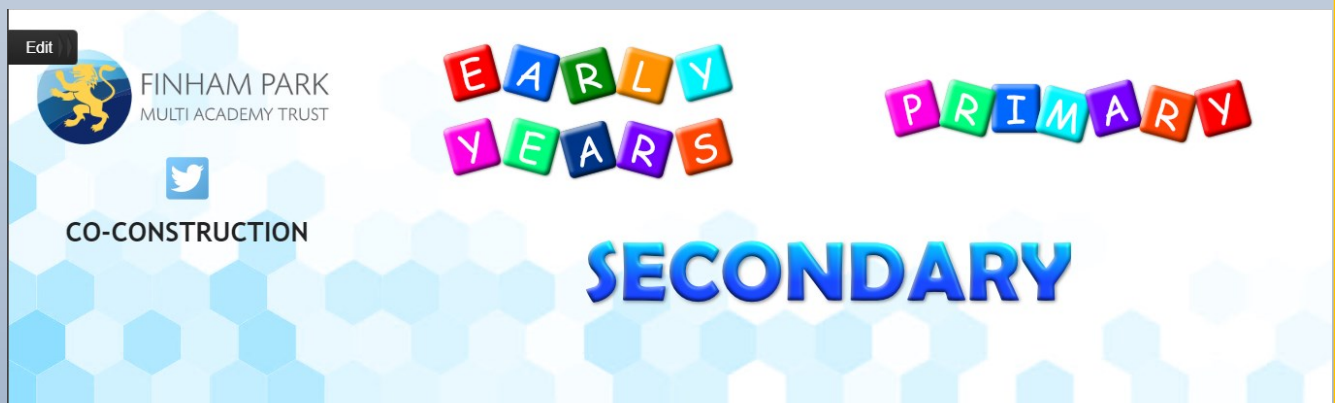
There are are-
as for Teaching
and Learning:



Areas for CPD. We will be storing online CPD videos and tutorials here, including our very first 'Virtual TeachMeet' which takes place in June.



The con-construction page has three dedicated areas for EYFS, Primary and Secondary. Within each of these areas, staff will be able to share and access a range of material related to specific subjects and Key Stages.



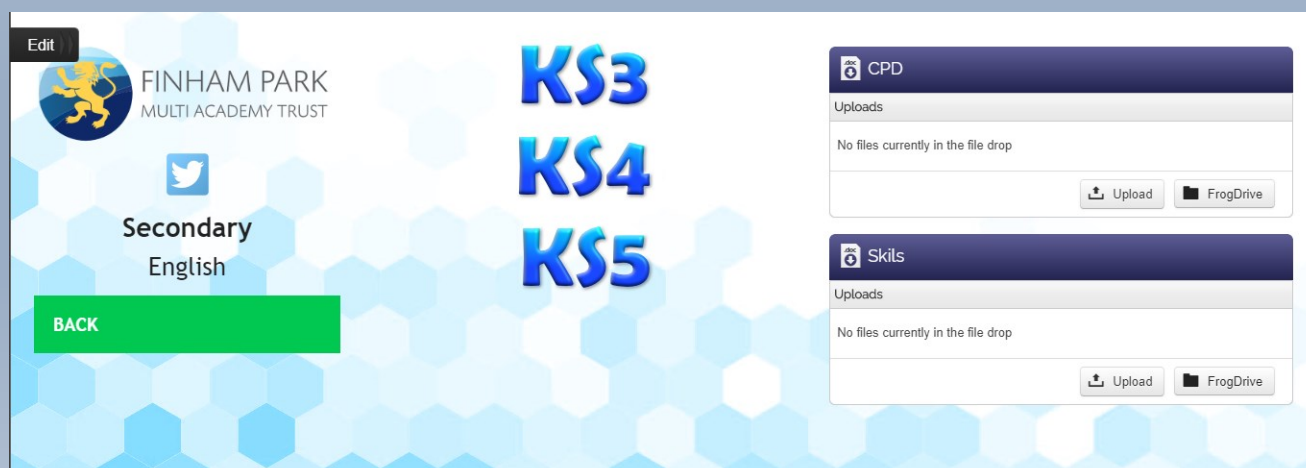


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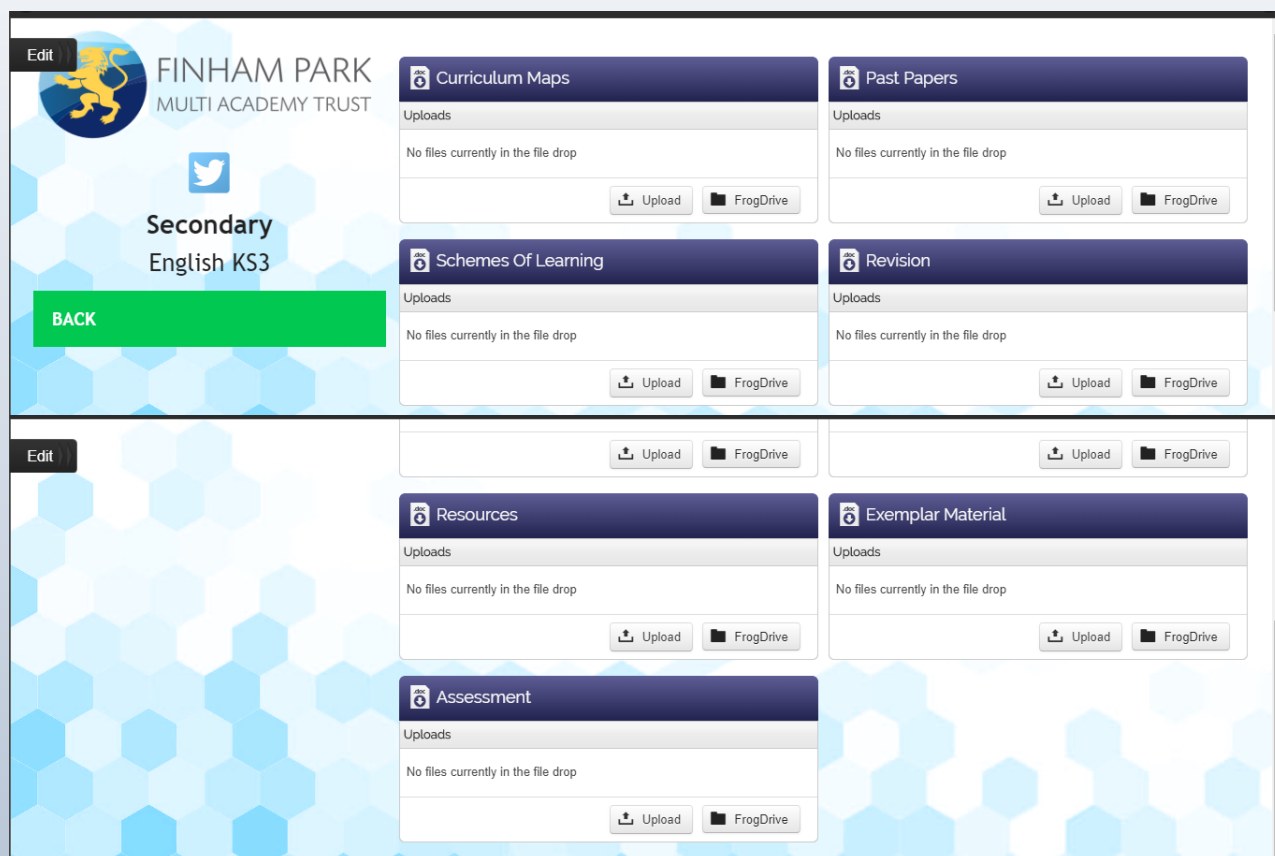
In the Secondary section there are subject areas:



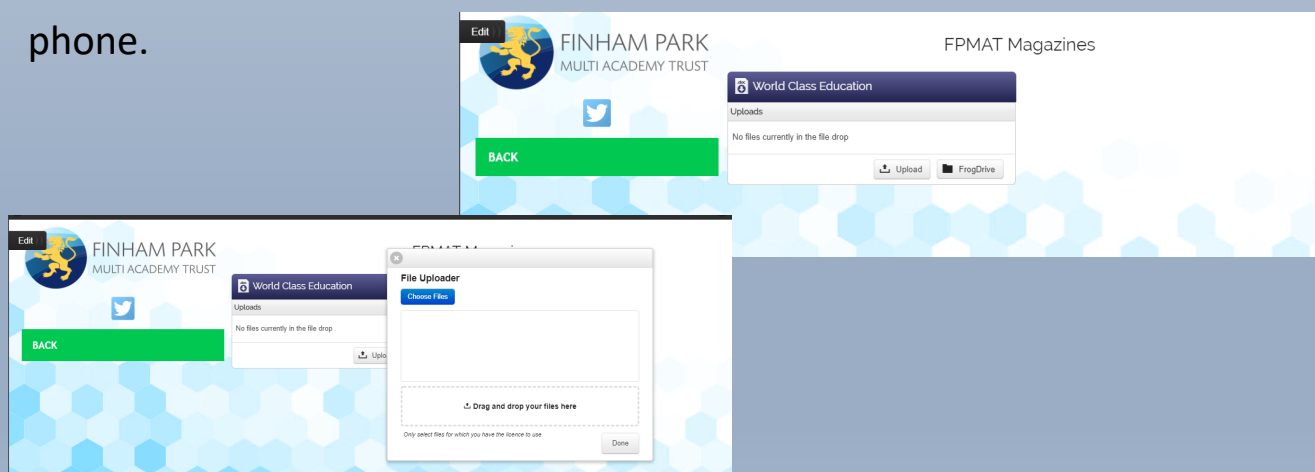
Within each subject area, you will find:



And within each Key Stage:



Any member of staff can view and download any resources from the Frog Connect site. We have also build in the facility for all staff to be able to upload resources too. This can be done through a 'drag and drop' from your own documents, whether that is on your laptop, desktop, tablet or mobile phone.



Please do have a look and share files and resources with colleagues.

Bernadette Pettman



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FPMAT First Ever Online TeachMeet

Over the last 3 years we have held a variety of TeachMeets through the FPMAT and the Lion Alliance. They have always proved very popular and are a great opportunity to share best practice, get new tips and ideas, as well as networking. Whilst we can't have a TeachMeet in the format that we are familiar with, we have organised our first ever online TeachMeet. Some of the presentations will be pre-recorded and some will be live. It will be hosted through Microsoft Teams and we hope to record it for sharing too. We are also looking for people to pre-record CPD sessions for sharing either at the TeachMeet or on our updated FPMAT Frog Connect site.

If you would like to attend, please email:

Training@finhamparkmat.co.uk and you will be added



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#TeachMeetFPMAT

Remote Learning

Wednesday 10 June 2020

Join colleagues from Finham Park Multi Academy Trust at our first
Online Teach Meet exploring Remote Learning:

Presentations will include:

- Quizziz
- Writing Revolution
- Screencast-o-matic
- Plan, Implement and Assess
- Using pupil technology to support strategies
- Personalised Online Pupil Feedback
- Online Classroom Routines
- Live Streaming of Lessons

Hosted through
Microsoft Teams

Teach Meet
10 June 2020
3.15 – 4:15pm
Online

Reserve your free place by emailing: Training@finhamparkmat.co.uk

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Executive Headteacher: Mark Bailie
Chair of Trustees: Peter Burns MBE JP





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#TeachMeetFPMAT

Remote Learning

Wednesday 10 June 2020

Lisa Hagan (DOL), Steff Gater, and Autumn Harvey – English Dept Lyng Hall

Plan, Implement and Assess – which will integrate the different principles and applied to a specific lesson.

Jon Rogers – Head of Computing/Business Department FP2

Quizziz – adaptable for every subject for review, formative assessment and distance learning

Vanessa Priest Executive DOL MFL Lyng Hall

Using pupil technology support strategies
Online Pupil feedback

Hosted through
Microsoft Teams
& Recording
available

Reserve your free place by emailing: Training@finhamparkmat.co.uk

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#TeachMeetFPMAT

Remote Learning

Wednesday 10 June 2020

Ruth Kidman – Head of English FP2

'One method of using students' literacy to develop knowledge in your own subject' from The Writing Revolution.

Gemma Glancy – Maths Dept Lyng Hall

Online classroom routines
Online activities and progress monitoring

Shubham Kapoor – Science Dept Lyng Hall

Personalised online feedback

Dan Sandford-Casey Executive DOL Music – Lyng Hall

Live streaming of lessons

More
TBC!

Reserve your free place by emailing: Training@finhamparkmat.co.uk

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Bernadette Pettman



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A Recovery Curriculum: Loss and life for our children and schools post pandemic



ssat

the schools, students and
teachers network

Published 1st May 2020

In this think piece, which considers how it will be for children when they return to school following the COVID-19 pandemic, Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University and Matthew Carpenter, Principal, Baxter College, Kidderminster explain why they believe a *Recovery Curriculum* is necessary to successfully transition children back to school.

“When will they actually go back to school?” This is the cry from many parents, as we write and there is no answer. But that does not stop us thinking about what it will be like for each and every one of our children, at whatever age, stage or ability level on the day they walk through the classroom door.

It would be naive of any headteacher or principal to think that the child will pick up the curriculum at exactly the same point at which they left it on the day their school closed. Too much has happened. Listen to what the children are saying. Look at what the children are experiencing. None of this follows the usual pattern of a school year with all of the annual cycle of events. It feels like a period of true social disorder.

When the children return to school there needs to be a Recovery Curriculum in place. Suddenly daily routines have evaporated and with it, any known curriculum framework. No more rushing to get the school bag ready and running out of the door to begin the journey to school. For most children their daily goal in going to school is not just to learn but to see their friends and to feel a sense of self-worth that only a peer group can offer.

You cannot underestimate the impact of the loss of that social interaction. It is as key to their holistic development as any lesson. Human beings are fundamentally social creatures, and the brain grows in the context meaningful human to human interaction. What will the children be making of this period of non-attendance? What worries will they have because grown-ups have now stopped them going to school indefinitely?

For many children the loss of structure will be devastating. This is why parents have been encouraged to establish clear routines in home schooling their children. Children need to know what they are doing now and what will come next. If they don't, the child will become anxious and concentration levels drop; they become frustrated with themselves, and their parents as makeshift educator.

For some, the loss of freedom is constraining. What teenager wants to be with their parents 24 hours a day? Frankly they are not cool! Their whole self-image, self-esteem, and self-concept is located in the interaction and dynamics of a peer group. They cannot test their emerging self, against the rules and routines of family life and to be taught by a parent who clearly knows nothing, (what teen acknowledges parental skills?) is to them an insult!

The common thread that runs through the current lived experiences of our children, is **loss**. Publicly it has been the loss of national examinations which has been most obvious. As one student said, "I was preparing to run a marathon, but now they tell me there is no race!" Many would think that the removal of examinations would be a matter of joy for most young people facing a gruelling timetable of examinations. But these are rites of passage; they are integral to how that young person shapes their ambitions for their life. What impact will it have on students to give their all to examinations next time around?

From loss emanates three significant dynamics that will impact majorly on the mental health of our children. Anxiety, trauma and bereavement are powerful forces. For them all to appear at once in an untimely and unplanned fashion is significant for the developing child. Our children are vulnerable at this time, and their mental health fragile. And on top of that, they are witnessing a sea of adult anxiety, which they unwittingly

are absorbing. There will be many students who are young carers, and this loss of freedom will be combined with a weight of responsibility that will have made academic learning feel inconsequential.

The loss of friendship and social interaction could trigger a bereavement response in some of our children. They will grieve for that group of peers, who not only give them angst, but also affirm them as the person they want to be. The rules of the peer group have vanished without warning, and our young people in particular, were ill prepared for this. They will mourn for how their life was compared to how it is now. They have undergone a period where friends and family members have been avoided because they are a threat; how long will it take for children to feel not threatened by nearness of others?

The loss of routine and structure will be traumatic for some. Already we are receiving reports of the increased incidents of self-harm, (Young Minds, 2020). Children can find it alarming that the infrastructure of their week has been abandoned however logical the reason. The suddenness of it all may induce panic attacks, a loss of self-control, as the child feels their own intellect no longer informs their personal judgements accurately.

Anxiety is a cruel companion. It eats away at the positive mental health of the child, and can cause a deterioration in their overall wellbeing. The anxious child is not a learning child. Mood swings may prevail; they can become irrational and illogical. There can be a loss of sleep; the cumulative tiredness can diminish the child's coping mechanisms.

Daily, children are listening to reports of the spread of the pandemic and to the reported death toll in their country and internationally. It is probable that most children may return to school knowing of someone who has died. Indeed, they may have first-hand experience of the death of a loved one. In this respect, we have much to learn from the experiences of those children affected by the earthquakes in Christchurch, New Zealand.

Schools there, kept a register of the deaths within a family, or other significant traumatic events, to guide and inform staff as children returned. Subsequent evidence from research studies from NZ, (Liberty, 2018) have shown that there has been considerable impact on the learning and development of those children who were under 5 years old at the time of the earthquakes, (eg speech delays, emotional immaturity, etc). We ignore

such related evidence at our peril.

Those five losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated. It will cause a rapid erosion of the mental health state in our children.

How are schools to prepare? What curriculum adjustments are crucial? What pedagogical frameworks will facilitate teaching with compassion? How will staff manage their own recovery? We inevitably have a finite resource and we must consider the gradual implementation of any form of curriculum to recover from loss. All of our learners will need a holistic recovery, some may need a focused recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting recovery period, enabling a fuller exploration of the severity of their trauma

Teaching is a relationship-based profession. That has been clearly demonstrated in the response of the teaching profession, supporting children through online teaching during the crisis, and also caring for the children of key workers by keeping schools open and offering an activities programme. This was not without its inherent risk.

In response to the weight loss our young people will have experienced, what are our levers of recovery? Many of us will focus on the recovery of lost knowledge, but this does not recognise the scale of impact. If we consider the definition of a relevant curriculum as the 'daily lived experience', we must plan for experiences that provide the space for recovery. Already headteachers are saying "The children will be so far behind academically when they return." Such statements are incompatible with the process of recovery from loss, trauma, anxiety and grief. It is more about the results culture so many headteachers are steeped in. Now is the time to return to more humane approaches concerned with the fundamental wellbeing, and secure positive development of the child. Without this there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood.

Lever 1: Relationships – we can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

- **Lever 2: Community** – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.
- **Lever 3: Transparent curriculum** – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.
- **Lever 4: Metacognition** – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

Lever 5: Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

We suggest the Recovery Curriculum is built on the five levers, as a systematic, relationships-based approach to reigniting the flame of learning in each child. Many children will return to school disengaged. School may seem irrelevant after a long period of isolation, living with a background of silent fear, always wondering if the day will come when the silence speaks and your life is changed forever. Our quest, our mission as educators, should be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.

Is school to be always transitory, when for you as a child, it has always been a constant, love it or hate it? Can I trust you again, as my teacher, to

not abandon me? We were walking a path together, and then this ‘thing’, this virus, sent us on different journeys. Can our lives reconnect? Can our relationship be re-established? School is no longer the safe, constant place we thought it was. We must be ready to understand, to reframe their perceptions, and show that we are trustworthy.

The Recovery Curriculum is an essential construct for our thinking and our planning. Each school must fill it with the content they believe is best for the children of their school community, informed by your inherent understanding of your children in your community. What were the aims and values of your school before this pandemic? Use them now to guide your judgements, to build a personalised response to the child who has experienced loss. No government can give you the guidelines for that. It is down to you, as that skilled, intuitive teacher, who can lift the mask of fear and disenfranchisement from the child. You can engage that child as a learner once more, for engagement is the liberation of intrinsic motivation, (Carpenter et al, 2015).

The loss the children experienced during this pandemic will have caused issues around attachment – in their relationships in school that they have forged over years; these will be some of the strongest relationships the young people have, but bereft of the investment of those daily interactions, will have become fragile. Our unwritten relationships curriculum must restore the damage of neglect; it must be a Curriculum of Recovery. Now is the time to address the damage of loss and trauma, so that it does not rob our children of their lifelong opportunities. Now is the time to ensure that we restore mental wealth in our children, so that their aspirations for their future, can be a vision that becomes, one day, a reality.

References:

Carpenter, B. et al (2015) ‘Engaging Learners with Complex Needs’, London, Routledge.

Liberty, K., (2018) ‘How research is helping our children after the earthquakes.’ <https://www.healthprecinct.org.nz/stories/how-research-is-helping-our-children-after-the-earthquakes/> (accessed 14th April, 2020.)

Young Minds (2020) Coronavirus; the impact on young people with mental health needs. www.youngminds.org.uk

© Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University.

Matthew Carpenter, Principal, Baxter College, Kidderminster, Worcestershire.



A brief history of Literacy through the ages and how to create Awe and Wonder

When I had qualified as a fresh-faced, wanting to change the world, absolutely believing that I could, NQT – the Literacy Strategy had already been in place for about 2 years. There were two strategies released in beautiful folders by the DfE at the time. The National Numeracy Strategy – which I LOVED! And the National Literacy Strategy – which was ok. I'm sure that some people who qualified around the same time as me, will also have fond memories of both, and will even have the original folders carefully tucked away in the loft, gathering dust, somewhere.

The National Numeracy Strategy was a big hit straight away. The progression for children in year groups was really clear. The models and methods that should be used to teach children mathematical concepts was really clear. The vocabulary that we were expected to use and examples of reasoning that children should be exposed to, was also really clear. It was wonderful.

The National Literacy Strategy, on the other hand, was problematic. I know why it was introduced. I was amongst one of the generations of children, who had gone through my entire school career, never once being explicitly taught 'grammar'. Until I started teaching, I had never come across terms such as: antonyms, synonyms; homonyms; adverbials, clauses and subordinate clauses, complex sentences....and yet I'd still managed to learn to read and write and write a dissertation.

It was expected that an hour of literacy should be taught every day. And the structure of lessons should be exactly like this.

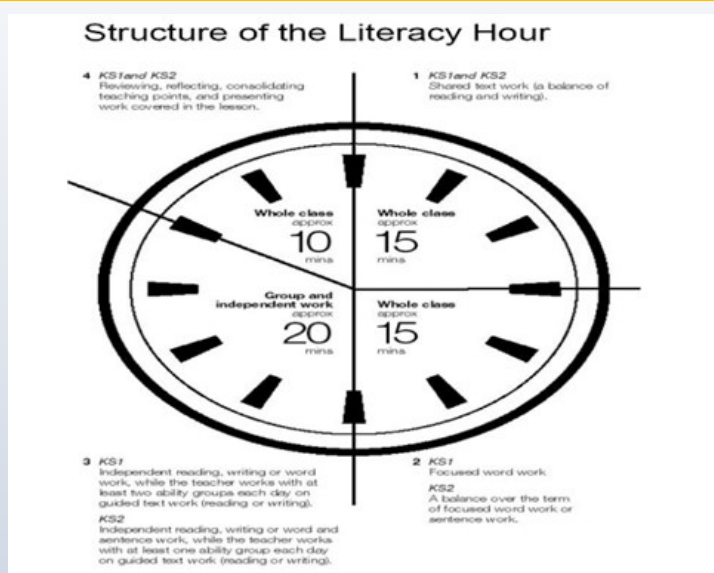
The structure, in case it was not clear from the diagram was:

Shared text/Shared writing
(15 mins)

Word/Sentence level work (15
mins)

Group/Independent work (20
mins)

Plenary (10 mins)



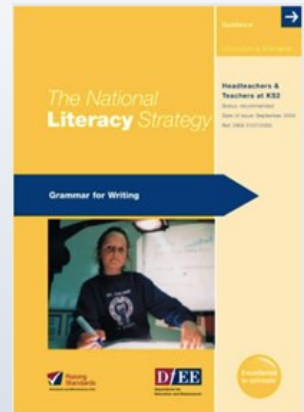
I remember having hours of CPD explaining what should go in each section of your lesson and how things should be taught. It was bonkers. Bonkers, I tell you – but bless all of us teachers at the time, we gave it a good go! In lesson observations, people with their clipboards would be looking to see if you were keeping to time. It was a sad, disjointed state of affairs.

It took a few years before the loud voices of dissent began to shout that this simply was not working. That this was not a good way to teach literacy – and literacy planning and teaching evolved. Many of the effective schools adopted a ‘book study’ approach – where you still taught grammar and writing – but it was context driven. The lessons were no longer required to be formulaic and disjointed – although we all tried our best even in the literacy hour days, for each part of the lesson to link with the next. Documents such as ‘Grammar for Writing’ were introduced. This is a brilliant document that has really good ideas for teaching grammar in a fun interactive way. It was placed in the National Archives in 2010.

However, the document is still downloadable as a pdf from this link:

<https://webarchive.nationalarchives.gov.uk/20100604140203/https://nationalstrategies.standards.dcsf.gov.uk/node/153924>

Some of you will still have the original spiral bound version at home!



This era also saw the astronomic rise of Pie Corbett, with his 'Jumpstart' books which then led to the phenomenon that is, 'Talk for Writing'. There was 'Every Child a Writer' – experts in literacy would go and support colleagues in other schools to enhance the children's learning. We had the Power of Reading project – teaching Literacy through really well-chosen texts that were challenging but relevant to the lives of the children who you were teaching.

At Finham, our book-led approach towards teaching Literacy, without a shadow of doubt in my mind, is the right approach. Our structures and frames put in place to teach literacy is good. We have long term plans which tell us which objectives we are going to teach – including spelling is crucial. Our mid-term plans which plot our journey – we know what book we are going to study, we know which writing genre we are going to teach, we know which objectives we are going to cover – our mid-term plans help us pull all of those elements together.

If I'm honest – what we need to work on now – is what happens in a lesson. My career began in one of the most deprived areas of Coventry. What I learnt about teaching in those 3 years, I will never, ever forget. There are many elements to teaching literacy – which is why it's such a complex subject – but also why one-size does not fit all. If you try to fit too many elements into a lesson – your lesson will unravel, what you wanted to teach in the first place will be lost and you feel frustrated.

Teaching in really tough, deprived schools around the country – where the children were expected to achieve the same outcomes as children who live in affluent areas – taught me one simple thing. Whatever subject you are teaching – keep your lesson objective really sharp and focussed in your head.

What is it that you want the children to have learned, to have progressed in by the end of that lesson?

What were they not very good at – that you want them to become skilled at by the end of your lesson?

If you have too many things – your children will not be able to do it. It's an unfair ask. So, you keep your lesson clean and simple – just as you would do for maths.

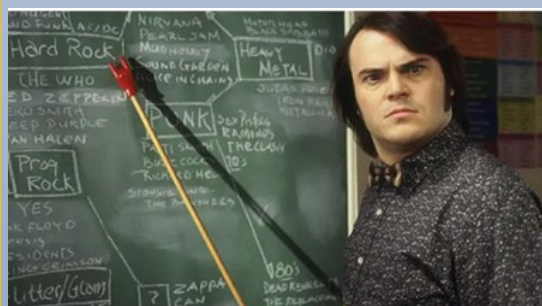
Make your lesson, if you can, a magical journey. Bear with me on this – I want to teach my children about adverbs. It's one of the objectives for Year 2. So why can't I have a magical box that suddenly appeared in my classroom this morning, that I was too worried about opening on my own, that I only feel brave enough opening in front of them? (By the way, perfume gift boxes are THE most perfect magical boxes that you could use on these occasions.) The point is that they are not in a boring lesson about adverbs. They are suddenly on a journey with you, thinking about who sent this mysterious box, what are these words in this box, what do they all have in common and how do we use these words?

Some of you may be thinking, yeah that works for the younger children – what about the older ones? Well, the first that I would argue is that children are never too old for magic! I have done exactly the same thing with older children – the difference being, they know that I'm joking, they're in on the joke with me and they love the fact that I've tried to not make the lesson dry and dull for them. Another way to build intrigue and make

literacy lessons come alive, is shut all your blinds, switch off all your lights, have some mysterious music playing in the background and perhaps an image on your IWB. Your classroom might have all the tables and chairs pushed to the side so you have a clear space in the middle – OR – your classroom could be in complete disarray! Have clues/words/sentences openers/antonyms/synonyms lying around the classroom floor – each child must explore them all then only pick one each. Your class discussion continues from then. One of the things that I'm going to invest in for myself is a class set of cheap torches, so that when I do this activity, it's even more mysterious as they each wonder around with a torch.

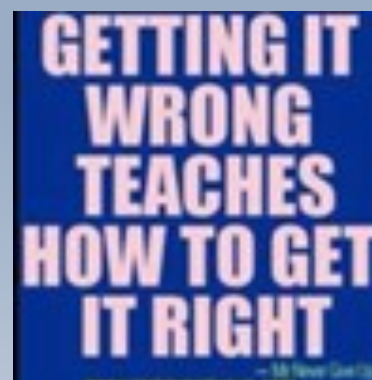


Take them outside. Introduce your lesson outside. Let them find clues, or complete a trail based on the skill that you want them to learn.



Children also like to know that their teacher can be a buffoon – and they revel in that! If, for example, there is a skill that you want them to revise – and they aren't 100% certain. Be the buffoon – deliberately teach it all incorrectly and you'll see how brilliant they are at correcting you! Keep making

mistakes, keep checking if they spot them. Because you're getting things wrong – they are more alert and focussed, wanting to get things right.



With your GD (Greater Depth) writers – give them words and phrases that will challenge them. Let them explore language and make marvellous mistakes. There will be conjunctions and adjectives, fronted adverbials etc that will test them. Have they come across this language in their reading? How do they think these words should be used? If they make mistakes, wonderful. We learn the most from making mistakes. Gently, show them how those words, phrases etc could be used.

Whatever skill you choose to teach, however you choose to teach it – my rule of thumb is – keep it really simple. Teach the skill – let them fly – let them achieve success.

To be honest – my formula for teaching any lesson is – what is the one thing that I know that you don't know at the start? That is what I want the children to have mastered by the end. I know that in literacy there are multiple things to think about – punctuation; handwriting; spelling; grammar – and insist on those things being correct. Of course, you should. To support spellings, have vocab mats available, have dictionaries available - that's fine. Handwriting – you are nailing that anyway! Punctuation – you insist on that all the time anyway – in all subjects.

But literacy lessons – they should be a little bit magical. A little bit of a journey – where you, the skilled magician, are teaching something that they were not too sure of at the start – and by the end – Hey Presto! – they've got it!

Keep it simple.

Anita Thakor

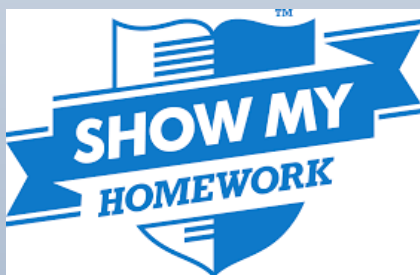


Virtual Learning

As a school, we are well aware of the support that students need to access the learning; making teachers available online has given students a place to go and ask if they need help.

The main platform of Google Classrooms, means that students can stream their questions and receive an answer, alongside classwork tasks being set for them to complete and to be marked online.

Staff are also using the quizzes and short tests on Show my Homework, so knowledge and retention can be a focus.



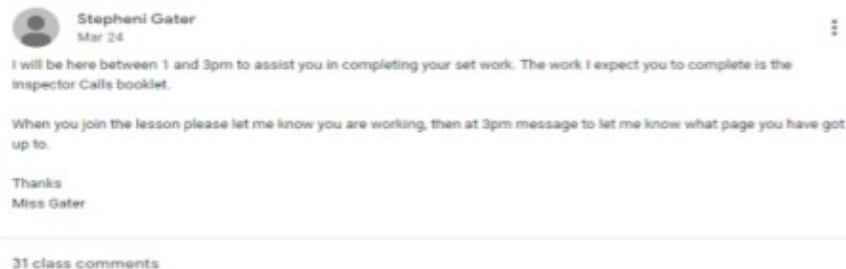
Guidance as a school is clear:

The general consensus is that there is no point trying to teach new concepts or significant new knowledge. It is very difficult for the students to absorb this and it becomes frustrating and fairly pointless for everyone. Instead, please use the time to consolidate, develop, revisit and embed work that they have done previously. See this as a valuable opportunity to have the time you always wanted to get those concepts that are a bit more tricky or easily forgotten much more firmly embedded. Revisit, revise, review, re-teach. This will be more rewarding for everyone. When we get back to school we will have to address the time we have lost but at least the students will be in a better place that they were with respect to the work that has been taught before.

English: step 1—establishing your environment

S.Gater - Creating an accountable environment:

I create expectations at the start of the lesson on Google Classroom.



Stepheni Gater
Mar 24

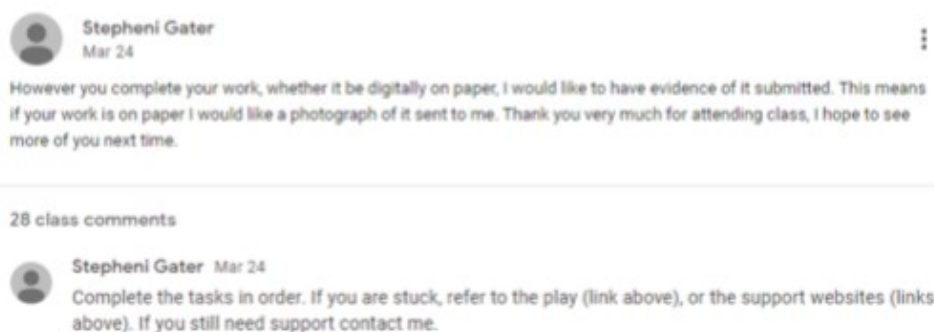
I will be here between 1 and 3pm to assist you in completing your set work. The work I expect you to complete is the Inspector Calls booklet.

When you join the lesson please let me know you are working, then at 3pm message to let me know what page you have got up to.

Thanks
Miss Gater

31 class comments

I then remind students mid-way through to submit work.



Stepheni Gater
Mar 24


However you complete your work, whether it be digitally on paper, I would like to have evidence of it submitted. This means if your work is on paper I would like a photograph of it sent to me. Thank you very much for attending class, I hope to see more of you next time.

28 class comments

Stepheni Gater Mar 24

Complete the tasks in order. If you are stuck, refer to the play (link above), or the support websites (links above). If you still need support contact me.

I keep a register on who has completed what, and I then email students who checked in at the start but didn't reply at 3pm.



Stepheni Gater
Mar 24

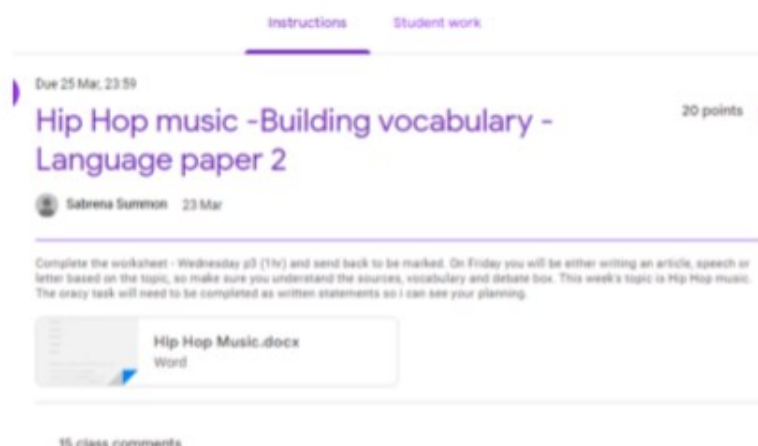
At 3pm can we all post below to say which page we got to.

14 class comments

S.Summon - Clarity and consistency:

It is probably something we are all doing – but being clear and consistent in the instructions in what is going to happen after this point, so students actually know it is not a one-off lesson, but instead it is going to progress to something else. I let students engage and ask questions privately or on the post to help their understanding. But generally, students understand.

I adding in points – even when it's not an exam Q—so the students know they can still try their best.



Instructions Student work

Due 25 Mar, 23:59 20 points

Hip Hop music -Building vocabulary - Language paper 2

Sabrina Summon 23 Mar

Complete the worksheet - Wednesday 23 (1hr) and send back to be marked. On Friday you will be either writing an article, speech or letter based on the topic, so make sure you understand the sources, vocabulary and debate box. This week's topic is Hip Hop music. The oracy task will need to be completed as written statements so I can see your planning.

Hip Hop Music.docx
Word

15 class comments



English—step 2: recreating the classroom experience

A. Harvey - Have you heard about voice-notes?

Firstly, I have found that sticking to a similar lesson structure has been incredibly beneficial for my lower ability groups. By using activities that are familiar to them, I have been able to revisit tricky concepts without causing too much stress, therefore managing the group's cognitive load.

The screenshot shows a PowerPoint slide titled "POWERFUL KNOWLEDGE" with a table of activities. The table has three columns: "1. Define It: MICROCOSM", "2. Debate It", and "3. Use It". The "1. Define It: MICROCOSM" column contains the text "encapsulate the characteristics of something much larger." The "2. Debate It" column contains the text "What might the Birling family be a microcosm of? 2 sentences." The "3. Use It" column contains the text "Use microcosm in your own sentence; Coventry is a microcosm of the United Kingdom. I.e. Coventry is a smaller version of the UK- it has rural areas and inner city areas." The "Insert" tab is selected on the ribbon, and the "Audio" button is highlighted with a blue arrow. A blue arrow also points to the "Record Audio..." button in the "Audio" dropdown menu.

Secondly, I have found that adding voice notes to my slides has been incredibly helpful. This has allowed me to add clarity to any of the tricky tier two vocabulary that features on the slide by giving me an opportunity to rephrase ideas in a way my groups find easier to digest (without lessening their exposure to important vocabulary).

In this sense, voice notes perform as a scaffold allowing the class to access the activity. In terms of impact, the quality of work produced has mirrored what I would usually receive in a normal lesson and in comparison with other groups- this group is one that asks less 'what do you mean' type questions on the class stream.

To add audio to your PowerPoint, ensure you're on the 'insert' tab and then click 'record audio' and you are able to use your laptop microphone.

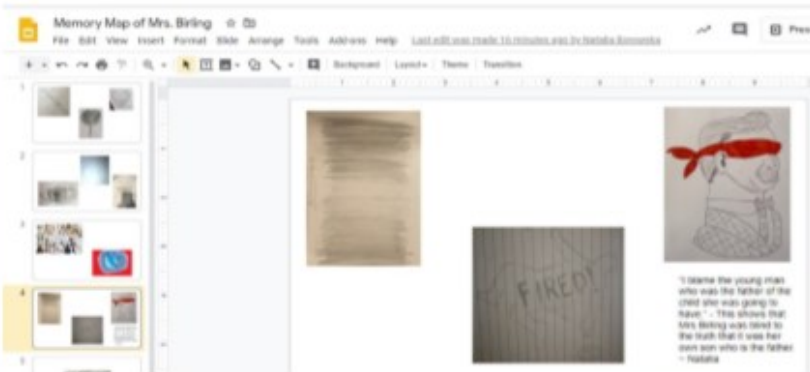
The screenshot shows a PowerPoint slide titled "POWERFUL KNOWLEDGE" with a table of activities. The table has three columns: "1. Define It: MICROCOSM (noun)", "2. Debate It", and "3. Use It". The "1. Define It: MICROCOSM (noun)" column contains the text "a community, place or situation that is seen to encapsulate the characteristics of something much larger." The "2. Debate It" column contains the text "What might the Birling family be a microcosm of? 2 sentences." The "3. Use It" column contains the text "Use microcosm in your own sentence. Coventry is a microcosm of the United Kingdom. I.e. Coventry is a smaller version of the UK- it has rural areas and inner city areas." The "1. Define It: MICROCOSM (noun)" column also contains a diagram of a large blue circle labeled "Microcosm" with a smaller blue circle inside it. The "2. Debate It" column contains the text "The Birling family are a symbol of capitalism and the upper classes in the world. They represent how the upper class usually think." The "3. Use It" column contains the text "I am a microcosm of the men in my family." Below the table, there is a question: "Based on what we've learnt so far, what might the way in which the Birlings treat Eva Smith be a microcosm of?" and a quote: "One Eva Smith has gone- but there are millions and millions of Eva Smiths and John Smiths still left with us,". Below the quote, there is a red text box that says: "The way the Birlings treat Eva Smith is a microcosm of the way the upper class treat the working class because most upper class people do not value the working class. The upper class see the working class as less than human just like the way the Birlings treat and talk about Eva."

This is an example of the work submitted by a student from 9En5/G.

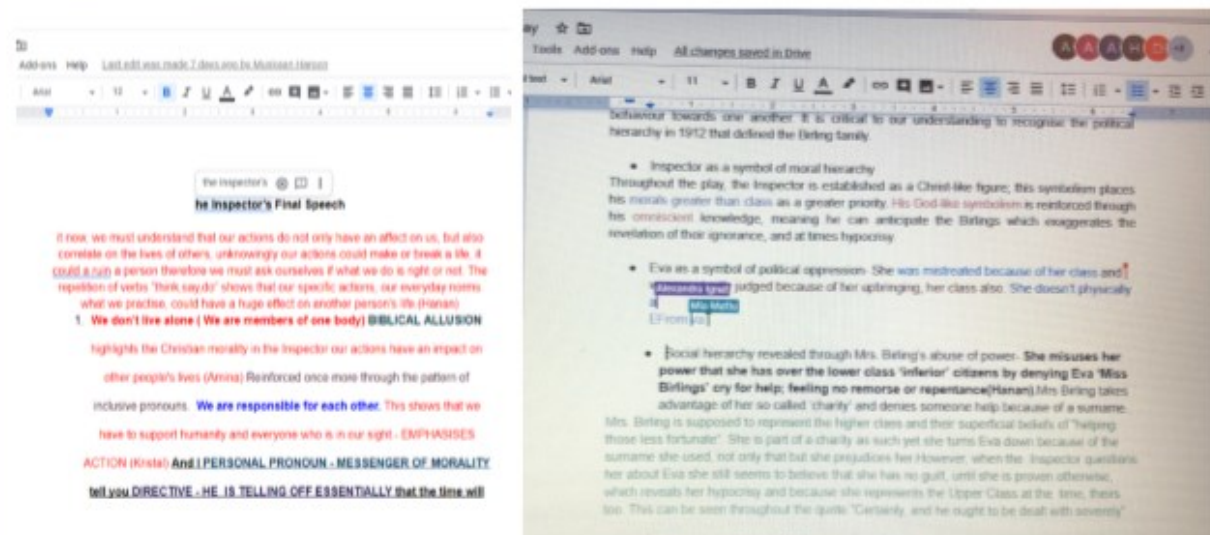
English: recreating the classroom experience

L.Hagan - Interactivity on Google Classroom:

Focus on making it interactive and collaboratively working together. During this season, it is so important to encourage communication – not just with ourselves but with other students too. They can continue to support one another in this way.



Creating google documents, or google presentations, is a wonderful way for a group to collectively develop understanding/resources. Or even a live essay (below)!



Initial explanations of oppression:

- Student 1: she tried asking people for help when she needed it and she was turned down
- Student 2: because she feels like they're all against her everything she does gets taken away from her for no reason
- Student 3: by society always limiting her options and her necessity coming before her desire
- Student 4: everyone turned her down
- Student 5: she is treated as an outsider
- Student 6: Mr. Birling firing her for going on strike to make an example out of her
- Student 7: Everyone denied her help
- Student 8: she is treated as inferior
- Student 9: she was turned down when she needed help the most
- Student 10: she feels oppressed by
- Student 11: she was denied any sup

Zoom audio calls can facilitate some in depth discussions with the added bonus of the chat bar so notes can be saved and turned into revision resources.

Oppression

Latin **opprimere** "press against, press together, press down"

French **opprimer** "afflict; torment, smother"

late 14c., **oppressen**, "to overburden, weigh down, burden with cruel restraints"

Non-examples:

Miss Hagan - Another female voice. She is spoken out against parental irresponsibility.

Miss Hagan - She is given what she wants when protesting against her who gets fired as a result.

Almond - She chooses to leave Gerald when she finds out the truth.



An example below from D.Smith of a 'Memory Mat' used for year 10 English.

This is a revisiting resource for year 10 using a range of tasks that hit the assessment objectives for this unit. I signposted certain tasks to certain students but otherwise students had to pick three to do. During the online lesson, students then asked questions or sent me work.

To support the Mat and/or for extension tasks students also had to: complete the first exercise in the PIXL Independence Booklet for this unit, in the classwork tab, I put: PIXL Think it, Grasp it, Know it and Word it mats, an exemplar essay, with mark scheme and model answers – students could just do an essay if they wanted. I also created a PowerPoint slide with hyperlinks to revision notes on BBC GCSE Bitesize English Literature.

Mr Smith's Memory Menu.... <http://nfs.sparknotes.com/macbeth/>

Choose a task - **(This link takes you to the play)**

Good at Art: Framed in my office are pictures produced by Year 10-13 on characters we have studied.

Draw a picture/create a collage that sums up Lady Macbeth's key characteristics. Consider texture, colour, animals, symbols, music etc. THE PICTURE COULD SYMBOLISE HER RATHER THAN BE OF HER.

Challenge Task:

Look at the past paper and complete an essay. Perhaps do a paragraph at a time and show me before completion.

P

Q

W

2 x LT

Direct

3 x AN

MMT

[Go to BBC GCSE Bitesize Literature AQA - https://www.bbc.co.uk/bitesize/topics/zgq3dmn](https://www.bbc.co.uk/bitesize/topics/zgq3dmn)

Using the headings, revision help, create a knowledge organiser for Macbeth.

A complete side of A-4 that shows deep understanding of the plot/characters and why Shakespeare wrote the play

5-A Day

Create a 5 A Day for Macbeth so far

Q1-2 should show knowledge of the character

Q3- - LT/Quote should explore a quote

Q4 - Ask a question about why the character did something

Q5 - Ask a question that shows how a character is changing.

Come up with the questions and then answer

Quote explosion:

For the two quotes below, explode them. Arrows off the quote must identify:

- Why the line is important
- What themes it links to
- A key word - no naked noun
- 2 x Language Technique
- Direct - sound/tone/pace
- 3 x Abstract Nouns
- A little picture that sums up the line
- What you think the Audience should think or feel.

Macbeth: "O full of scorpions is my mind dear wife!"

Lady Macbeth: "My hands are of your colour, but I shame to wear a heart so white."

C.Tyler - Developing motivation – student modelling:

Strategy used with 7O and 8O– with the student's permission I posted work that had been completed early onto the main google classroom page, highlighting what made it a good piece of work and recommending that students use it as a model. Some students just posted their work in the stream rather than on the assignment so it was viewable to all anyway.

The benefits of this strategy are it allowed me to show students that were stuck a model but without it seeming like everyone was getting it wrong, which students may have assumed if I posted my own model or deliberately made everybody stop so that I could go through a model with them.

This also allowed the individual student to feel empowered and proud that their work was of a high enough quality to be used as a model.

This strategy depends upon having a student in your group that doesn't mind their work being accessible to the whole class and completes work early to a high enough standard to be used as a model. I would not do this strategy in all lessons but in relatively weak groups or students that contain some relatively weak students I think it is good to emphasize that everybody is capable of completing the work to a high standard and using student's work is a good way of showing this without coming across as patronising.



English—step 3: engaging students

R.Manchester - Hooking students from the outset, creating easy wins:

I have found that for key stage 3 the use of images has worked really well as it has inspired them to complete creative writing tasks. I have chosen colourful images and have included sentence starters and banks of vocabulary for Foundation year 7 and 8G.

For 7R I chose to use the cardio and stamina planning sheets but modified the paired thesaurus task and set it as an individual task. I did not provide them with a bank of words but provided the scaffolded planning instead.

Years 7 and 8 are very enthusiastic about spelling tests and are using Show My Homework to complete and comment on these. Year 7 Foundation have just completed a spelling test based on their bespoke reader, Charlie and the Chocolate Factory.



English—step 4: developing accountability

C.Chand—Feedback on Google Classroom:

- Allows specific feedback comments for each individual pupil.
- Gives ownership to the pupils to make necessary adjustments to their work based on suggestions/prompt questions.
- They can clearly see how they have improved over time based on feedback.

The image displays three screenshots of Google Classroom, illustrating the feedback process. Each screenshot shows a student's work on the left and teacher feedback on the right.

Top Screenshot: The student's work is a text document titled "Ladies, Gentlemen, Children." It discusses bullying statistics and definitions. The teacher, Chloe Chand, has provided four pieces of feedback:

- "Should be a question mark"
- "Link to your purpose. How does this relate to bullying?"
- "This still does not quite give a definition of what 'bullying' is?"
- "Change sentence starter. Avoid starting with 'and'"

Middle Screenshot: The student's work is a handwritten text document. The teacher has provided two pieces of feedback:

- "Repeated 'path'. Find a synonym"
- "Improve 'went to'"

Bottom Screenshot: The student's work is a handwritten text document. The teacher has provided three pieces of feedback:

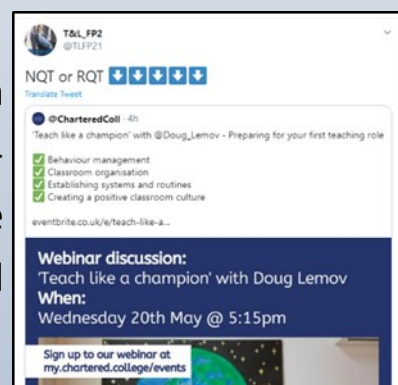
- "make this point clearer. Unsure of what you mean"
- "'face' repeated. Improve with a different synonym"
- "full stop> However,"

Further examples can be found on the FPMAT Frog Connect site:

<https://finhammat-coventry.frogos.net/app/os>

Like all schools, Finham Park 2 had to quickly adapt to new ways of working when schools were closed to the majority of students. We are really proud of how everyone has responded to the new ways of working with students from home, supporting each other and using the opportunity where possible to develop professionally with CPD.

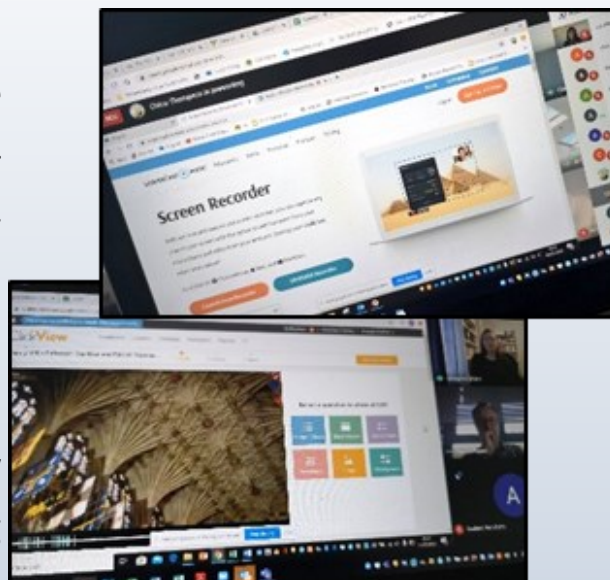
Since the 20th March all staff have been engaging with CPD in a variety of forms. Whether it has been learning how to use online tools like Teams and Google Meet, participating in the many free webinars offered or completing online CPD courses from home.



We decided early on that we wanted to continue our WAGOLL Wednesday staff briefings, but we now do them via Google Meet. It has been great to share different tools and strategies related to home learning and also good for wellbeing to see our colleagues that we miss.

We have had demonstrations of how to run live lessons with Google Meet and staff have used this now for lessons, subject support drop ins and mentor wellbeing checks. We have seen how Quizziz, Socrative and ClickView can be used for remote learning. How departments are adapting ways of giving feedback to be effective for home learning and we have had literacy CPD with a clear strategy to help us support students in our subjects. Some teachers are now having a go at pre-recorded lessons so we had CPD on how to record our screen and voice overs using free online software.

Teaching, cover and support staff have also been encouraged to complete online CPD including Seneca on cognitive science, assessment and dual coding. The take up of all the free online CPD courses has been really impressive and we are excited about capturing and recognising that work and planning how we will follow up and share everything that staff have experienced once we do return to school.



We have a shared Google Doc with links to CPD that staff can dip into when they have the time and with so many of us on Twitter we are finding useful talks and webinars to join covering a wide range of subjects. A bonus of the lockdown has been the chance to listen to speakers like Dylan William, Tom Sherrington and Daniel Willingham at a time convenient to us.



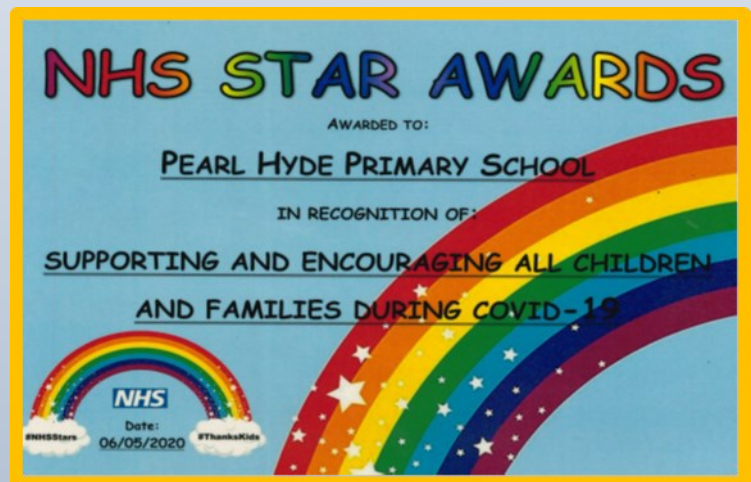
Now we are moving to planning and delivering our own CPD via online video call software. We are looking at responsive CPD for the current situation and starting with support for colleagues when they are dealing with emotional and difficult communication remotely. Our induction day for new staff will be delivered remotely and we are planning how to support next year's trainee teachers, NQTs and RQTs when it is unlikely that we will all be back in one place straight away. A positive aspect of the lockdown is using video calls and so we can continue with MS Teams etc... to stay connected across the school and also the MAT.

Liz Allton



The last 9 weeks have been the most surreal of times. Empty classrooms, empty seats, empty playing fields and at times deafening silence all around us. We, like everyone else in schools across the country, have been challenged to provide both in school and online learning for our children. It has proved to be an exciting and energising time for the staff and children at Pearl Hyde.

We have paid tribute to the NHS, as so many people have been doing and were awarded with the NHS Star Awards certificate (right)



Our hope was that the emergency helicopter which flies over our grounds would see the sparkling rainbow painted by the children (with a little bit of help from the staff, particularly me when it came to the glitter!!) From above.



During the Easter break all the children received an Easter egg from the school with staff heading out for House Hunts as opposed to what should have been an egg hunt for the children in the school grounds. They were all gratefully received!

Our curriculum has been mirrored as far as possible in school and at home. There has been a range of learning opportunities on offer for the children taught in their small groups of 10 ranging for YR to Y6. The collaborative learning and support from the children for each other has been amazing.

The following pictures give a flavour of what we have been learning and creating in school during LOCKDOWN. Nature week, shadows at work, kite building, den building, pond dipping, nets of shapes, poetry, art in nature, a collaborative butterfly....

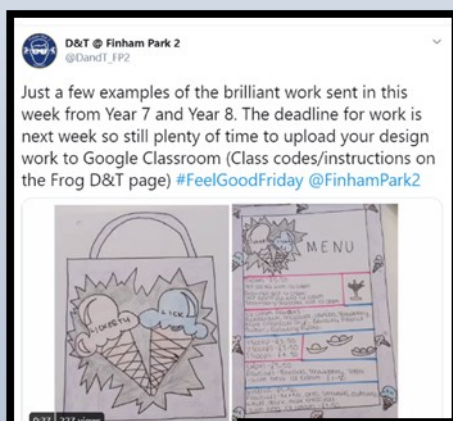


Finham Park 2 D&T Home learning

Finham Park 2 students have been working hard on lots of different tasks as part of their Home Learning whilst we are staying home to save lives.

Before Easter Year 7 & 8 students were challenged with a D&T Graphics task to design the graphics for a fast food outlet.

They could choose the type of outlet (burger bar, ice cream parlour etc..) and then had to come up with a logo, company branding on uniforms, packaging and menus as well as create a birds eye view plan of the restaurant.

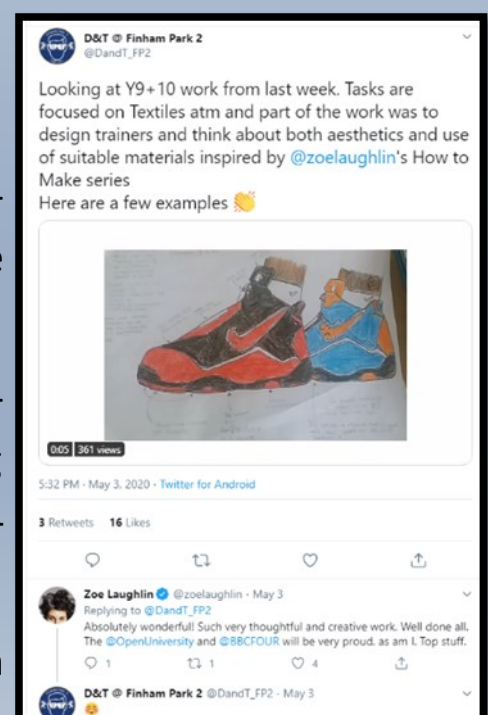


Year 9 & 10 have continued with work related to their Materials theory core knowledge.

Before Easter they were revisiting work on Textiles and also extending their knowledge through both written and practical tasks.

They have also been watching a BBC4 documentary series called 'How to Make' and answering questions about it and designing products related to the shows.

We shared some of the students great design work on Twitter and the show's host replied.



Summer Term Home Learning for Product Design

Year 7 – Drawing Skills

Students are working on weekly drawing tasks covering isometric, one and two point perspective and orthographic drawing

Year 8 – Passive Speakers

Students are making passive speakers at home and documenting their modelling skills before testing and evaluating the success of their designs.

Year 9 Flat Pack Products

Using online software (Focus DT) students are building up their knowledge of flat pack products and the temporary fixtures and fittings that make flat pack furniture and other products possible. There are considering the advantages and limitations of flat pack before designing and modelling a product of their own.

Year 10 – Water Bottle Design and Development

Year 10 students are practicing their iterative design skills through sketching and refining ideas ready for the start of their GCSE NEA (coursework) which starts next half term. They are looking at aesthetics as well as functional properties of the designs and using their materials theory knowledge to consider suitable final product details.



Liz Allton



FINHAM PARK
SCHOOL

Food Technology

Students from Finham Park have been working hard at home on their Food Technology skills. Whilst they might not be in the classroom, they have proved to Mrs Devgun that they have been using their culinary skills to practise and perfect some mouth-watering dishes and some carefully thought out packaging. Some examples from Year 7—10 are below.:

Year 7 Packaging work – Alex White



Great work by Alex who also made the flapjacks.

A product we made when we were still at school.



Joseph Reilly – Year 9 Bread work Making focaccia



Ellie Poole

Food Tech bread making practical

For my practical work K was told to make 3 different types of bread buns Chelsea buns, hot cross buns and focaccia bread this was all part of the bread practical challenge. Some of these breads I have never made before, but the outcome was very good.

Chelsea Buns

These Chelsea buns were one of my favourite buns to make out of all three. It required a lot of skill to roll up the dough evenly, and was fascinating to create the end result. These Chelsea buns consisted of a light fluffy and sweet consistency.



Focaccia Bread

This was my first attempt at focaccia bread. It consists of letting the bread rise a lot more than a normal loaf but in the end it's all worth it. I added some of my own ingredients to my bread. The topping of my bread consisted of cheese, rosemary and red onion. This bread was amazing. It consisted of a nice crumbly consistency which was perfect both light fluffy but also a little bit heavy. Instead of creating mini focaccia bread I decided to create one big one to share amongst my family.



Hot Cross Buns

In my opinion the hot cross bun was the most difficult to make because it was hard to make a perfect cross on the top on the bun. This bread was very soft and all the flavours of the raisins and cinnamon really contributed to this wonderful bread bun. I enjoyed making these buns and will make them again.



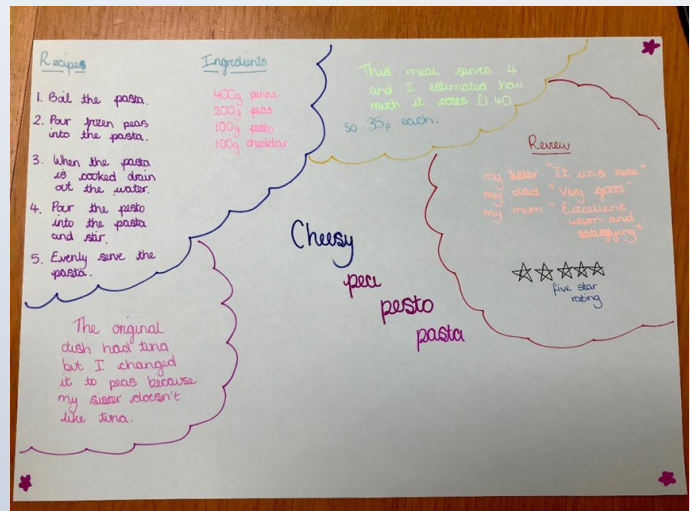
Fish Fingers with Chips and Garlic Sauce – Year 10 Daisy Houghton

Daisy keeping up with her skills of making fish fingers, chips and a garlic mayo dip for dinner. Great work!!



Year 8 Food Technology Tasks – Creating a main meal from 5 ingredients

Amalia Escobar Leigh



Food practical's conducted by Dillan Maher – Year 10



Mrs Devgun



VALUES

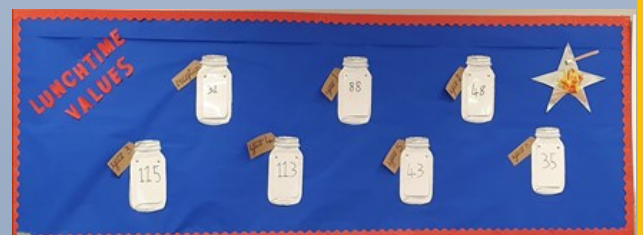


At Finham Primary School, we use the Engage Values to reward pupils for positive behaviour. These values are wrapped in the acronym TRIED.

This year we have given pupils the opportunity to be rewarded when they show their values during lunchtime by introducing lunchtime values tokens. Each classroom from Reception through to Year 6 has been given their own Lunchtime Token jar where their tokens are collected.

Our lunchtime staff which includes Mr Atkins, Miss Shaheen, six lunchtime supervisors and sports coaches from CV Life all give out tokens to pupils that display the school's values during lunchtime. At the end of each lunchtime, Mr Atkins goes around each classroom collecting the token that children have been rewarded in order to update the Lunchtime Values display which can be seen in the school's dining room. Each year group has its own values jar with a whiteboard attached containing the number of tokens that year group has been rewarded.

At the end of his term, the year group with the most tokens will be rewarded with a fire and marshmallows with Mrs Schofield. Keep an eye on the Squirrels Club Twitter (@Club_Squirrels) page for updates on the total tokens each year group has.



Mr Atkins - Extra Provision Manager
Finham Primary School - Squirrels Club

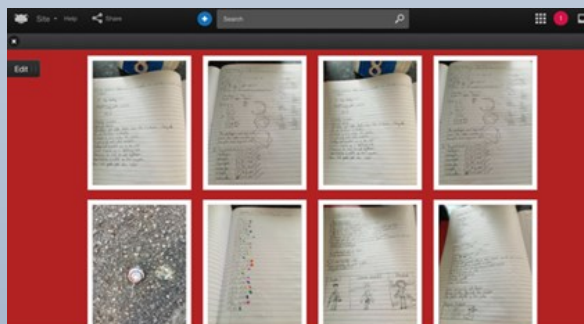
Home Learning At Finham Primary School

During Covid-19 Lockdown, all year groups from Nursery to Year 6 have found Frog to be an effective way to set Home Learning for all the children.

Teachers can easily see who has engaged with the learning by looking at log in details and work uploaded by children using FrogSnap.



Teachers at Finham Primary have used Frog not just to set Home Learning, but as a safe way for children to keep in contact with staff and other pupils. Children can 'chat' to one another, but this is viewed and regularly monitored by staff to ensure the safety of all the children. Children have to complete a weekly check ins – monitoring how they are finding the work but also how they have been feeling.



Finham Primary Upper Phase Check-In Form WK3

Hey everyone! Team Finham wants to know how you are getting on at home this week. As well as getting your home learning done, are you looking after your physical and mental health too? Are you taking good care of your family? Are you making sure you find a good balance between home learning and family time?

We want everyone to remember to make some time for:

- Exercising
- Getting some fresh air
- Contacting friends and family
- Enjoying activities and hobbies you enjoy
- Doing nothing - chill out!!!!
- Helping out with the chores around the home

As well as completing your Home Learning tasks!

Each Friday from now on, we will ask you to fill in this form. You might scribble down a few notes in your reading diary each day to help you out, but you don't NEED to. This form lets us know about your week so we can keep an eye on how you are doing. It also helps us to set you great work for next week.

We really care about how you're getting on at home!

*Required

Have you used any of the activities, resources or tasks on your Year Group's Home Learning Page? *

- ☐ Yes
- ☐ No

How easy was it to get to the tasks and then complete the work, overall? *

How have you felt, overall, during each day this week? *



	Really Happy	OK	Kind of Sad
Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 3 4 5 Impossible



How well do you know The Lion Alliance Teaching School?

- ◆ We now have **20** schools in our partnership – 10 secondary and 10 primary
- ◆ We train **primary** and **secondary** school teachers
- ◆ This year we are launching **Lion Leadership** courses for school leaders at different stages of their teaching career.
- ◆ This year, we were the **biggest provider of trainees to Warwick University**
- ◆ We are the local and regional provider of **The Chartered Teacher Programme**, in partnership with The Chartered College of Teachers. There are 11 providers in the world and we are one of them!



Welcome to our two new partners. Whitley Academy, Coventry, and Lillington Primary, Leamington Spa, joined our Teaching School Alliance this year. Unsure who our other 18 partners are? Please see the next page:

The Lion Alliance

A pioneering world class teaching school alliance that trains teachers to innovate and inspire the current and future generations

Our strategic partners



Contact us:

www.thelionalliance.co.uk

admin@thelionalliance.co.uk



BIRMINGHAM CITY University

THE LION ALLIANCE



Initial Teacher Training

Did you know that The Lion Alliance was the biggest provider of secondary School Direct trainees to Warwick University this academic year, 2019-2020?

We are incredibly proud of our cohort of trainees who left us in March at the end of their placement and very sad that we had to bid them an early farewell. Virtually all of them have secured NQT positions for September and officially join the profession in the first year of their teaching journey. Congratulations to them all in completing their placements; several of them will be familiar faces as they stay in the Finham Park MAT.

What makes The Lion Alliance unique?

One of the questions I'm frequently asked when interviewing trainee applicants is why they should train with us opposed to other local providers. One of the many things that makes us unique and different is that we are committed to teachers, to their development and training, throughout the whole of their career. One advantage of training with us is that we are a large partnership of schools and we use the different schools and their different contexts to inform and train and develop our team of trainees.

Teachers Learn from Teachers!

I don't think anyone would disagree with the above statement and this is a key focus in our alliance for all of the programmes, courses and training we offer! This year, we used the expertise and specialist knowledge within our large partnership of schools to offer training and development opportunities to our cohort of 20 Schools Direct trainees. Our alliance training days hosted by our partners schools allowed our trainees to observe a range of teachers in different schools and to benefit from the specialist knowledge of experi-

-enced teachers and leaders. To support our trainees in their quest for employment, we invited our partner schools who had vacancies to come and meet our trainees and to talk about their schools in a recruitment event. We also have invited nationally recognised experts in education to come and speak to our trainees and share their research. Tom Bennett, founder of ResearchEd and advisor on behaviour to the DfE visited our alliance in January this year to share his understanding of how to teach behaviour to students and Kathy Bigio, a specialist in Early Years, delivered training to our primary partners and trainees.

Meet the Expert

Engineer the norm! Teach the behaviour!

School Leaders need to be the conscious architects of the behaviour!

Tom Bennett visited our alliance in January this year to deliver training to our trainees and teachers and school leaders. We were delighted to host this event and to learn from his varied experiences in a wide range of schools. This opportunity was incredibly popular with trainees, teachers and school leaders in our partnership and several schools from the local area who are not in our partnership also visited. We have invited him back to us next academic year so please do look out for further dates and opportunities.

Kathy Bigio, a specialist in Early Years Education, delivered training to our teachers from our primary partner schools and our primary trainee in March. Colleagues were really impressed with this opportunity and felt it had really informed and shaped their own practice.



THE LION
ALLIANCE

Teacher training
that



CARES

Visit us:

www.thelionalliance.co.uk
admin@thelionalliance.co.uk
c/o Finham Park School

Recruiting Trainee Teachers for September 2021

Do you know someone who is considering a career in teaching?

Perhaps they'd like a taster day in one of our alliance schools or want a chat to understand more about the profession?

Please do ask them to get in touch with us.

We are officially open for applications from prospective trainees and in addition to our partnership with Warwick University, we are also working in partnership with Birmingham City University this year and have places in a wide range of specialisms; we have both primary and secondary places available.

admin@thelionalliance.co.uk

Know Someone Who is Considering Teaching?

This year we have recruited more primary trainee teachers than ever before! We are really excited to be working more closely with our primary partners to support our trainees during their training year. In addition, we continue to recruit trainees from a range of specialisms in secondary and we are looking forward to meeting them all in July at our Lion Alliance Induction event. But we always have room for more and if you know someone who is interested in teaching, please ask them to get in touch for more information.

admin@thelionalliance.co.uk

www.thelionalliance.co.uk

[@lion_alliance](#)

We now offer places in partnership with Warwick University, Birmingham City University and soon Coventry University too!

The Lion Alliance

A pioneering world class teaching school alliance that trains teachers to innovate and inspire the current and future generations

Our strategic partners



Teaching School Alliance
Finham Park School
Green Lane
Coventry
CV3 6EA
(024) 7641 8135



The Chartered Teacher Programme

CHARTERED
COLLEGE OF
TEACHING

Great news! It's not too late to join The Chartered Teacher Programme. We are now receiving applications until 25th September.

As the only local and regional provider of this prestigious programme, we are really pleased to be able to offer this opportunity to teachers across Coventry, Warwickshire and beyond! If you are interested in finding out more then please read the eligibility criteria below and follow the link to our website where you will find a brochure with more detailed information and our application form.

- ◆ Have you been teaching for at least 3 years?
- ◆ Are you committed to developing your classroom practice?
- ◆ Would you like to find out more about research and current trends in education?
- ◆ Would you like to be registered with The Chartered College of Teaching as one of the country's leading practitioners?

If so, please find out more at :

www.thelionalliance.co.uk or email admin@thelionalliance.co.uk

RAISE

**the status
of teaching**

BE RECOGNISED

**for teaching
expertise**

BECOME

**a Chartered
Teacher**



**THE LION
ALLIANCE**

**JOIN THE CHARTERED TEACHER
PROGRAMME AND BE CELEBRATED
FOR YOUR EXPERTISE**

**Applications are now open, until 25th September
www.thelionalliance.co.uk**



FINHAM PARK
SCHOOL

Teaching in extraordinary circumstances

These things I have learned as a teacher and a parent. (That I kind of knew already):

1. There are thousands of online resources now available. Creating your own content isn't always necessary but you need to curate it. Students and parents need to be guided through overwhelming amounts of information; it needs to be personalised.

2. Relationships are important; children are more keen to work 'for' teachers they like/ feel valued by. Feedback and rewards are crucial to maintaining engagement.

3. Most parents are going to be busy holding down their own jobs/juggling family responsibilities in new circumstances. If work requires a high level of adult supervision and support, with the best will in the world, it is not always going to get done.

4. Parents are doing their best but, even if they have the time to support their children, they are unlikely to be experts in numerous subject disciplines. Even if they are knowledgeable, they can't be expected to know the exam syllabuses.

5. Kids learn at their own pace and learning cannot be forced. You can force/ bribe them to complete a task but learning is a different thing from doing. Some busy parents will be very keen on the latter!

Teaching in extraordinary circumstances

Only 3 weeks ago we were still in school, albeit with dwindling student attendance and rumours about imminent closure. It seems like a world away when we were attending training for exam invigilation and frantically putting plans in place for remote learning. It is fair to say that the challenges of teaching from afar have created a steep learning curve for many of us but you have all risen to this challenge and, as we continue to refine our practice, there is still lots of brilliant work being done across the school. Thank you to all of you for continuing to support our students through this most difficult period. Helen



<https://www.theeverlearner.com/> are offering free subscription and PE have been using this; you can register your classes for live lessons and practice questions; teachers can view responses and see how much content students have accessed.

Seneca learning <https://www.senecalearning.com/> Is another online facility which comes highly recommended by History and Business. If you want to keep on top of your professional development, they also offer excellent CPD courses for teachers. You will receive a certificate once you have completed one.

Kerboodle are now offering free access to its resources and online textbooks.



Many teachers continue to find that quizzes and multiple choice tests are the most efficient way to assess how much work students are doing at home. Anyone using (or interested in using) Quizizz may find this helpful:

<https://blog.quizizz.com/our-guide-to-remote-learning-dc6a922c5279>

Thanks to Emma Wood for sending this link to an excellent video from Harry Fletcher Wood (no relation!), author of 'Responsive Teaching' who gave such a thought provoking presentation at the MAT Conference, here he discusses how we can improve student engagement with remote learning:

<https://www.loom.com/share/84ca2ace38124ab694d24383e77b22db>

6. Personalised schedules for each child, guided by their interests and mood are best but this is difficult to achieve with even two children. More must be a nightmare! 1:1 time spent with each child, clear goals, guidelines and success criteria is the dream.....

7. Routine is king. Getting up and dressed for a Joe Wicks workout at 9am (other regimes are available) everyday has been a godsend in my house. Now that BBC Bitesize programmes are on every day at 10, this will also be built into our daily schedule.

8. There is no one right way to do this; every household and family set up is different. Maintaining a line of communication and setting regular work then giving some kind of feedback (which is meaningful, manageable and motivational) is the best we can do.

9. Home schooling is different from remote learning. Parents with the desire and time to do this are better going their own route than trying to keep up with numerous tasks on different platforms from different teachers. Every child will be at a different point when we return to school in any case.

10. Just because they're not submitting the tasks you have set doesn't mean kids haven't been learning (although it might well mean this!). Kids lucky enough to be spending time talking, playing, cooking and exercising with their families in this period of economic stillness may well be learning as much as if they were in school (although not necessarily what is on the syllabus) and this is probably more valuable, especially I would argue, KS3 students not studying for imminent exams, than completing some tasks being set remotely. Some students of course will not be getting any of this and the gap between disadvantaged students in chaotic, or even dangerous, homes and those having an extended period of quality family time will be growing by the week. Classroom teachers cannot attempt to solve this until we get back into school but these children will need a lot of support when we do return to some form of normal.

Helen Cooke



FINHAM PARK
SCHOOL

Adjusting teaching and learning

When the lockdown was first mooted, many of us assumed that this would merely be an extended Easter holiday and the work we set was mainly to tide students over for a couple of weeks. Now that it seems that the disruption to schools will last a few more weeks, if not months, our planning needs to change to reflect that fact. It is true that revision and recapping are the most effective activities students can do at home to consolidate their learning however many of us are now realising that we are going to have to introduce some new material and knowledge and try to teach these remotely and we are constantly trying to gauge the best methods of doing this.



When setting work, we must bear in mind that students have different levels of technology and equipment available to them so simple really is best.

Please don't assume that all families have printers (our classroom experience has shown that many are not able to print at home!)

If you are directing students to online lessons, Youtube videos etc, they will engage with this more effectively if this has been personalised so some kind of personal introduction – written, audio or video – from their class teacher and some feedback (praise postcards, whole class comments etc etc) is essential to ensure they see the value in completing the tasks.



Many staff have been engaging in online CPD

Twitter is a great source of materials for teaching and learning. I recommend you search for the #researchEDhome hashtag:

You can catch up with the sessions so far by clicking here:
bit.ly/3a1UX5j

Another reminder of Seneca learning's excellent resources which can be accessed here: <https://www.senecalearning.com/en-GB/blog/free-assessment-cpd-course-for-teachers/>

Jon Bridgeman recommends the dual coding course written by acclaimed cognitive scientist Oliver Caviglioni

Lessons from Lockdown

We are all trained to teach students who are physically present in our classrooms and between us have decades of experience. All our systems and resources have been designed for classroom teaching so it is little wonder that there have been things that haven't worked. Before we locked down, departments had a matter of days to plan for remote teaching yet, just 5 working weeks later, we have established a whole new way of working, often whilst juggling family responsibilities. Collaboration between departments and across the school has been brilliant. There are so many innovative ideas and solutions being shared. Thank you all for everything you are doing.



Although we know that engagement in some classes has been disappointing, there are some students who are feeling overwhelmed by their workload. Please ensure that instructions are chunked and that clear deadlines are given for handing work in.

Students who are unable to access online learning have been sent packs of work supplied by departments. After half term we would like to streamline this process for years 7 and 8. Parents will be guided to the BBC Bitesize TV programmes and we would like departments to suggest activities that can be included in the booklets. Please send me anything you think would help.



Lion Leadership courses will resume after half term for those who have signed up either for the Aspiring Middle Leaders, Middle and Senior Leadership courses. The dates of the sessions have changed and will now be virtual rather than face to face. Look out for an email from Kerry Flinn if you are due to begin one of these courses.

Some great tips for Emergency Remote teaching can be seen on this webinar: <https://www.youtube.com/watch?v=G1c1IL6-tcw>

What every teacher needs to know about feedback, according to Professor Dylan Wiliam: <https://www.youtube.com/watch?v=BUPuNc6iYj8>

Helen Cooke



Finham Primary

vs

Eastern Green

Finham Primary vs Eastern Green was a closely contested football match held at the former of the schools.



After a short warm-up, Finham Primary kicked off the first half. Despite an eventful first half, including many attempts at goal and a clearance off the goal line, the half ended 0-0.

Eastern Green kicked off the second half. There were yet more notable events, but after a while, Eastern Green broke the deadlock: they'd scored their first goal.

Another goal in quick succession demoralised Finham Primary. A third goal was almost scored, but a save and a clearance ended the drama.

Minutes later, Finham Primary found themselves in a dangerous position. After many passes, the ball was played to Finham Primary's central-midfielder who finished it off, cool as a cucumber. Was the comeback on? Sadly, no. A second goal for Finham was almost scored, but it was cleared and shortly after, the final whistle blew.

Finham Primary 1-2 Eastern Green

Joseph Whetton, Finham Primary, Year 6 student

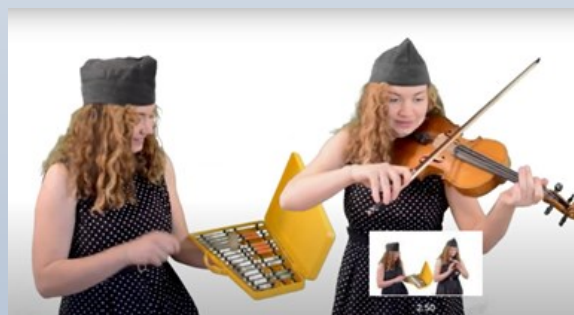
VE Day Celebrations at Finham Primary School



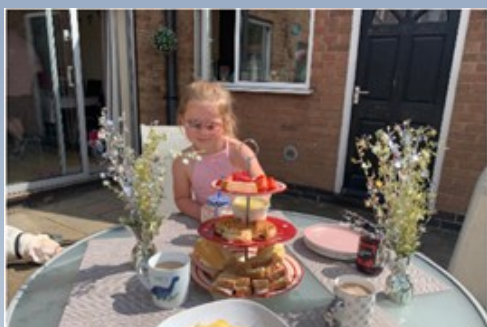
Covid-19 Lockdown won't hold Finham Primary down! During the day, those children who were in school were remembering and celebrating the 75th anniversary of VE Day. They went red, white and blue with party hats and bunting. The children enjoyed a selection of classic British food and researched VE Day.



Miss Pritchard had been teaching the children in her music lessons to play 'In the Mood'. She created a video of herself playing a variety of instruments, then carefully edited them together. The children could then play along at home to make a performance for their families. We all enjoyed watching it too!



Children also uploaded onto Frog how they celebrated at home with their families.



Mrs Brooks-Keith



"When we least expect it, life sets us a challenge to test our courage and willingness to change; at such a moment, there is no point in pretending that nothing has happened or in saying that we are not yet ready. The challenge will not wait. Life does not look back."– Paulo Coelho

"Strength doesn't come from what you can do. It comes from overcoming the things you once thought you couldn't."– Rikkie Rogers

These two quotes, we feel, really reflect the spirit shown by our young people with SEND and their parents/carers at Finham Park 2 over the last 6 weeks in lockdown.

As a Hub Team we have had the opportunity to link directly each week with our families and talk through the highs and lows, successes and barriers. The overriding theme that comes through which we share at our online weekly meetings is the way each and everyone of them has adapted and evolved to meet these changes and challenges. How they have accepted and come to terms with such an immense change and the mature and caring way in which they have supported and enhanced the daily lives of Mums, Dads, Carers and siblings.

Sometimes, we discuss work aspects, hints and ideas to attempt different tasks in perhaps, another way. Often we talk about the victories and achievements and celebrate these together. At other times we listen to the anecdotes which are shared like the Easter Egg hunts or new learned skills such as how to slow down video clips.

This is new to us all and there is no script for it. The biggest supporter and constructive commenter are the young people, mums and dads telling us what is working, what is needed more of and when too much is given – something educators can oversee but needs to be considered.

Everyone has found lockdown over Covid-19 to be difficult. However every cloud has a silver lining and ours has been the chance to really engage some fantastic young people whose resilience is humbling....

We recently posted out these wonderful postcards to share our appreciation of all the students hard work and in support of all keyworkers:



We are all very proud and impressed by how you have risen to the challenge of the lockdown over the past weeks including home learning!

You've shown great maturity & dedication to all things – your education, health, well-being as well as your family. You have faced obstacles and marched on despite these.

Stay well, keep smiling – we look forward to seeing you in person soon.

Best wishes,

Mrs Diaz, Mr Cameron & The Hub Team
Finham Park 2



Please colour in this postcard as a sign of your support for all the keyworkers working behind the scenes and maybe display it in your window 😊



Maths On Line Teaching

These next few pages some of the examples from the
Lyng Hall maths team

Staff and students were very quick to adapt to the evolving situation as the country went into Lockdown. The Lyng Hall maths team share some examples of their online learning with students and some points to consider.

KEY POINTS:

Routine

Interleaving to boost confidence

Q and A

Setting of tasks

Supporting pupils during the session

Reviewing work

Use of diagnostic questions

Review of work and planning next lesson

Positivity is key!

Routine

- As in a normal classroom lesson it is so important that pupils have routine. All of my online sessions follow the same routine, this way pupils know what to expect and what to do each lesson.



Gemma Gayton
Apr 9

Good morning Year 9 I hope you are all well.

Your LO for today is: To be confident in simplifying algebraic expressions and expandir

The lesson will run as normal:

Starter

Q and A on the starter

Main tasks

Plenary

PLEASE COMMENT BELOW IF YOU ARE ONLINE



Gemma Gayton
Mar 30

Good afternoon Year 7 - I hope you are all well.

Your LO for today is:

To be confident in prime factorisation and using this to find the HCF and LCM of a pair of numbers.

As before we will run the lesson with:

- Starter

- Q and A regarding the starter before revealing the answers

- Main task 1

- Marking and misconceptions

- Main task 2

- Marking and misconceptions

- Plenary

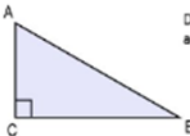
- Uploading work

PLEASE COMMENT BELOW SO I CAN TAKE A REGISTER


The starter activity

This focuses on interleaving questions to build pupils confidence. All starter activities are used in our normal classroom lessons.

RECALL 23rd March 2020

<p>1.0</p> <p>The volume of a cube is 343 m^3. Work out the total surface area of the cube.</p>	<p>2.0</p> <p>Triangle ABC has perimeter 31 cm. $AB = 13 \text{ cm}$ and $BC = 6 \text{ cm}$. Is triangle ABC a right-angled triangle? Show clearly how you decide.</p>	<p>3.0</p> <p>Annasara is going on holiday. She is going to take out a loan of £200 to help pay for the holiday. Annasara will have to pay back the £200 plus 20% interest over 12 months. She will pay back the same amount of money each month. How much money will Annasara pay back each month?</p>												
<p>4.0</p> <p>A pack of 8 toilet rolls costs £2.96. A pack of 18 toilet rolls costs £5.94. Which pack gives the better value for money? Show how you decide.</p>	<p>5.0</p> <div><p>Diagram not accurately drawn</p></div> <p>ABC is a right angled triangle. $AB = 6 \text{ m}$ and $AC = 2.5 \text{ m}$. Find the length of BC. Give your answer to 1 decimal place.</p>	<p>6.0</p> <table border="1"><thead><tr><th>Item</th><th>Price £</th></tr></thead><tbody><tr><td>Pen</td><td>0.30</td></tr><tr><td>Rubber</td><td>0.13</td></tr><tr><td>Chocolate bar</td><td>0.41</td></tr><tr><td>Sweet</td><td>0.43</td></tr><tr><td>Pencil</td><td>0.19</td></tr></tbody></table> <p>Yad has £25 to spend on pencils and pens. He has to buy the same number of pencils as pens. What is the greatest number of pencils he can buy?</p>	Item	Price £	Pen	0.30	Rubber	0.13	Chocolate bar	0.41	Sweet	0.43	Pencil	0.19
Item	Price £													
Pen	0.30													
Rubber	0.13													
Chocolate bar	0.41													
Sweet	0.43													
Pencil	0.19													


- Year 10 Example- we use this every lesson in our normal classes.



Gemma Gayton
Mar 30

Your starter is below please complete the questions.

I will ask you questions regarding the definition of words before revealing the answers



NOD .jpg
Image

- Year 7 complete Number of the Day as they would in our normal lessons.



Q and A on the starter activity

- Q and A on the starter activity allows pupils to give answers to different questions. Not only to give pupils the opportunity to check their understanding but also to enable them to participate as they would in a normal lesson.

**Gemma Gayton**
Mar 23

Questions for the recall starter

Qu 1 - what is the starting point here to find the length of one side?

Answers.....GO

10 class comments

 [redacted] Mar 23
root 343?

 [redacted] Mar 23
Cube root the 343

 [redacted] Mar 23
Btw it is 7

 [redacted] Mar 23
cube root 343

 [redacted] Mar 23
cube root 343

 [redacted] Mar 23
cube root 343

**Gemma Gayton**
Mar 30

Qu 2) What is a prime number?

Answers below...GO

10 class comments

 [redacted] Mar 30
a number only divisible by itself and 1

 [redacted] Mar 30
A number that can only be divided by 1 and itself

 [redacted] Mar 30
A prime number is a number that only two numbers go in it s 1 and itself

**Gemma Gayton** Mar 30
Well done...why is 2 the only prime number?

 [redacted] Mar 30
A number that is divisible by one and itself

 [redacted] Mar 30
because its only goes into itself and 1

Setting of tasks

- Pupils have been set work in the same format since we began our online sessions. I have been using Corbett maths videos and worksheets
- This ensure pupils keep their routine and know what to expect each lesson. They are able to ask questions throughout the lesson if they are still stuck.



Solving equations

No due date

Please watch the video link below:

<https://corbettmaths.com/2012/08/24/solving-equations/>

Please find attached the questions.

Once finished click the tick and mark your work then upload it.



Equations 30th april.pdf
PDF

[View assignment](#)



Reverse Percentages 9

No due date

Please watch the video and complete the questions attached.

<https://corbettmaths.com/2013/02/15/reverse-percentages/>



Reverse-Percentages.pdf
PDF

9 class comments

Supporting pupils during the session

- Pupils are confident in answering and asking questions when they are unsure of a task. In my normal classroom lesson I ensure that the classroom environment is very supportive and pupils know it is ok to make mistakes it is how we learn from them. I wanted to ensure that this was also evident in our online sessions.



[Redacted] Apr 28

I don't get it



Gemma Gayton Apr 28

[Redacted] Which one Cameron?



[Redacted] Apr 28

The factorisation part



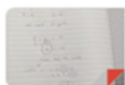
Gemma Gayton Apr 28

Ok lets start with $2x + 6$ what is the HCF?



Gemma Gayton
Mar 30

Starter Question 1 explained - [Redacted] I know you were stuck with this.



Question 1 answer.jpg
Image

1 class comment

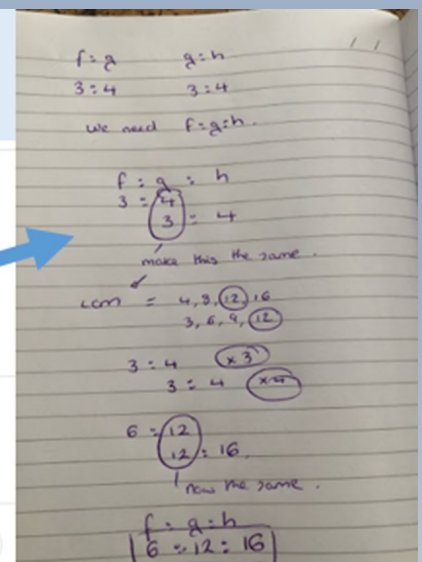


[Redacted] Mar 30

Thanks



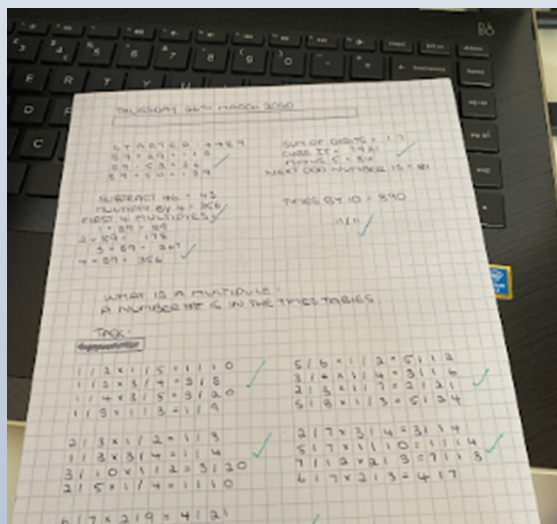
Add class comment...





Reviewing work

- Pupils are asked to 'click the tick' and mark their work, this ensure pupils know how well they have done before leaving the session. It also allows them to ask questions or send me a private comment with their upload on questions they weren't sure of.



starter

- $76 + 99 = 175$
- $98 - 57 = 41$
- $11 \times 4 = 44$
- $6 \text{ divided by } 12 = 0.5$
- $\frac{1}{2} \times \frac{4}{9} = \frac{4}{18} = \frac{2}{9}$
- Write down the larger of 0.112 and 0.16 = 0.16
- 15% of 180 = 27

Class comments

- Maison remember progress progress progress!! Work on the one you find most difficult please
- Yeah I've never done percentage changes before
- Apr 2 miss whats the class code because cameron wasnt in at the time when you gave it to us
- Gemma Gayton Apr 2 [co.uk](#) sflq736
- Apr 2 i dont get this either
- Gemma Gayton Apr 2 [co.uk](#) It's the difference divided by the ORIGINAL amount then multiply your answer by 100
Question 1 - $5 - 4 = 1$ $1 / 4 = 0.25$ $0.25 \times 100 = 25\%$
- Apr 2 ooohh thanks miss

Diagnostic Questions

- A plenary quiz using diagnostic questions helps planning going forward.
- Every lesson to pupils know at the end they must complete the diagnostic quiz on the topic they have studied that day.

Answer to Q1	Answer to Q2	Answer to Q3	Answer to Q4	Answer to Q5
A	B	C	B	D
B	B	D	B	B
A	B	C	B	D
D	B	C	B	D
D	C	TIMEOUT	C	D
A	B	C	B	D
A	B	C	B	C
B	B	C	A	D
A	B	A	A	D
A	B	D	B	A
A	B	D	B	D
B	B	C	B	A
A	B	C	B	D
A	B	C	B	D
A	B	C	B	D
TIMEOUT	A	C	B	B
C	A	TIMEOUT	C	D
A	B	C	B	D
A	B	C	B	C
C	A	C	D	A
A	B	B	B	D
A	C	A	B	D
B	A	B	B	D
B	C	D	D	D

Review of work and planning

- Pupils must upload their work to the google classroom at the end of the session.
- I then review this work before planning the next lesson



Gemma Gayton
Apr 28



Ok your task for today is to carry on with the factorisation work you did yesterday. Most of you did question 1 excellently but didn't move on to the powers, so this is where I would like you to focus today, to ensure we are happy with it all. Most of you will be starting at question 2 on the sheet. I have reset it so you can upload your work that you complete today onto the lesson 2 classwork section.

Remember to factorise we take out the highest common factor and any common variables. e.g. $4xy - 16y$ the HCF is 4 the common variable is y so this goes outside of our bracket. We then say what do we multiply 4y by to get 4xy? What do we multiply 4y by to get 16y? So our answer is $4y(x-4)$

Positivity is key!

- This is a new situation for us all so it is so important that my pupils know they are doing well and how proud I am of them all for completing our online sessions.



Gemma Gayton
Mar 27 (Edited Mar 27)



Good morning all,

I am so proud of you all - we have had a great turn out every lesson- let's keep this going (we're currently in the lead with this) SUPER STARS!



Gemma Gayton
Mar 26

Thank you all again Year 9 - I am very proud of all of you that are completing the work and doing so perfectly!

You have shown good resilience and fantastic individual learning.

Have a lovely few days I will be back online on Monday for our usual lesson time of between 11:20-12:20.

Remember to turn in your work and keep on the good work.

Stay safe everyone



Pupils are made aware of what their sessions will be covering



Michael Clark
Apr 27 (Edited Apr 27)



Morning guys
Hope you all had a good Easter.
Can you please comment below so that I can complete the register.

The plan for the next couple of weeks is to focus on the Level 6/7 Mastering Maths Grids to start our sessions and to then look at Pythagoras and in particular Trigonometry.

The 6/7 grid is attached. Please crack on with it, I must see all your workings.
Any questions just ask.
I am looking into using the camera for parts of the lesson, I know you'll be missing my face.



Level 6-7 Test 2.doc
Word

23 class comments

- Ensuring pupils are aware of what is important to ensure they can achieve their full potential



Michael Clark
Apr 27



Could you list here which questions, or sections you need support with. We are going to be doing these grids every lesson, with the same topics repeating themselves, so the quicker we can get them smashed the quicker we can move on to the level 8/9 grids.

Remember I need to see your work.
Please post it here or to my email.
Workings are the most important part of what we are doing.
It's all about structure. Structure means prizes!!!

- Working with top set year 10 using a camera to ensure they are able to access questions they are struggling with to ensure maximum progress during the online sessions



Michael Clark
Apr 29



Morning all.

Thanks for all the work from last time.

Please comment below to register yourself for today.

Next Grid is attached.

I will set up the camera so I can go through some examples, particularly for section C as that is where people said they are struggling.

- Keeping track of scores and progress



Michael Clark
Apr 29

Let me know your scores from today guys.

When we consistently hit 22+ we can move on to the 8/9 sheets.

Really nice talking to some of you today too.

Look after yourselves.

Mrs P. Ghattoura - Mathematics

I have focused on making my lessons clear, consistent and setting timed activities. I will start my lessons by taking a register and then setting the pupils a starter activity to be completed in a certain amount of time, for example Number of the Day. The pupils have 20 minutes to complete the activity independently and then we re-view and discuss answers

Your number of the day is 142.			
1. Multiply by 4	2. Share into 2 equal parts	3. Next prime number is	4. Double it
5. Next even number is	6. Add 16	7. Prime factorisation is	8. Multiply by 3
9. Find 5%	10. Find 75%	11. Square root is between	12. The first 4 multiples are
13. Sum of digits	14. Find $79/142$	15. Its reciprocal is	16. Square it

Your number is 142 –

Complete as many questions as you can, you have 20 minutes.

Once we have been through answers, pupils have the opportunity to discuss mistakes and misconceptions, pupils will ask questions or talk about what they did wrong:

i squared the wrong number

Pupils will also ask me to go through answers:

to answer your question :

Q7) two numbers that multiply together to give 142, one of the numbers is prime (2×71)

11) the square root is between 11 (121) and 12 (144)

13) add the numbers

Below is an example of pupils having discussions and helping each other.

9 is multiplying not sure about 1

Can you help on 7 and for 9 you add 1 and 4

No its multiplying

Or you multiply 4 and 1

I skipped 1,9 and 16 cause I don't know how to do it

Seven i think you multiply by 3, but I'm not 100 percent sure

16 is on the review sheet

Sixteen, $41/1$ is the fraction, what is the opposite, that is your reciprocal

Following the starter, I will introduce the main part of the lesson where I highlight the aim of the lesson, introduce learning objectives and highlight keywords. Pupils will then choose which task they would like to start from as the tasks are differentiated. They will have a set amount of time to complete the tasks before we complete a review.

Thank you boys and girls to the fantastic contribution to review the answers to the starter.

The aim of the lesson is to re-visit Solving Equations. The lesson is mostly independent work and we are going to carry on with this work tomorrow.

Learning Objectives:

- To be able to solve one step and two step equations (including negative and decimal answers)
- To use and apply knowledge of one/two step equations to solve unknowns on both sides
- To solve equations with fractions

Keywords

Solve, Equation, Negative, Decimal, Inverse, Opposite

Towards the end of the lesson, we will review answers and the pupils will then complete a quiz using diagnostic questions or we will go through exam questions or discuss misconceptions. Below is an example of misconceptions addressed when we worked through Area:

Thank you for joining in on the lesson today.

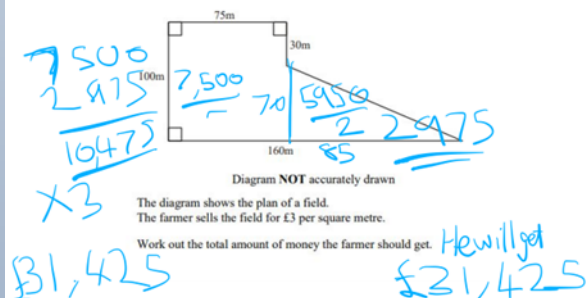
Misconceptions from today:

- for Trapeziums, height is between the parallel lines
- a and b in Trapeziums is not always the top and bottom, they are the parallel lines which can also be at the side
- Remembering to divide by 2 when finding the area of a triangle

Next week lesson we will continue looking at Trapeziums and then move onto Compound area - some extension work will also be available

Below are some examples of pupils work from the end of the lesson using exam questions:

Q4) Exam Question Example 4 Marks



Exam Questions

1) $2e - 8 = 14$
 $+8 \quad +8$
 $2e = 22$
 $\div 2 \quad \div 2$
 $e = 11$

2) $3(y+1) = 24$
 $3y + 3 = 24$
 $-3 \quad -3$
 $3y = 21$
 $\div 3 \quad \div 3$
 $y = 7$

Exam Questions

1. $4 - 2e - 7 = 14$
 $-4 \quad +4$
 $-2e - 3 = 14$
 $+3 \quad +3$
 $-2e = 17$
 $\div -2 \quad \div -2$
 $e = -8.5$

2. $9(4x - 1) = 15$
 $\div 9 \quad \div 9$
 $4x - 1 = 1.5$
 $+1 \quad +1$
 $4x = 2.5$
 $\div 4 \quad \div 4$
 $x = 0.625$

Below are example of pupils giving themselves feedback:

You just explained no1, and the only other one i got wrong is no2, but the only place I could have gone wrong i my multiplying, so I don't need help with that one :) thanks,
 Kind regards,

15/16 😎

WWW - I can find the area of triangles, trapeziums and compound shapes.

EBI - I need to attempt more worded problem solving question.



Maths On Line Teaching

These are some of the examples from the maths team:

Comparing wingspan and fuselage length to flight Capability

A maths real life investigation

Designing aircraft

Vocabulary and powerful knowledge
Wing span
Fuselage
correlation
Finding the mean
Scatter graph drawing
Measurement
Line charts
investigation

- ▶ Today we are going to look at aircraft design
- ▶ You have 5 pieces of coloured paper
- ▶ You need to make 5 different paper aeroplanes
- ▶ We will then conduct test flights in the carpark and measure how far each one travels
- ▶ We will compare distance travelled to wing span and fuselage length

Part one

- ▶ Create 5 paper aeroplanes
- ▶ Measure wingspan and fuselage and record on table provided
- ▶ Conduct 5 flights for each craft - measure the distance flown in strides, try to keep all your strides the same length
- ▶ Find a mean average for each plane

Part 2

- ▶ Create a line showing average flight distance
- ▶ Plot scatter graphs of wing span against distance flown and also fuselage length against distance flown
- ▶ Is there positive, negative or no correlation shown?

Part 3

- ▶ Use the computer to research the fastest planes
- ▶ What is the fastest? Whats its wing span and fuselage length
- ▶ Whats the biggest plane in the world?
- ▶ How fast can it fly?

Plane name	Wing dimension	Fuselage length	Throw 1	Throw 2	Throw 3	Throw 4	Throw 5	Total distance	+ 5	Mean
Blue-berry	22	30	10	18	12	10	10	60	12	12
Pink panther	22	29	14	14	10	14	9	51	10.2	10.2
Riper	22	30	5	8	4	10	5	32	6.4	6.4
Red bull	22	29	17	12	10	11	11	61	12.2	12.2
Dove	22	21	21	9	9	10	11	81	16.2	16.2

Plane Name	Wing Dimension	Fuselage Length	Throw 1	Throw 2	Throw 3	Throw 4	Throw 5	Total Distance	÷ 5	Mean
A.Plane	15.5 cm	25.5 cm	6 steps	11 steps	3 steps	3 steps	7 steps	30	÷ 5	6
Blue Beaver	10 cm	23 cm	5 steps	5 steps	6 steps	2 steps	5 steps	23	÷ 5	4.6
Weird Plane	10.5 cm	19cm	3 steps	8 steps	3 steps	4 steps	5 steps	23	÷ 5	4.6
Purple Panther-Perfect	6 cm	23.5 cm	6 steps	6 steps	4 step	3 steps	6 steps	25	÷ 5	5

What is the fastest plane in the world right now?

The SR-71 Blackbird is the current record-holder for a manned air breathing jet engine aircraft.

What is the SR-71 Blackbird's wing span and fuselage length?

Fuselage length = 107' 5"

Wing Span = 55' 7"

What is the biggest plane in the world?

The Airbus A380, Airbus' modern response to Boeing's famed 747, is the largest passenger plane ever built.

How fast is Airbus A380 Airbus?

1,000 kilometres per hour.

When was the first plane built?

Over 100 years ago. 117 years ago.

Who built the first plane?

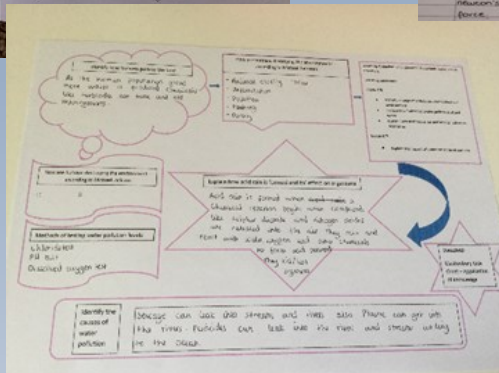
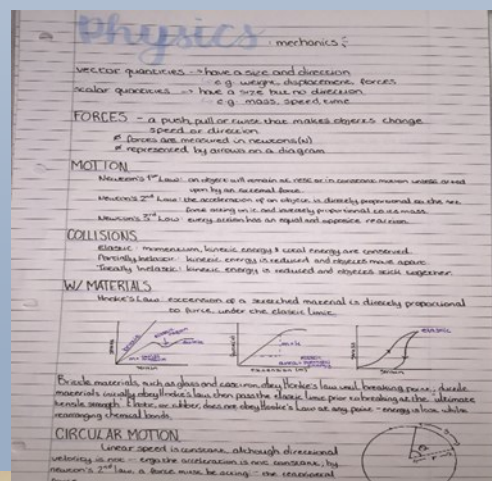
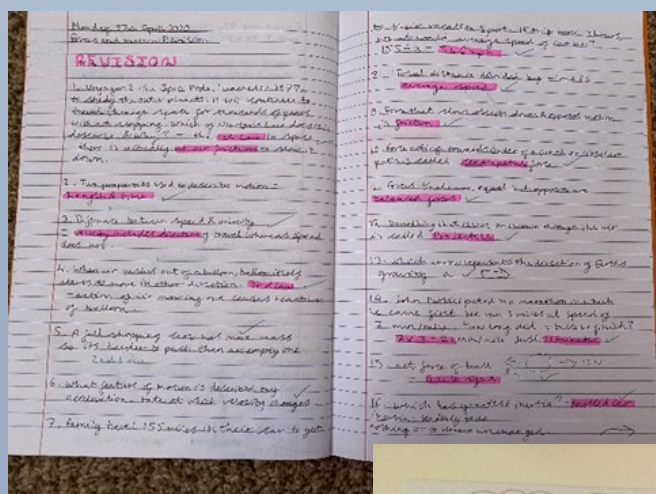
The first plane was built by brothers Wilbur and Orville Wright. They made four brief flights at Kitty Hawk.



What a journey we have been on during the last couple of months! Computer Confusion to Competency for staff and students alike. The first week was full of panic and despair as we all wondered would we ever get the hang of this distance learning; students joining wrong classes and completing the wrong work; problems finding the work; difficulties downloading tasks; difficulties uploading tasks; time management, but then suddenly ... it become the norm.

We are delighted with the quality of work students have been submitting and eagerness and commitment of individuals, "Miss, what is the work for this week?" – 7.30 Monday morning! As a department, a student has challenged every member of staff to an on-line quiz and dare we say it ... beat us all!

Students have completed experiments at home and these are just a few examples of their amazing work. We are, as always, proud of the hard work and eagerness of our students at FP2 and can't wait to see this commitment again in the Science labs.



Eutrophication:

1. Nitrogen
2. Because the spray vapour emitted from the fertiliser could spread via through the ground, or rain, and lead into the stream. This would then contaminate the stream.
3. Too high concentration on fertiliser is that the salt concentration can be too high. This can hurt beneficial microorganisms required for the plant to grow. Another possibility is that the plant will grow too fast, and the plant won't have strong enough roots to support the plant.
4. Because not enough light can reach the plants, so photosynthesis will not occur at it's full rate. If this happens, it means that the plants aren't producing enough sugar to support themselves.

Humans pollute our land because they use items that release harmful gases and fumes. For example, majority of humans drive. Driving produces gases such as Carbon Dioxide, and if the car isn't roadworthy, sometimes Carbon Monoxide, an invisible killer.

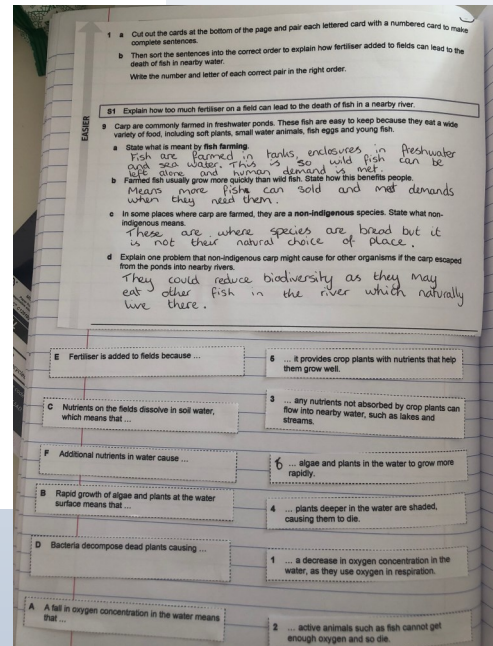
Michael Jackson mentions that we are damaging the earth from wars, he also explains that we are not caring for our earth or the people on the earth.

We can test water pollution levels by using "Test Strips" which will react to the amount of Toxins in the water. The react almost instantly, and will change a certain colour in effect to the amount of pollution in the water.

Some causes of water pollution are:

- Industrial waste
- Sewage and wastewater
- Mining activities
- Marine dumping
- Accidental oil leakage
- The burning of fossil fuels
- Chemical fertilizers and pesticides
- Leakage from sewer lines

Acid rain is formed when gases like Sulphur Dioxide enter the air, and get stuck. The chemical gas rises high up into the air, where it reacts with Water, Oxygen and other chemical pollutants to form acid rain. Acid rain effects organisms by making soil more acidic, which results in more aluminium absorption from soil. These acids are toxic to sea life also, such as crayfish, clams, fish and other aquatic animals.



AQA Biology GCSE Student activity

B18.5

Questions

- 1 Carbon dioxide is one gas that leads to global warming. Name another gas that contributes to global warming.

Methane

(1 mark)

- 2 Suggest one way in which humans are increasing the build-up of carbon dioxide in the atmosphere.

Humans are cutting down trees – deforestation which increases Carbon dioxide build-up (1 mark)

- 3 Suggest one consequence of increasing global temperatures.

Melting ice caps

(1 mark)

- 4 Suggest one way that humans might reduce the levels of carbon dioxide in the atmosphere.

Reduce deforestation by cutting down less trees and replanting them.

(1 mark)

Extension task

Provide scientific definitions for the following terms: greenhouse effect, global warming, and climate change.

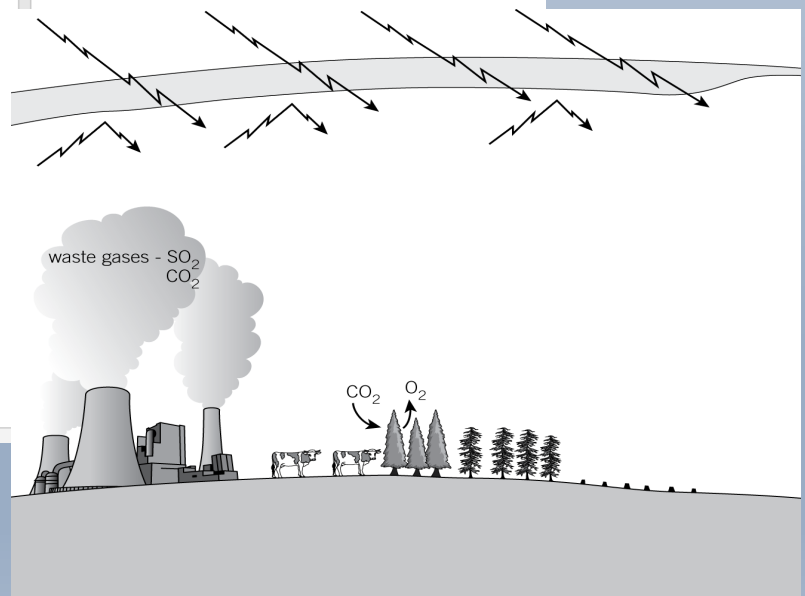
Greenhouse effect = The greenhouse effect is created by greenhouse gases such as carbon dioxide, methane and even water vapour in the atmosphere. During the day, the surface of the Earth is warmed by the Sun's rays.

Global warming = a gradual increase in the overall temperature of the earth's atmosphere

AQA Biology GCSE Student activity

B18.5

Climate change = a change in global or regional climate patterns attributed largely to the increased levels of atmospheric carbon dioxide produced using fossil fuels.



Di Stones

On the 20th February 10 Yr11 students visited Warwick University along with a number of other school from across the region. They were separated and had to attend different workshops independently.

All FP2 students behaved impeccably all day with their positive attitude, resilience and team work. When staff asked for volunteers to explain mathematical processes Chris Valentine stood up showing clear knowledge and use of mathematical language to his peers.

Other teachers commented how well presented all of our students were.

As Part of the day students were allowed to examine and sit in a limited edition Aston Martin car and speak to the designers about upcoming developments in the motor industry, such as the use of hybrid and Electric cars.

The Guest speaker had everyone buzzing with Game Theory ideas and how this element of mathematics can be very useful when governments are making wider world decisions.



It was a day enjoyed by all from start to finish and I for one will be proud to take our new Year 11 students next year.

Louise Tyrrell



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