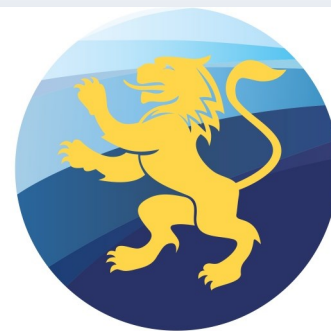


Finham Park Multi Academy Trust

World Class Education

July 2020

Edition 13



FINHAM PARK
MULTI ACADEMY TRUST

New schools to join Finham Park Multi Academy Trust In 2020/21



Mental Health and Well-being



#TeachMeetFPMAT

Mental Health and Well-being
Tuesday 7th July 2020

Teacher Development Trust

FINHAM PARK 2



Welcome from Mark Bailie

Dear colleague,

Welcome to the latest edition of World Class Education.



As we come towards the end of this academic year, I do not think that any of us would have predicted in September how this year would turn out. During what has been a turbulent year, you have demonstrated integrity, determination and resilience. I am truly impressed with the ways in which you have adapted, many times, to what has been an unprecedented period in the history of the education system. Not only that, but whilst adjusting to changes in every day life and juggling home commitments.

The work that has gone in to changing our school sites to make them suitable for children to return has been phenomenal. We have worked in collaboration with all agencies to follow appropriate guidance. Our schools continued to provide support for children of critical workers during 'lockdown', and from June they started to welcome back children from key year groups. I know that you have been delighted to see children in schools again.

Your ability to adjust and adapt has shown how committed we all are to providing 'World Class' opportunities for all children from rising 3s to Post 16 and all ages in between. If we reflect on how far school life has changed for all—children, parents and staff—there are many positives that we can take away. Children and staff have grappled with technology and there have been some innovative approaches to remote learning. Our two recent FPMAT TeachMeets focused on Remote Learning and Mental Health and Well-being, with colleagues demonstrating changes in practice and approaches to Teaching and Learning and supporting children. Some of these examples included using new technology, with some examples of how staff have introduced routines to help provide personalised feedback to support children in their learning. The fact that we have been able to continue with Continued Professional Development (CPD), even if it is in a different format to normal, is testament to your wish to share best practice, your willingness to learn and your openness to trying new things.

As we move forward, as we return to a more familiar way of life, I do believe that we will learn from our new practices and combine them with the more traditional approaches. A new 'normal' will likely be a blended approach to Teaching and Learning, CPD, Co-construction and communication.

The new academic year of 2020/21 will bring some exciting new additions during the course of the year when Whitley Academy and Lillington Nursery and Primary School look to join the Finham Park Multi Academy Trust.



These additions will provide even more opportunities for colleagues to work together across the Multi Academy Trust, sharing best practice and thereby providing 'World Class' opportunities for the children. Once they have joined, Finham Park MAT will consist of 4 secondary and 3 primary schools across Coventry and Warwickshire. Colleagues from all our schools will be able to draw on a vast bank of expertise, comprehensive Continuing Professional Development, together with co-construction. We look forward to welcoming our new colleagues to the Finham Park MAT.

2019/20 certainly has been a year of challenge, but also one full with opportunities and successes for staff and students. I would like to extend my thanks to you all for your continued support throughout this challenging time and hope that you will have an opportunity to rest during the coming holiday, ready to return refreshed and energised for the next academic year. However you will be spending the holiday, either with a stay-cation, an overseas break, or simply catching up with loved ones, I wish you and your families a safe and happy summer break.

Mark Bailie
Executive Headteacher
Finham Park Multi Academy Trust

School Improvement



Thank you to everyone who has contributed to this latest editions of FPMAT World Class Education and FPMAT World Class News. As always it is great to see what is happening in schools, and even more so to see the exciting and innovative approaches to Teaching and Learning, Co-construction and CPD during a challenging time.

Many colleagues have been juggling supporting children in school; supporting children who are working from home; supporting colleagues, getting the sites ready, as well as supporting their own families. One of the many benefits of working within the Finham Park MAT is the willingness of colleagues to support each other and collaborate together. I was overwhelmed with not only the number of people who signed up for our first venture into virtual TeachMeets, but the number of people who volunteered so willingly to present. The June TeachMeet was us effectively dipping our toe in the water to see if there was an interest in running a TeachMeet online. Following its success, we hosted our second one in July which proved incredibly popular. Thinking about Mental Health and Well-being, the focus of the July TeachMeet, is arguably more important now than ever. There are some examples on the next few pages from some of the presentations. All the resources and presentations from both TeachMeets are also available on the FPMAT Frog Connect site, which also features in this edition of the magazine.

Our relaunched FPMAT Frog Connect site is a useful platform for sharing resources for subjects and Teaching and Learning. We have added a section for Online CPD where you will find resources, and will be uploading videos for a range of CPD including some induction material. As this is designed for all colleagues across the FPMAT, both teaching and support staff, I would encourage you to take a look and also upload any resources which you think would be useful for other colleagues.

I am working with colleagues from across the FPMAT to design the Continuing Professional Development (CPD / Training) programme for the new academic year, which will include a combination of face to face and online sessions. All schools in the MAT will be contributing to the leading of the sessions, including some collaborative presentations. Look out for further information and details of the courses and sessions you can attend. One of the highlights of the CPD calendar is the annual Finham Park MAT Training Day in January. This is where all colleagues come together for a day of training, networking and keynote speakers. We have an exciting, and slightly different, day planned for Monday 4th January 2021—further details will be sent out in the Autumn Term.

Please do contact Training@finhamparkmat.co.uk if you have any requests or questions regarding CPD, and indeed if you feel you are able to lead any CPD yourself.

Over the last couple of terms I have been working and supporting colleagues at Whitley Academy and Lillington Primary and I have enjoyed meeting the staff and children. I am looking forward to continuing working with them when they join the Finham Park MAT during 2020/21.

Thank you also to everyone who has contributed to the Primary and Secondary Literacy Packs, as well as the Fun Filled Family Pack. You may even enjoy using them with your own families.

I wish you all a relaxing summer break. .

Bernadette Pettman
Senior School Improvement Leader



FINHAM PARK
MULTI ACADEMY TRUST

FPMAT Online TeachMeets

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 cannot have a TeachMeet in the format that we are familiar with, we held two online TeachMeets in June and July.

Some of the presentations were pre-recorded, with some live presentations. Both TeachMeets were hosted through Microsoft Teams

Our first TeachMeet focused on Remote Learning, with a range of presentations showcasing strategies to support and engage students who have been working from home. Both were well attended, with over 60 and 100 attendees signed up. Thank you to all our presenters:



FINHAM PARK
MULTI ACADEMY TRUST

#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

Finham Park Multi Academy Trust
Torrington Avenue
Coventry
West Midlands
CV4 9WT

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Email: executiveheadteacher@finhampark.co.uk
www.finhampark.co.uk

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



Presenting in June were:

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

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



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Hosted through
Microsoft Teams

#TeachMeetFPMAT

Mental Health and Well-being

Tuesday 7th July 2020

Join colleagues from Finham Park Multi Academy Trust at our second Online Teach Meet exploring Mental Health and Well-being

Presentations will include:

- Managing mental health as lockdown eases
- Staff wellbeing: Looking after yourself and others
- Supporting vulnerable students during lockdown
- Using technology to reduce stress and workload
- Supporting students through transition phases
- Sharing is caring – collaboration and co-construction using FPMAT Frog Connect
- Making Google Chrome Work For You
- Reading for wellbeing
- Healthy ways to manage mental health
- Virtual work experience
- What is Mental Health?

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

Teach Meet
7th July 2020
3.30 – 4:30pm
Online

Finham Park Multi Academy Trust
Torrington Avenue
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Our second online TeachMeet focused on Mental Health and Well-being for students and staff. Presenting were:

Jane Burton – Director of Learning for Humanities – Lyng Hall
What is mental health?

Laura Slaymaker – Head of HR – FPMAT
Managing mental health and well-being as lockdown eases

Theresa O'Hara – Headteacher – Pearl Hyde
Stress and mental health
Healthy ways to manage mental health

Suzie Green – Assistant Headteacher – Finham Park School
Staff wellbeing: Looking after yourself and others
Practical strategies to support your own wellbeing and that of your colleagues, including a whole school strategy to wellbeing

Ruth Kidman – Head of English FP2

Reading for wellbeing

Pat Grainger – Director of Safeguarding - Lyng Hall

Supporting vulnerable children during lockdown

Michelle Billyeald –Primary Liaison Co-Ordinator; Emma Reynolds – Opening Minds Curriculum Lead; Carley Latue – Lead Practitioner; Clare Jones – Assistant Vice Principal; Whitley

Supporting students through transition phases
KS3-4 and KS4-5

Zain Ahbedin –Careers Advisor – Lyng Hall

Virtual work experience

Supporting KS4-5 and KS5 and beyond

Sabrina Mahmood – Teacher of Computing and ICT – Finham Park

Making Google Chrome Work for You – I'll be showing how to make Chrome work for you in every lesson remotely or in the classroom – small wins which help you concentrate on your actual teaching

Di Collingwood – Executive Director of Learning for Media, Business Studies and Computer Science – Lyng Hall

Using technology to reduce stress and workload

Bernadette Pettman –Senior School Improvement Leader –FPMAT

Sharing is caring – collaboration and co-construction using the FPMAT Frog Connect site

Natalie Allsopp– Counsellor– Finham Park 2

The Four Principles of Disaster

Thank you to everyone who presented and attended. We will be looking to continue with more online TeachMeets in 2020/21.

Bernadette Pettman



What is Mental Health?

Jane Burton, Director of Learning For Humanities, opened the FPMAT July TeachMeet with a presentation exploring 'What is Mental Health'. The full presentation is available on the FPMAT Frog Connect site, but here are some extracts from her presentation.



Mental health



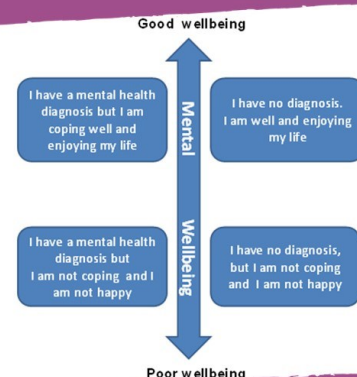
What do you think of when you hear the words "mental health"?

Please type your answers into the chat box.

Mental health

- We all have mental health just as we all have physical health
- Mental health includes our emotional, psychological, and social well-being. It can affect how we think, feel, and act
- Good mental health allows people to develop, learn, and cope with the stresses of life
- Anyone can develop a mental health problem
- Stress is a major contributor to poor mental health.

Mental health is on a Spectrum.



Some common mental health problems

Anxiety & panic attacks

Anxiety is a normal emotion that we all experience but becomes a mental health problem when someone finds they are feeling this way all or most of the time.

Bipolar disorder

Bipolar disorder is a diagnosis given to someone who experiences extreme periods of low (depressed) and high (manic) moods.

Depression

Depression is a diagnosis given to someone who is experiencing a low mood and who finds it hard or impossible to have fun or enjoy their lives.

Eating disorders

An eating disorder is a diagnosis given to someone who has unhealthy thoughts, feelings and behaviour about food and their body shape.

Obsessive-compulsive disorder

Obsessive-compulsive disorder is a mental health diagnosis given to someone who experiences obsessive thoughts and compulsive behaviours.

If you feel affected by anything mentioned in this presentation, do speak to someone. This can be your line manager, your work, a friend or family member or doctor.

I health Quiz

There are also helplines available that you can use to access any support.

Anyone can have a mental health problem	<input type="checkbox"/>
Mental health problems are very rare	<input type="checkbox"/>
There are ways you can help yourself feel better if you feel bad	<input type="checkbox"/>
People with MH problems are different from other people	<input type="checkbox"/>
It is best not to talk to someone with a mental health problem	<input type="checkbox"/>
One in four people will ask for help with a mental health problem in their life at some time	<input type="checkbox"/>
You can recover from a mental health problem like bipolar disorder	<input type="checkbox"/>
Someone who has a mental health problem can't go to work	<input type="checkbox"/>
People with mental health problems can overcome their difficulties	<input type="checkbox"/>

Mental health Quiz

Anyone can have a mental health problem	True
Mental health problems are very rare	False
There are ways you can help yourself feel better if you feel bad	True
People with MH problems are different from other people	False
It is best not to talk to someone with a mental health problem	False
One in four people will ask for help with a mental health problem in their life at some time	True
You can recover from a mental health problem like bipolar disorder	True
Someone who has a mental health problem can't go to work	False
People with mental health problems can overcome their difficulties	True

You can access free confidential support for teaching and support staff:

[https://
www.educationsupport.org.uk/
helping-you/telephone-support-
counselling](https://www.educationsupport.org.uk/helping-you/telephone-support-counselling)

We all have mental health

Anyone can develop a mental health problem

There are ways to aid recovery and reduce your risk of mental illness.



FINHAM PARK
SCHOOL

Staff wellbeing: looking after yourself and others

Practical ideas

Suzie Green, Assistant Headteacher, presented at the FPMAT July TeachMeet exploring 'Staff wellbeing: looking after yourself and others—practical ideas'. The full presentation is available on the FPMAT Frog Connect site, but here are some extracts from her presentation.

Urgent help?

<https://www.educationsupport.org.uk/helping-you/telephone-support-counselling>

Free counselling and mental health support for school staff (not just teaching staff)

This summer

1. Get a break
2. Look after yourself



Alyson Robinson – why we need a break

1. **The Release:** We have to release all of the things that happened the year before. Whether it's a new administration, a new team, new curriculum, or that "one" kid that we'll never forget (or name our kid after), we have to release it. If we carry it over into the new year, we won't be giving the year, our school, or our students a clean slate. We'll come into the year with baggage and frustration, which is a terrible way to start the year.
2. **The Reset:** We also have to reset. The summer gives us a few quiet moments to get back to the root of why we're still teaching. It gives us time to dream again of the things we'd like to try and accomplish in the upcoming school year. Throughout the year, we think about quitting, transferring, complaining, and just walking out of the door. The summer gives us a chance to reflect on the good times we've had as a teacher and rekindle that flame that keeps us in this profession...

Whatever the reason, I learned the hard way that EVERY TEACHER needs a LONG BREAK. We endure too much emotionally, mentally, physically, and spiritually in 180 days. We are pulled on in every way imaginable... and then some.

Get a break – your laptop

- [StayFocusd](#) – an add on to google chrome.
- [Limit](#) – set limits to distracting sites

Get a break – your phone

iPhone – [quietdown](#)

Android – there isn't an app for this but you can mute apps in the settings – see a guide [here](#)

Please consider muting your work emails and edutwitter.



Looking after yourself – some ideas

- <https://www.headspace.com/educators> (a free meditation app)
- [https://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-and-your-mental-health/choosing-an-activity/\(some amazing mindfulness activities\)](https://www.mind.org.uk/information-support/tips-for-everyday-living/physical-activity-and-your-mental-health/choosing-an-activity/(some%20amazing%20mindfulness%20activities))
- [https://diaryofajournalplanner.com/free-mindfulness-colouring-sheets/\(free mindfulness colouring\)](https://diaryofajournalplanner.com/free-mindfulness-colouring-sheets/(free%20mindfulness%20colouring))
- <https://californiaeducator.org/2019/08/29/calm-app/> (meditation for sleep)
- <https://www.noisli.com/> (white/brown noise)



Checking in on others – holidays can be tough

- A difficult compromise – looking after yourself is the first priority
- Ensure teachers have this link for urgent help: <https://www.educationsupport.org.uk/helping-you/telephone-support-counselling>
- If you have a concern about another member of staff ensure the SLT member overseeing staff wellbeing knows before the summer
- <https://www.teachersconnect.com/> (nb. It is an American website)



Whole school strategy

Wellbeing buddies

- Random matching (not pairing)
- Optional scheme
- Fill in a form to join in

THIS HAS CONTINUED DURING LOCKDOWN



Resilience calendar

RESILIENCE CALENDAR: JUMP BACK JULY 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
<p>We can't control what happens to us, but we can choose how we respond</p>			<p>1 Be willing to ask for help when you need it today (and always)</p>	<p>2 Make a list of things that you're looking forward to</p>	<p>3 Adopt a growth mindset. Change "I can't" into "I can't...yet"</p>	<p>4 Find an action you can take to overcome a problem or worry</p>
<p>5 Avoid saying "must" or "should" to yourself today</p>	<p>6 Put a problem in perspective and see the bigger picture</p>	<p>7 Shift your mood by doing something you really enjoy</p>	<p>8 Get the basics right: eat well, exercise and go to bed on time</p>	<p>9 Help someone in need and notice how that gives you a boost too</p>	<p>10 Don't be so hard on yourself. It's ok not to be ok</p>	<p>11 Reach out to someone you trust and share your feelings with them</p>
<p>12 When things go wrong, be compassionate to yourself</p>	<p>13 Challenge negative thoughts. Find an alternative interpretation</p>	<p>14 Set yourself an achievable goal and make it happen</p>	<p>15 Go for a walk to clear your head when you feel overwhelmed</p>	<p>16 When things get tough, say to yourself "this too shall pass"</p>	<p>17 Write your worries down and save them for a specific "worry time"</p>	<p>18 Let go of the small stuff and focus on the things that matter</p>
<p>19 Notice something positive to come out of a difficult situation</p>	<p>20 Ask yourself: What's the best thing that can happen?</p>	<p>21 If you can't change it, change the way you think about it</p>	<p>22 Make a list of 3 things that you can feel hopeful about</p>	<p>23 Remember that all feelings and situations pass in time</p>	<p>24 Choose to see something good about what has gone wrong</p>	<p>25 Notice when you are feeling judgemental and be kind instead</p>
<p>26 Get back in touch with a supportive friend and have a chat</p>	<p>27 Write down 3 things you're grateful for (even if today was hard)</p>	<p>28 Catch yourself over-reacting and take a deep breath</p>	<p>29 Think about what you can learn from a recent challenge</p>	<p>30 Ask for help from a loved one or colleague. Be specific</p>	<p>31 Remember that you are not alone. We all struggle at times</p>	

ACTION FOR HAPPINESS

actionforhappiness.org

Keep Calm · Stay Wise · Be Kind





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MULTI ACADEMY TRUST

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.

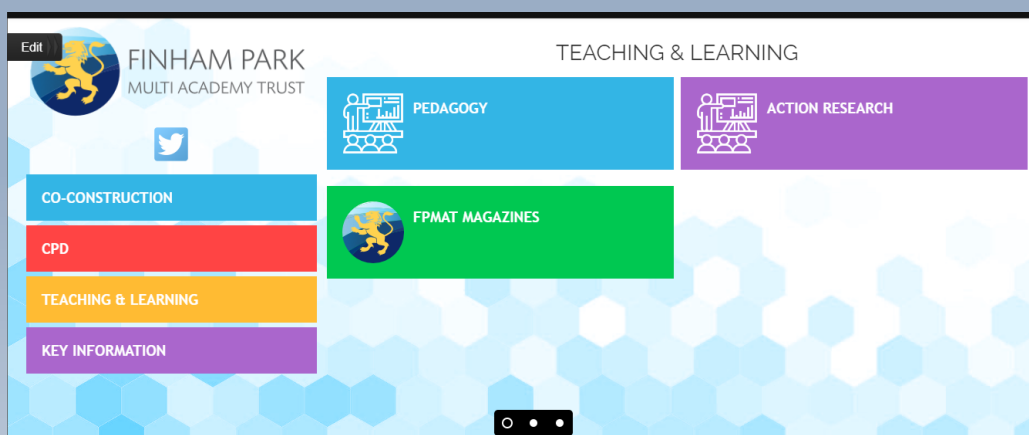
You can access the site in a couple of different ways:

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:

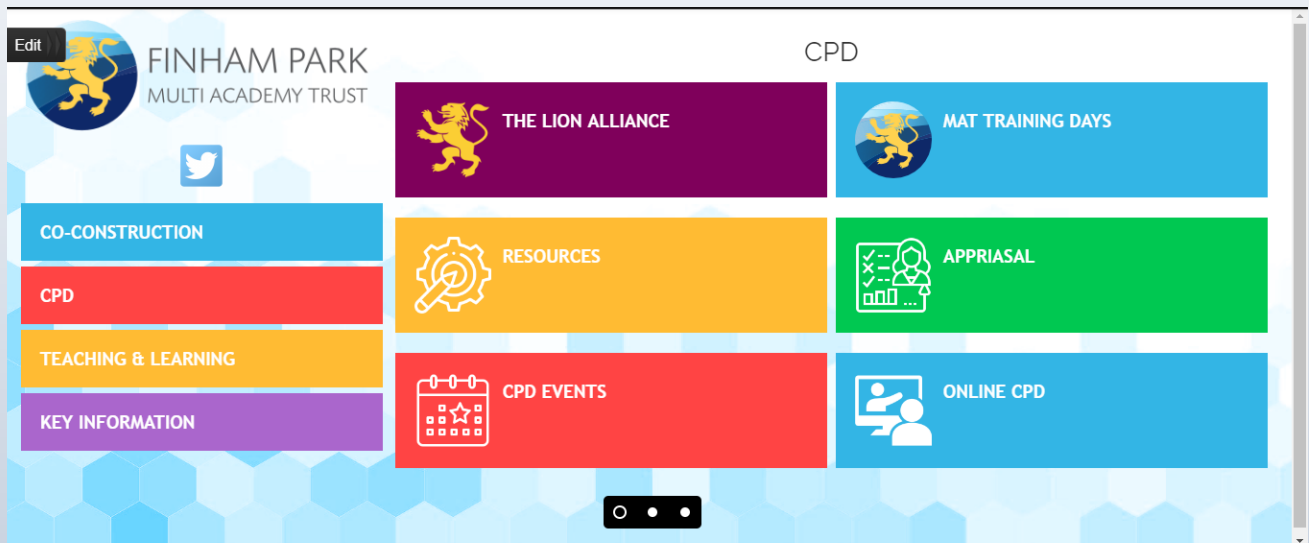
<https://finhammat-coventry.frogos.net/app/os>



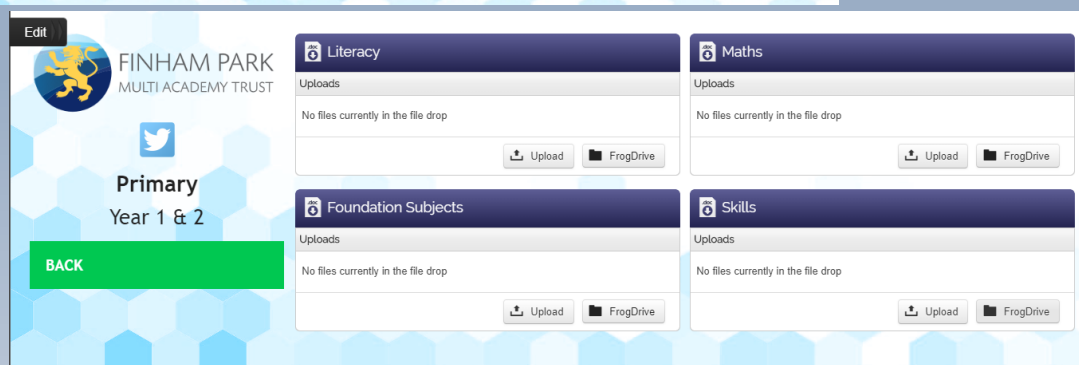
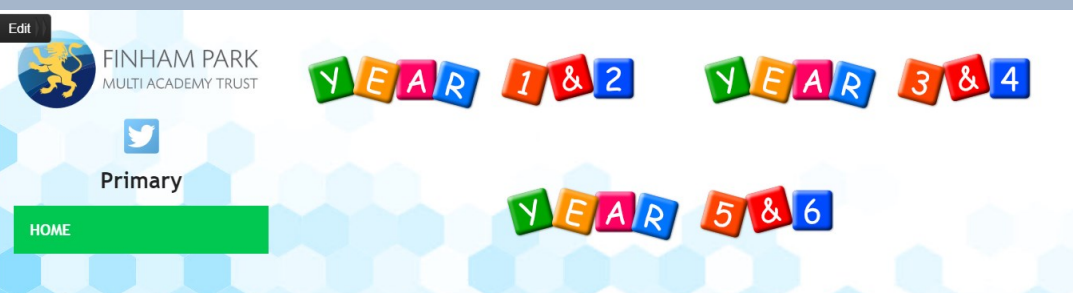
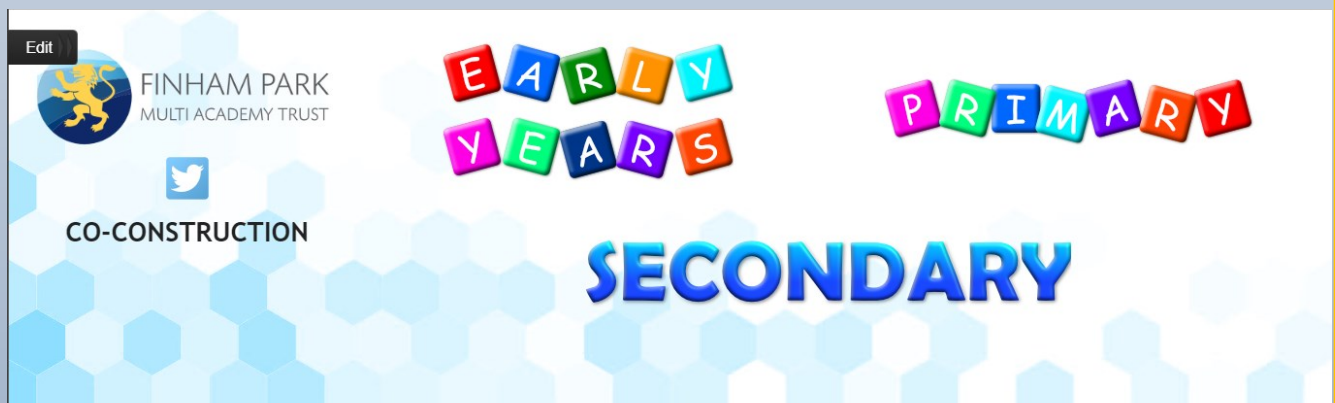
There are are-
as for Teaching
and Learning:



Areas for CPD. We will be storing online CPD videos and tutorials here, including from our 'Virtual TeachMeets' from June and July,



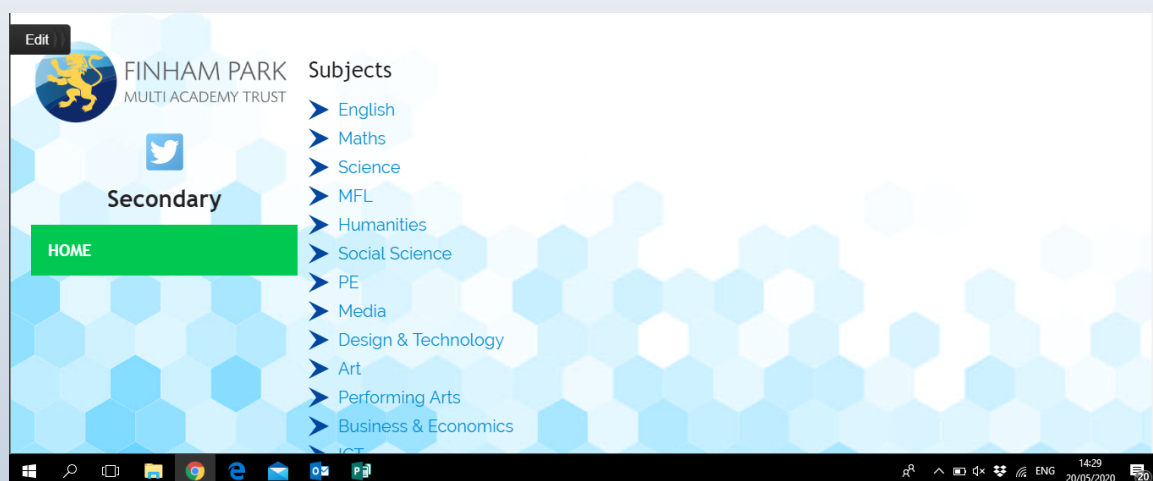
The con-construction page has three dedicated areas for EYFS, Primary and Secondary. Within each of these areas, staff will be able to share and access a range of material related to specific subjects and Key Stages.



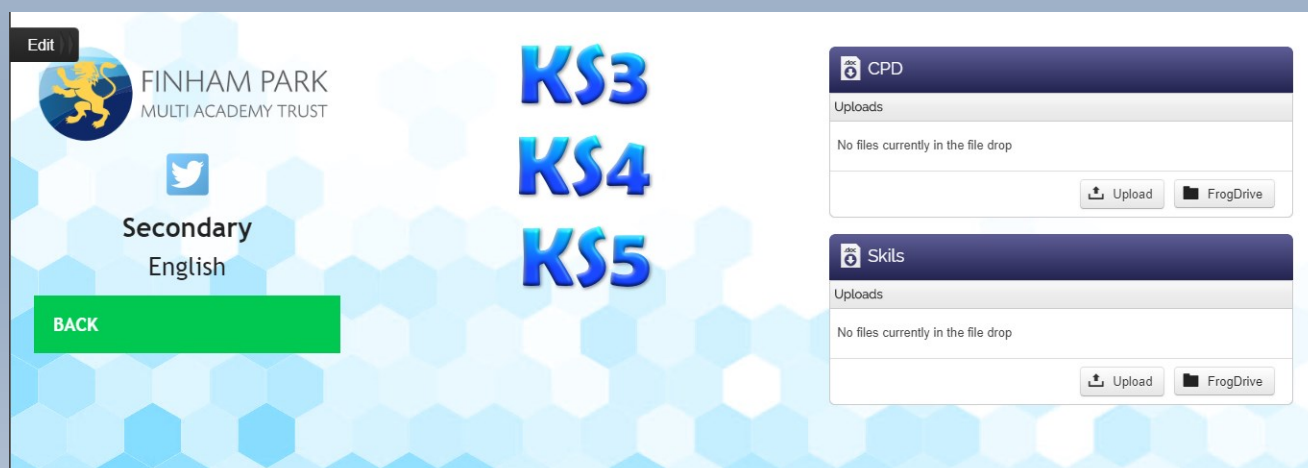


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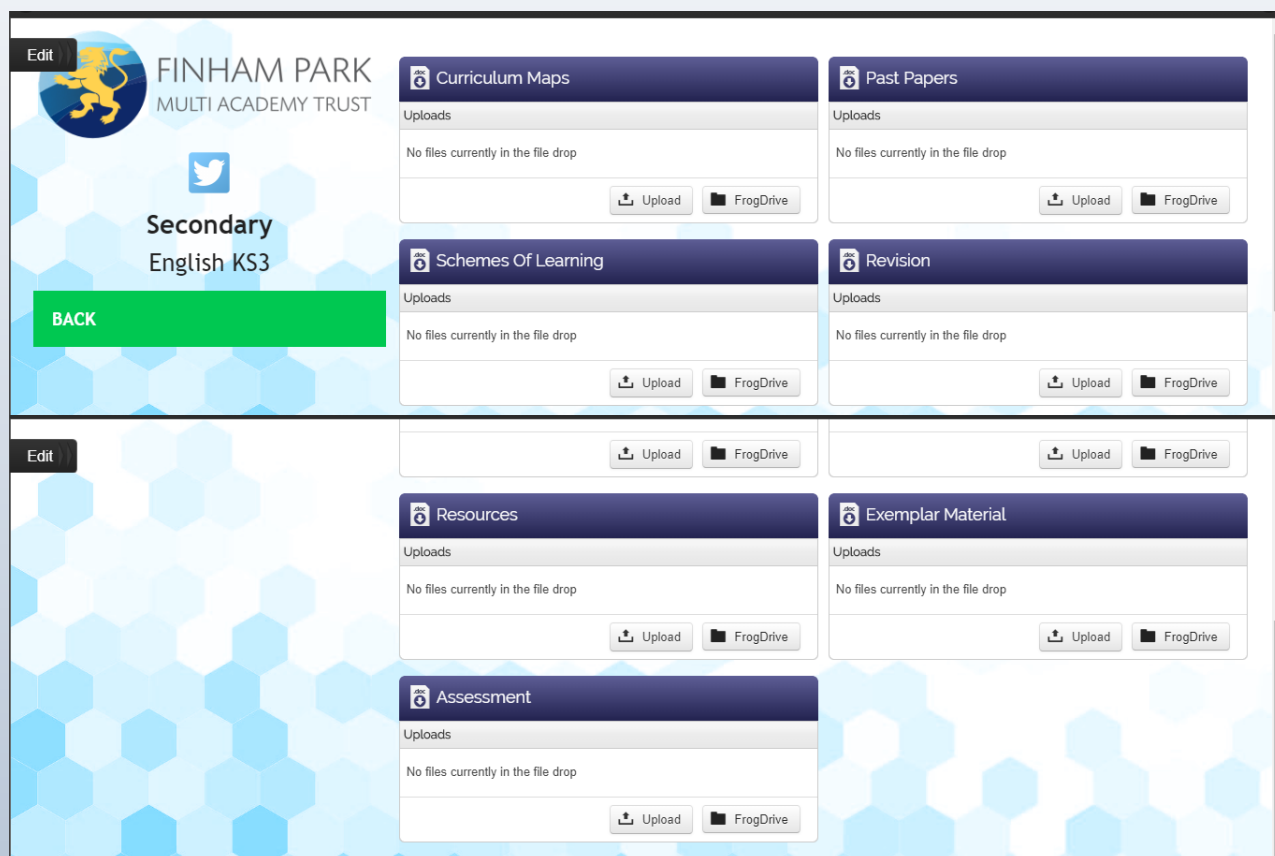
In the Secondary section there are subject areas:



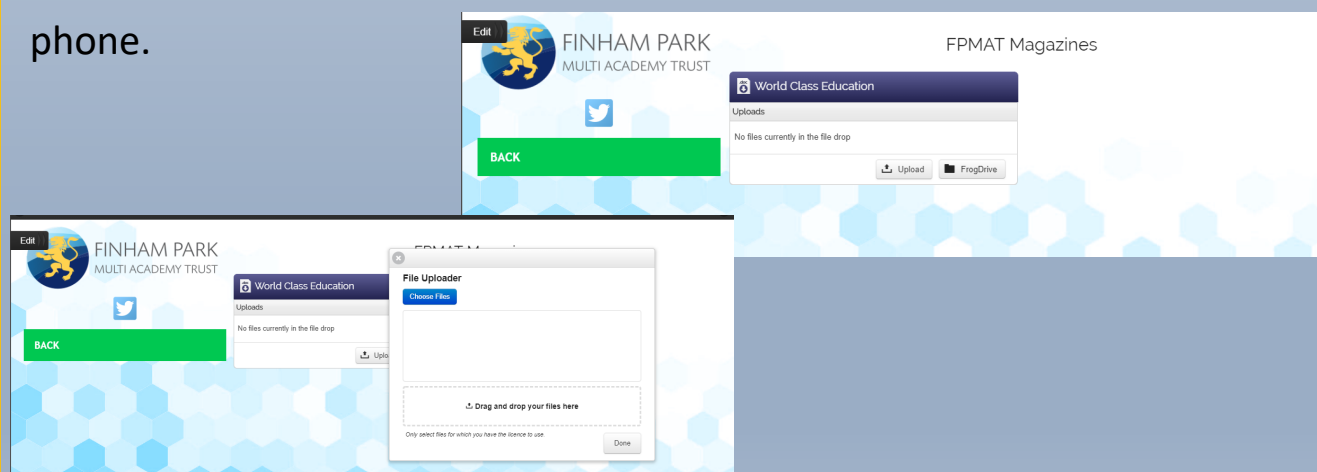
Within each subject area, you will find:



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

Finham Park 2 took part in a CPD audit during May which involved staff surveys, interviews with the assessor and a self-review audit. The aim of this was to celebrate where we have got to with Professional Development in our first five years and identify any areas that we can develop further during 2020-21. We are particularly proud of the acknowledgement of engagement of all staff with action research in our own classroom through TALK, the culture that has been developed with all staff reading educational research and all staff being open to coaching to improve their practice.

"I'm delighted to say that the school has been awarded a strong Silver award for the quality and culture of CPD, with some elements of Gold, for which you should be incredibly proud - schools rarely fare so positively in the first year of doing the review." TDT Assessor June 2020

Key Points from the audit report:

Areas of Strength:

1. There is clear leadership of professional learning and genuine distribution of 'ownership' of CPD. Staff at all levels know exactly who they can turn to for any development needs they might have.
2. The culture amongst staff at Finham Park 2 is exceptionally supportive. All staff welcome colleagues observing their practice without fear of judgement and understand that this is encouraged by leaders as an important aspect of continually developing as a practitioner.
3. The school has a proven track-record of "growing its own", with a strong culture in which individuals are able to seek out and access career development opportunities. Leaders plan carefully and flexibly to ensure that colleagues can always progress.

Areas for Development:

1. While support staff feel satisfied that working at Finham Park 2 allows them to develop new skills and competencies, there could be a more coherent and structured offer available to these colleagues, particularly working with staff in similar roles across the MAT.
2. As identified by leaders, greater consideration of CPD evaluation would be a natural next step for the school having implemented collaborative enquiry and coaching.
3. The next step, regarding engagement with educational research, will be to grow teachers' confidence in criticality analysing research shared by other schools, consultants and academics.

"It was a pleasure to carry out TDT's CPD Quality Review with Finham Park 2 in May 2020 and talk virtually to a range of colleagues about their professional learning experiences. Teachers and support staff are clearly used to engaging in thoughtful and high-quality discussion and offered some impressive perceptions about CPD. We look forward to continuing to work with the school and see it go from strength to strength under a leadership team highly dedicated to developing its people."

"There is a secure understanding amongst FP2 staff of what makes effective CPD and how valuable it is. The school's vision is said to "recognise that no teacher is the finished article" whilst all colleagues interviewed understand that a key purpose of CPD is to support pupils. Professional learning was described as something that is "widely encouraged" by senior leaders, with colleagues talking admirably about the Headteacher and SLT's approach to staff development - Russell "is absolutely inspiring, believes in us as individual practitioners and a professional body" while Liz is seen as "an expert in staff development" and clearly drives a school-wide vision of CPD as something that is done with, rather than done to colleagues."

Liz Allton



Recall and Retention Grids

We all want pupils to retain the information they are taught..... but how is this possible when there is so much content for us to teach and for them to learn?

Recall or retrieval of memory refers to the subsequent re-accessing of events or information from the past, which has been previously encoded and stored in the brain.

"Retrieval practice is a learning strategy where we focus on getting information out. Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful tool for improving learning"

Retrievalpractice.org

Previously.....

- Little revisiting to concepts already taught
- Starters were linked to the lesson or the previous lessons learning.
- Starters used as a 'starting point' assessment.
- Cramming revision before an assessment.

Now.....



- Recall Grids are VERY useful
- Easily adapted to suit different Year groups.
- Use of Number of the Day – same core number concepts in lower years.
- Can be used with Year 11 assessment analysis well.



What is a recall grid?

- 16 questions involving topics pupils have already learnt.
- Last lesson, last week, two weeks ago, further back
- They can be used to test a whole topic at different levels or a topic pupils are struggling to remember- keep recalling it till it sticks.
- Points system – pupils total up their points.

RECALL**Recall Challenge Grid – What is your score?****RECALL**

What is the probability of throwing a 6 on a dice?	The probability I throw a 6 is 0.22, the probability I throw a 5 is 0.38 the rest of the numbers have the same probability what is this?	In a shop a pair of trainers that did cost £70 are reduced by 42%. What is their new cost?	In a shop a TV has been reduced by 40% to £180. What was the original cost
Decrease 40 by 45%	My maths score increases from 100 to 126 what is my percentage change in score?	What is the probability of throwing a number less than 5 on a dice?	The probability I get a blue sock is 0.42, a black sock is 0.3. What is the probability of getting another colour?
In a school there were 300 boys, the year before there were 342. What was the percentage change?	What is the probability of getting an Ace from a pack of cards?	The probability it rains next week is 0.72. What is the probability it doesn't rain?	A shopping bill is £35 + 20% VAT. What is the total value of the shopping?

Last lesson (1 mark)	Last week (2 marks)	Two weeks ago (3 marks)	Further back (4 marks)
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Recall Challenge Grid – What is your score?



How many kilograms is 7250g?	Expand $7t(8xy - 5t)$	What is the probability of rolling a number less than 5	Evaluate $3b^4 \times 2b$
7.25kg	$56xty - 35t^2$	$4/6$	$6b^5$
Ben travels at a speed of 60km/h. How far does he travel in 3 hours?	Factorise $14xy - 42x$	I have 5 red, 7 blue and 3 green sweets in a bag. What is the probability I do not pick a red	What is the HCF of 35 and 42?
180km	$14x(y - 3)$	$10/15$	7
Ida travels 3 and a half hours at an average speed of 60km/h. How far does she travel?	Expand $(x+2)(x-3)$	The probability of getting 3 on a dice is 0.08. If I throw the dice 600 times how many 3's would I expect to get?	Write 48 as a product of its prime factors/
210 km	$x^2 - x - 6$	48	$2 \times 3 \times 2 \times 3$
Last lesson (1 mark)	Last week (2 marks)	Two weeks ago (3 marks)	Further back (4 marks)

Use in Year 11- Exam Paper Analysis followed by revisiting and recalling



Percentage/Fractions	Percentages of Amounts	Problem Solving/Reasoning	Problem Solving Ratios	Problem Solving Diagrams	Problem Solving Mixed Numbers	Problem Solving Fractions	Problem Solving Profit	Problem Solving Speed/Distance/Time	Problem Solving Area of Square Based Prisms	Problem Solving Coordinates	Problem Solving Linear Graphs	Problem Solving Vectors	Total
14	15	16	17	18	19	20	21	22	23	24	25	26	
4	2	6	2	3	4	3	4	4	6	5	3	2	80
0	0	5	0	0	0	0	0	0	1	0	0	0	23
4	2	4	0	0	0	0	3	0	0	0	0	0	40
0	0	0	0	0	0	0	0	0	0	0	0	0	8
0	0	0	0	0	0	0	0	1	0	0	0	0	10
0	0	0	0	0	0	0	0	0	0	0	0	0	14
0	0	2	0	1	0	0	0	0	0	0	0	0	20
0	0	0	0	0	0	0	0	0	0	0	0	0	6
0	2	3	0	1	0	0	0	0	1	3	0	0	35
1	2	3	0	1	0	1	0	0	0	0	0	0	30
0	0	0	0	0	0	0	0	0	0	0	0	0	6
1	0	1	0	0	0	0	0	0	0	0	0	0	25
0	0	6	0	0	0	0	0	0	0	0	0	0	27
0	0	0	0	0	0	0	0	0	0	0	0	0	6
0	2	3	0	0	0	3	4	0	1	0	0	0	36
0	0	3	0	1	0	0	0	0	0	0	0	0	21
0	0	6	0	3	0	0	0	0	0	0	0	0	33
0	0	2	0	0	0	0	0	0	0	0	0	0	20
0	0	4	2	1	0	0	0	4	0	4	0	2	49
0	0	2	0	1	0	0	4	0	2	0	0	0	28
0	0	0	0	0	0	0	0	0	0	0	0	0	13
0	2	3	0	0	0	0	1	0	0	0	0	2	30
2	2	3	0	2	3	3	0	0	0	0	0	0	33
0	2	0	0	0	0	0	0	0	0	0	0	0	18
0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0	0	0	0

The Plan.....

We need to focus our attention on:

14) Ratio Percentages Fractions

17) Problem solving ratios

19) Adding and dividing mixed numbers

20) Ratio

In three weeks I re tested the questions to see the progress that was made.

Retest 1 Questions- examples of pupils work

Paper 1 RECALL Ratio and Fractions

14 Paula, Quentin and Roland each earn the same monthly salary. Each month,

Paula saves 25% of her salary and spends the rest of her salary 25%

Quentin spends $\frac{3}{5}$ of his salary and saves the rest of his salary 40%

The amount of salary Roland saves : the amount of salary he spends = 1 : 4

Work out who saves the most of their salary each month. You must show how you get your answer.

Paula - 25% $\times 2 = \frac{5}{10} = 60\%$ $100\% - 60\% = 40\%$

Quentin - $\frac{3}{5} \times 2 = \frac{6}{10} = 60\%$ $100\% - 60\% = 40\%$

Roland - $1 : 4 = 20\%$ $1 - 20\% = 80\%$

Quentin saves the most

(Total for Question 14 is 4 marks)

Paper 1 RECALL Ratio and Fractions

19 (a) Work out $3\frac{1}{7} + 2\frac{1}{4}$

$3\frac{1}{7} + 2\frac{1}{4} = 5\frac{11}{28}$

(b) Work out $1\frac{1}{7} \div \frac{3}{5}$

Give your answer as a mixed number in its simplest form.

$1\frac{1}{7} \div \frac{3}{5} = 1\frac{5}{21}$

(Total for Question 19 is 4 marks)

17 There are some teachers in a school. $\frac{1}{5}$ of the teachers wear glasses. The rest of the teachers do not wear glasses. Write down the ratio of the number of teachers who wear glasses to the number of teachers who do not wear glasses. Give your answer in the form 1 : n

1 : 4

(Total for Question 17 is 2 marks)

20 In a city the number of shops and the number of restaurants are in the ratio 7 : 4 the number of restaurants and the number of pubs are in the ratio 8 : 3 There are 30 pubs in the city. How many shops are there in the city?

$7 : 4 : 8$

$7 \times 14 = 98$

$4 \times 14 = 56$

$8 \times 14 = 112$

112

(Total for Question 20 is 3 marks)

RAG

A lot more green and ambers now- following recall starters

14	15	16	17	18	19	20	21	22	23	24	25	26	Total
0	0	5	0	0	0	0	0	0	1	0	0	0	23
4	0	4	0	0	0	0	0	0	0	0	0	0	40
0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	1	0	0	0	10
0	0	0	0	0	0	0	0	0	0	0	0	0	14
0	0	2	0	1	0	0	0	0	0	0	0	0	20
0	2	3	0	1	0	0	0	0	1	3	0	0	45
1	2	3	0	1	0	1	0	0	0	0	0	0	40
1	0	1	0	0	0	0	0	0	0	0	0	0	25
0	0	6	0	0	0	0	0	0	0	0	0	0	27
0	2	3	0	0	0	3	4	0	1	0	0	0	46
0	0	3	0	1	0	0	0	0	0	0	0	0	21
0	0	6	0	3	0	0	0	0	0	0	0	0	23
0	0	2	0	0	0	0	0	0	0	0	0	0	20
0	2	4	2	1	0	0	0	4	0	4	0	2	49
0	0	2	0	1	0	0	4	0	2	0	0	0	28
0	0	0	0	0	0	0	0	0	0	0	0	0	13
0	2	3	0	0	0	0	1	0	0	0	0	0	20
2	2	3	0	2	3	3	0	0	0	0	0	0	43
0	2	0	0	0	0	0	0	0	0	0	0	0	18
0	0	0	0	0	0	0	0	0	0	0	0	0	0

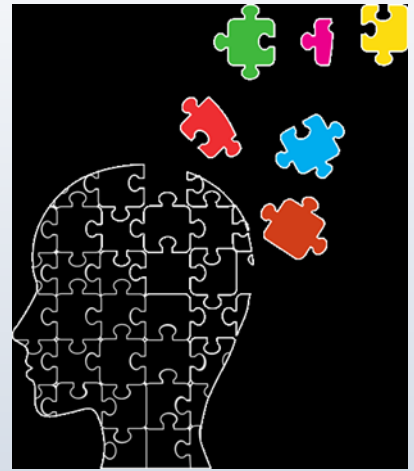
Ratio/Percentage/Fractions	Percentages of Amounts	Substitution/Expanding/Solving	Problem Solving Ratio	Venn Diagrams	Adding/Dividing Mixed Numbers	Ratio	Money Calculations/Profit	Estimating Speed/Distance/Time	Surface Area of Square Based Prisms	Problem Solving Coordinates	Plotting Linear Graphs	Calculating with Vectors	Total
14	15	16	17	18	19	20	21	22	23	24	25	26	Total
4	0	4	0	1	4	0	0	0	0	0	0	0	32
1	0	5	2	0	4	3	0	0	1	0	0	0	33
4	2	4	2	0	2	2	3	0	0	0	0	0	46
2	0	0	2	0	0	1	0	0	0	0	0	0	13
1	0	0	0	0	1	0	0	1	0	0	0	0	12
4	0	0	2	0	2	1	0	0	0	0	0	0	23
0	0	2	1	2	2	0	0	0	0	0	0	0	26
4	0	2	2	4	3	0	0	0	0	0	0	0	13
4	2	3	2	1	4	3	0	0	1	3	0	0	48
1	2	3	0	1	0	1	0	0	0	0	0	0	30
4	2	6	2	3	4	0	0	0	0	0	0	0	51
1	0	1	0	0	0	0	0	0	0	0	0	0	25
0	0	6	2	0	4	0	0	0	0	0	0	0	33
0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	2	3	2	0	4	3	4	0	1	0	0	0	46
3	2	4	0	0	2	0	0	0	0	0	0	2	37
3	0	3	2	1	4	0	0	0	0	0	0	0	30
4	0	2	2	4	4	3	0	0	0	0	0	0	40
4	0	6	2	3	4	3	0	0	0	0	0	0	46
4	0	2	2	4	4	3	0	0	0	0	0	0	43
0	0	2	0	0	0	0	0	0	0	0	0	0	20
4	2	5	2	3	4	0	0	0	0	0	0	0	47

Mock Results- whole group

Year 10 Scc ~	Year 10 Gra ~	Mock 1 Scc ~	Mock 1 Gra ~	Score Differen ~
27	1	59	1	32
69	2	71	1	2
104	3	136	3	32
26	U	34	U	8
35	1	67	2	32
62	1	89	2	27
84	2	149	4	65
96	2	118	3	22
94	2	159	4	65
94	2	132	3	38
101	3	101	2	0
63	2	118	3	55
84	2	111	3	27
89	2	159	4	70
79	2	113	3	34
76	2	122	3	46
95	2	106	2	11
129	3	153	4	24
85	2	85	2	0
30	U	44	1	14
79	2	96	2	17
71	2	98	2	27
48	1	69	1	21
51	1	75	2	24
92	2	112	3	20
69	2	111	3	42

Average increase of
29 marks vs Year 10 mocks.

Final thoughts.....



Recall grids are:

- ◆ Easy to set up once you have the template
- ◆ Flexible
- ◆ Easily adaptable to other subject areas
- ◆ Have proven results



Please contact me if you have any questions :

ggayton@lynghallschool.co.uk

Gemma Glancy



Enticing children to read

Emma O'Toole

@elotoole

Context

I am an Assistant Headteacher at Pearl Hyde Primary School with responsibility for the English curriculum, and I am currently the year 3 & 4 phase leader. Pearl Hyde is located near University Hospital in Coventry and its pupils come from all over the world. I am a member of the Coventry Teacher's Reading Group and passionate about developing Reading for Pleasure.

OU Research inspiration and rationale

My interest in developing a Reading for Pleasure pedagogy stemmed from attending an OU/UKLA Reading conference. Here, the evidence from **OECD** (2002) was shared, that found that **reading enjoyment** is more important for children's educational success than their family's socio-economic status.

Although difficult to measure, a 'Reading for Pleasure' (RfP) pedagogy is emerging as an important aspect of the curriculum which can have a significant impact on children's future educational achievements.

Having read *Building Communities of Engaged Readers: Reading for Pleasure* by Teresa Cremin et al, (2014), I wanted to introduce a RfP rationale to the school.

The UKLA research project Teachers as Readers (TaRs) found that in order to foster RfP effectively, teachers need to develop:

A reading for pleasure pedagogy which includes:

Social reading environments

Reading aloud

Independent reading

Informal book talk, inside-text talk and recommendations

I wanted to focus on developing opportunities where the children are more actively involved in engaging with the books in the class and school library, making informed choices about what they read, and having ownership of their reading. This also needs to be guided by teachers' expert knowledge. I decided to make books more visible and usable for the children. Book Blankets is a good method for encouraging book talk and recommendations amongst the school community. This would also develop teacher's and children's knowledge of books and help teachers to know their children as readers, their likes and dislikes.

Aims

- ◆ To value and plan for 'Reading for pleasure' and give it time within the curriculum – allowing opportunities for book talk and discussion.
- ◆ To make children excited about reading and willing to try different genres and authors.
- ◆ To develop children's knowledge of books and authors and guide them to see links and connections between the texts read.
- ◆ To support children as they make the transition from a structured reading scheme to being confident and independent 'free readers'.
- ◆ To allow children to choose their reading material and have ownership of what they read.
- ◆ To improve pupil's engagement in RfP.

Outline

Book blankets involve taking the books off the shelves and out of the boxes, spreading them out and investigating them in a more social, usable and explorable way.

First, I used this approach to explore the books in our classroom library. I emptied our classroom bookshelves and created a book blanket, spreading out the books all over the tables so that the covers were visible.

Normally, you can only see the spines of the books so by putting them out with the covers visible the children get more visual clues helping them to get a better idea of what the books are going to be about.



It also gives a starting point for discussion about the books, making it easier for the children to talk about them together. Children were invited to look at the books and then move around, finding a book they had read before and telling a friend about it. Finding a book by an author they knew, chatting about it, and choosing a book with a cover or title that interested them and discussing it. Towards the end of the session they were then encouraged to choose a book they would like to know more about and found intriguing and to settle down to have a look at it and read.

This activity led to lots of talk about books between the children, expanded their knowledge of children's books and encouraged or led them to reading something new.

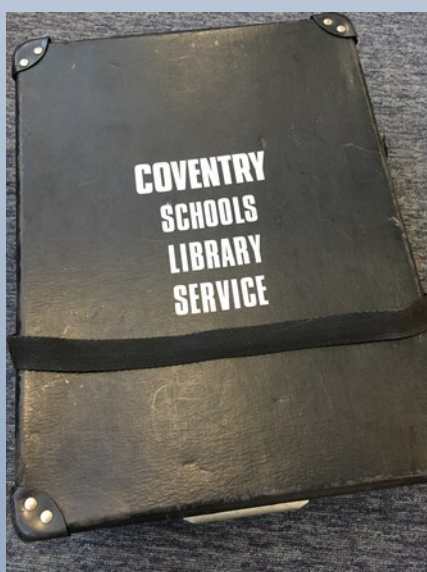
In our school library we have a challenge to read 100 books before you leave primary school, and I wanted to encourage more children to participate in this. I carried out another book blanket with a selection of the 100 books from the school library, choosing picture books to encourage reading for enjoyment. This time they were laid out over the carpet and the children were asked to choose a book they had read and enjoyed and to then tell the group about it. The children then choose a new book from the list to try and work towards reading 100 books.

We subscribe to our School's Library Service project box collection and order boxes of books connected to each terms theme. Coventry SLS provide a fabulous range of books, with well-chosen titles and some of the most recent books published.



However, the boxes the books arrive in are plain black and not particularly appealing, so I decided to use a book blanket to explore the contents of the new topic boxes. We had ordered a selection of books on the theme of *Inventions, discoveries and achievements*. These non-fiction books were laid out with their appealing covers visible and the children given an opportunity to explore them and then share them, either on their own or with a friend. This time the book blanket was done as an independent activity in guided reading time and the children loved exploring and reading the new books and asked to do this again another day. Most children chose to share books and read with a friend or in a small group.

These activities also supported the children's writing unit on biographies, as from this exploratory work looking at books, they had developed clear ideas about who they would like to research further and write about. Some children loved the Women in History series and picked out naturalist Maria Sibylla Merian, whilst another group choose David Attenborough.



I also wanted to support all children in year 3 and 4 to move away from the structured reading scheme and read real books of their choice. This transition can be tricky for some readers, but with careful guidance children begin to flourish as readers. . Teachers' knowledge and support in matching books to children's reading ability and interests are essential in helping children to make this transition and become independent readers who read widely for pleasure. . I also wanted to encourage children to read books by different

authors and genres. From my observations in the classroom I noted how most children read from a narrow choice – there were popular series and authors such as Beast Quest and David Walliams that the children were reliant on and they needed guidance and support to broaden their experiences and repertoire.

Reflections on impact the TaRs research had on practice

Impact:

The children were really engaged in spending time choosing books they wanted to read. Having choice about what you read is an important aspect of reading for pleasure. As a consequence, they were much more engaged and focused when reading.

They showed a greater willingness to try books by different authors, moving away from the familiar and try new books.

Book blankets helped me to get to know my class as readers and gain a greater insight into the children's reading choices and then use this information to support reading for pleasure in the classroom.

It highlighted for me the social aspect of reading and how many children, particularly boys, preferred to read with friends and that they were engaged and enthusiastic about what they were reading when reading together.

Future Plans:

Having observed that some children really enjoyed reading socially with a friend or in a small group I am more flexible about this and have changed my classroom practise to allow this to happen. I would also like to set up some comfortable reading areas to allow the children to read more socially rather than sitting in their seats at their tables.

I also noted that non-fiction books, in particular interactive books - books with flaps such as those published by Usborne or books that folded out were really popular so I would now like to make more of these available in the classroom and school library.

To continue to develop opportunities for children to talk about books and share recommendations with each other across the school.



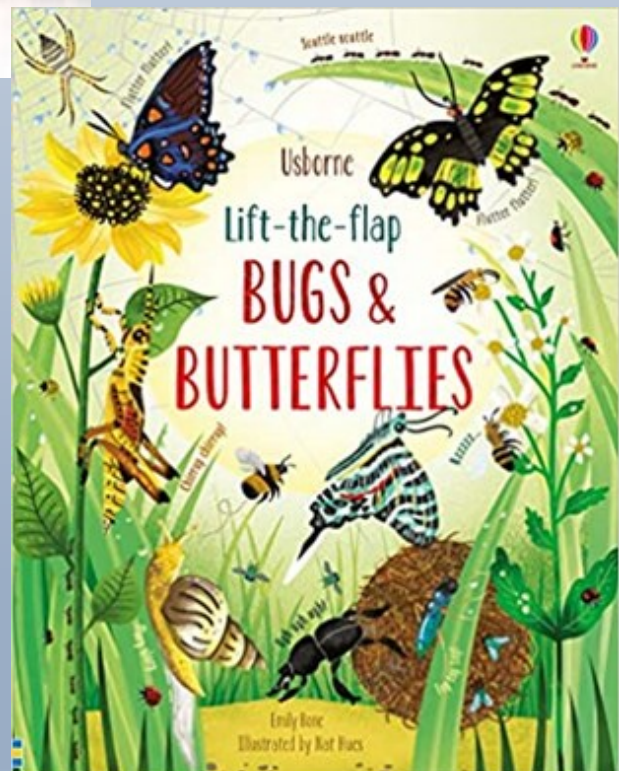
If you have any questions or would like to know more, please contact:

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Pearl Hyde School

@elotoole



Emma O'Toole

In 2019 Pete McGuire (FP) and Liz Allton (FP2) set up a two year STEM Learning Enthuse Partnership to help develop the D&T offer across the MAT and in the first year it provided resources and staff D&T CPD for Finham, Finham Park 2, Lyng Hall and Finham Primary. The aim of the Partnership was to improve girls' participation in D&T/Engineering through engagement in KS3 in lessons and extra-curricular opportunities.

Unfortunately, due to school closures and 'lockdown' we were unable to complete Year 2 of the project and all Enthuse Partnerships nationally have been frozen and put on hold until at least January 2021. However, we still had some funding to access staff CPD and thinking about how we could run something for the MAT D&T teams during lockdown I arrived at the idea of doing it online. One of the real positives to come out of the last few months has been how we all quickly everyone adapted to working online and connecting using Teams, Meet, Zoom etc...



The amount of CPD available that staff working in schools have been able to access has been brilliant during this time, but I hadn't seen a lot of D&T specific CPD. This sparked an idea to offer an online session for our MAT D&T staff, but also to offer it out to the D&T community. When I discussed the idea with STEMlearning they were keen for me to give it a go and so the first

session was arranged with Dave Bausor (@TopBrum) and a second on Careers in D&T with @GTaylorSTEM. I shared it with the MAT teams, on Twitter and a D&T Facebook group as free CPD for any D&T teachers. Over 90 D&T teachers signed up from across the UK and abroad in 3 days!

The plan was to run two sessions before the summer break and then more during the Autumn term.

We already have sessions lined up for next term, which will cover curriculum planning including focusing on knowledge as well as skills from Year 7 to support the increased content at GCSE.

We also have some subject knowledge sessions on using different materials and equipment, support with NEA particularly following lockdown and Subject Leadership and vision for D&T.

If anyone is interested in the D&T CPD next term, but the message didn't get through to them please contact me via Email l.allton@finhampark2.co.uk or via Twitter @lizzsaddler

I'm also happy to talk to Maths, Science or other D&T colleagues about the STEMLearning Enthuse Partnership programme and put you in touch with the programme lead who can give you more details.



Liz Allton

Finham Primary would like to thank all the parents and the local community for its support of both the staff and its families. For your kind words of encouragement, your donations of goods for staff wellbeing or for food for families.



We would also like to make a special mention to THANK MR Savage and St Finbarrs Sports and social club, for helping us ensure we have been able to offer weekly food parcels to families. These food parcels have helped alleviate some of the stresses of lockdown. Parents have reported to have enjoyed the welcoming face of Mr Savage dropping these off and the vast variety of food and goods provided.

“Thank you so much for the food parcels we are so grateful for the kindness”

“The variety of food has encouraged us to try new foods, thank you and Mr Savage is a cheery soul”

As Mr Savage returns to teaching his bubble, ST Finbarrs have offered to continue providing these food parcels directly to school where our families will now be able to collect them at an organised time.

If where the next meal will come from, has been a challenge for your family please contact your school directly for some advice and guidance, on how to access the schemes available at your school. We are currently in unprecedented times and so many families are finding themselves facing new challenges, please reach out to your school for help. We are all here to support our families through this difficult time.

LET YOURSELF REST

If you're exhausted, rest.

If you don't feel like starting a new project, don't.

If you don't feel the urge to make something new,
just rest in the beauty of the old, the familiar, the known.

If you don't feel like talking, stay silent.

If you're fed up with the news, turn it off.

If you want to postpone something until tomorrow, do it.

If you want to do nothing, let yourself do nothing today.

Feel the fullness of the emptiness, the vastness of the
silence, the sheer life in your unproductive moments.

Time does not always need to be filled.

You are enough, simply in your being.

Jeff Foster



We simply have to put
one foot in front of the other
and keep moving forward...



In these times when we can't all be and see each other in school where in abundance smiles, laughter and 'the competition!' that runs through some...I thought I would try and make this happen. Inside each small individually wrapped tissue parcel there is a sunflower 🌻 seed. PLEASE help yourself to which ever colour takes your fancy, plant 🌱 it, watch it grow and hopefully this will help us all get through these unprecedented times. 😊🌻



Encouragement

Staff at Finham Primary have been sharing messages containing positive thoughts of encouragement. By spreading positivity, they have motivated each other and reminded themselves that they are not alone.

"As you grow older, you will discover that you have two hands, one for helping yourself, the other for helping others."

-Maya Angelou



The secret of change is
not in fighting the old
but in building the new

TEAMWORK

Coming together is the *Beginning*

Keeping together is *Progress*

Working together is *Success*



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Stepping up to the challenge at Pearl Hyde!



Throughout lockdown, we at Pearl Hyde, have been honing our computing skills and becoming online learning experts. We have set up Google Classrooms for each phase, and every week have been uploading our learning based upon different themes. It has been amazing to see all of the wonderful things our school community has achieved during these strange times. From making kites and artistic fish, to baking cookies and writing a set of instructions to help our teachers make them too!



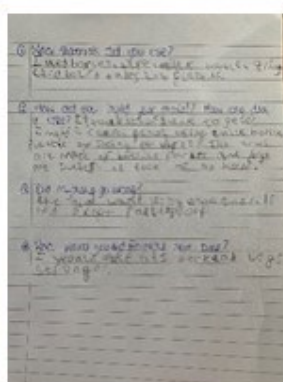
Planning for our Key Worker Bubbles has given us the opportunity to return to a thematic/topic-based curriculum using texts, film clips and experiences as a stimulus, across all year groups. Last week we focused on oceans following on from 'World Ocean Day' on June 8th. The children used the film clip 'Something Fishy' from Literacy Shed for their English learning and wrote setting descriptions for the underwater world. The book 'Rainbow Fish' also led to some lovely glittery artwork. We have then shared this planning via Google Classrooms which has not only meant that collaborative planning in school is much easier but it has also helped parents with children across the school access home learning more easily.



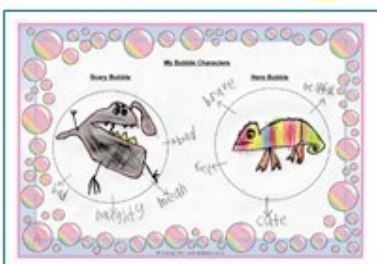
Stepping up to the challenge at Pearl Hyde!



We have completed nuggets on Century Tech and had a go at interactive videos on ClickView. We have had virtual assemblies, which have been full of smiles, waves and happiness allowing the children to see Mrs O'Hara's sparkly shoes! It's been a learning curve for all us but now we know that we are Online Learning Professors, and what an amazing skill that is! Each and every one of us have embodied all of our school values and the best part of all, is that we have supported each other along the way. COVID-19 might have been scary, but it has helped us to discover what an amazing and caring community we are part of!



Examples of work from in-school and at home...



COVENTRY NEWS

Date: 19th May 2020

Dragon spotted in Coventry.



I was posted online. Yesterday the Police and Pet Control were called to Tesco because there was a golden dragon, the size of a kitten, causing mischief in the shop. It breathe was hot honey poured all over the floor when people were galling on each other. Also it has been opening lots of honey cans and drinking it and putting it on the floor. It make super fast like a jet and no one could catch it.

Some customers in the shop took pictures and posted them online. Tesco staff were not happy about the mess the dragon made. We managed to speak with two staff, Mr Ray said the dragon damaged food items worth more than £500 and Miss Potter said there is so much extra cleaning to be done.

With this interesting insight, we hope the dragon is safe and well.



Friday 5th June

How do birds fly?



The magical door

I opened the magical door and saw,
Rainbows dancing in the wind,
Mythical creatures coming alive,
Trees swaying in the distance.

I opened the magical door and saw,
The world ending,
Darkness controlling the Earth,
Shadows all over the place.

I opened the magical door and saw,
The mirror view of the world,
Signs the opposite way,
Car crashes on the roads.

I opened the magical door and saw,
Towers as tall as skyscrapers,
Flying cars and motor bikes,
Floating roads up above.

I opened the magical door and saw,
Ancient ruins come to life,
Tribes hunting for food in the forests,
Symbols carved deep into walls.

I opened the magical door and saw,
Portals opening to different dimensions,
Aliens and strange creatures walking,
Galaxies colliding into each other.

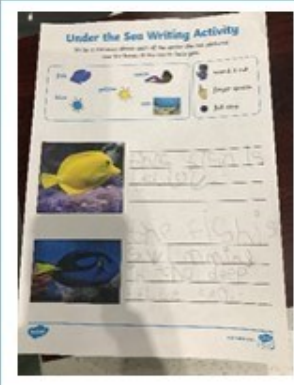
I opened the magical door and saw,
The world sunk into water,
Mermaids and talking fish,
Villages and castles in the sea.

I opened the magical door and saw,
The world as it was before,
It all disappear,
Soon it was empty.

I opened the magical door and saw
everything.

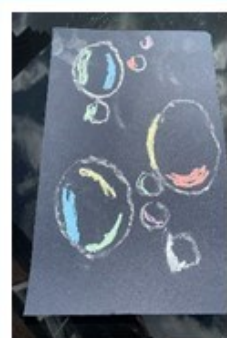
Mariya Year 6

Pearl Hyde Primary School
Coventry



Writing across the school...





We are looking forward to developing this way of working even more when things are back to 'normal'. We are all very excited about what the future of the curriculum at Pearl Hyde holds.



FINHAM PARK
SCHOOL

Students from Finham Park School have been working hard at home and have shared with their teachers examples of how creative they have been.

Here are just some examples:



A delicious paella by Summayyah in Year 7—apparently it tasted amazing!

Work from the Design and Technology Department: From Mr Elliott

The students have been working on several different areas in Design and Technology, including a Sustainability Project whereby students create new product from old materials.

Some great sustainability outcomes from Year 8 students:

Elahee Bains, Elizabeth Price, Isaac Leng and Grace Bullman.





There are 3 seasons
Summer from March to June
Rainy from June to October
Winter from November to March

Monsoons
India welcomes the monsoons. The rains bring down the heat and dust, and make everywhere lush and green. The monsoons are linked to the economy as a good monsoon means that crops will be good. The rains in India are taken.
The monsoons in the south west are over 80% of India's annual rainfall.
The monsoon starts around the 29 May slowly spreading over the country and by the first week of July, the entire country experiences rain. Southern India receives more rainfall than northern India.
During this season, cyclones can happen, causing damage to coastal regions. The monsoon starts to go by the last week of August and by October, the southwest monsoons have completely gone from India.



hina (red dot)

A close-up photograph of a person's hand with a traditional henna design. The design includes a large, intricate floral pattern on the back of the hand and a small, distinct red dot on the palm, which is referred to as a 'hina' in the accompanying text.

Temporary henna tattoos, or mehndi body art, add body decoration to hands, feet and other body parts for ceremonies and festivals.

In India, the climate is so varied that its garments are also different. The eastern, southern and western zone-dresses are similar and can be recognized as they are handed. Garments with a loose covering of the body are the special features of these zones and this type of garment is essential to relation here from the clothing.

Northern zone people (usually wear a long type of dress, such as the "jama" or "kurta" and "pajama". Some form of head cover, which is especially common in the north, is worn by men for protection from the heat of the sun, while women cover their heads with a veil or sari.

Obviously, the people of the fully irrigated low-lying districts which contain the alluvial, water and mud, must rely for protection against cold. Looking for these areas determine clothing fashions, and the basic designs and patterns of clothing in different parts of the country could possibly be due to adaptation for the environmental changes.

Muslims do not eat pork, so in the northern regions where most Indian Muslims live, pork will not be served.



Apartment block
in Haimen



Saline in Mumbai

Houses in the Gobi
Thar desert with
thatched roof



Tin-roofed houses



All materials used are chosen for the climate



- lower people to land
- more food per person
- more resources per person
- money may be lost from by migrants

- population structure aged by loss of young people
- lower economically-active men left in the rural community

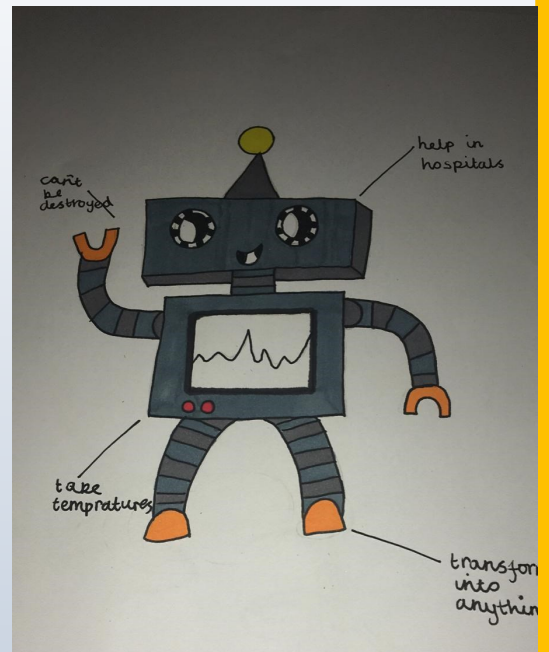
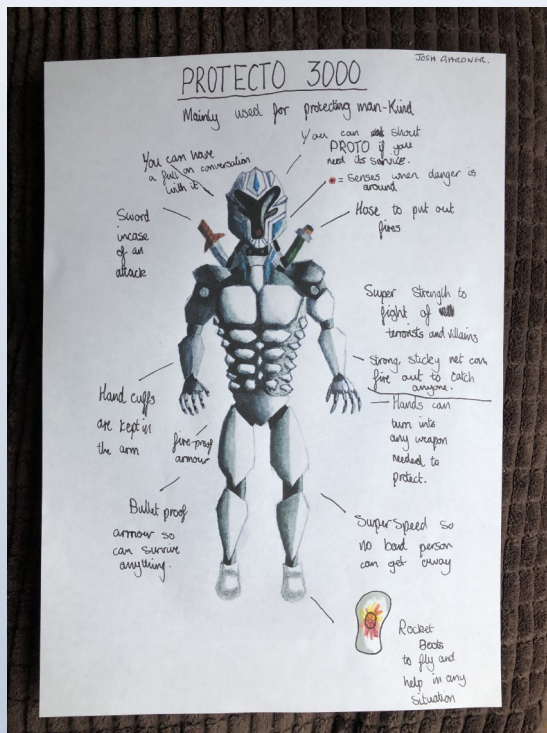
- families are split up
- the elderly receive and the death rate in the community may increase

URBAN AREA
Problems

- increased economically active elements of the community
- increase in the cultural wealth
- more knowledge and skills in the city community

- pressure on places to live
- tensions between older and newer residents
- pressure on services such as education and healthcare provision

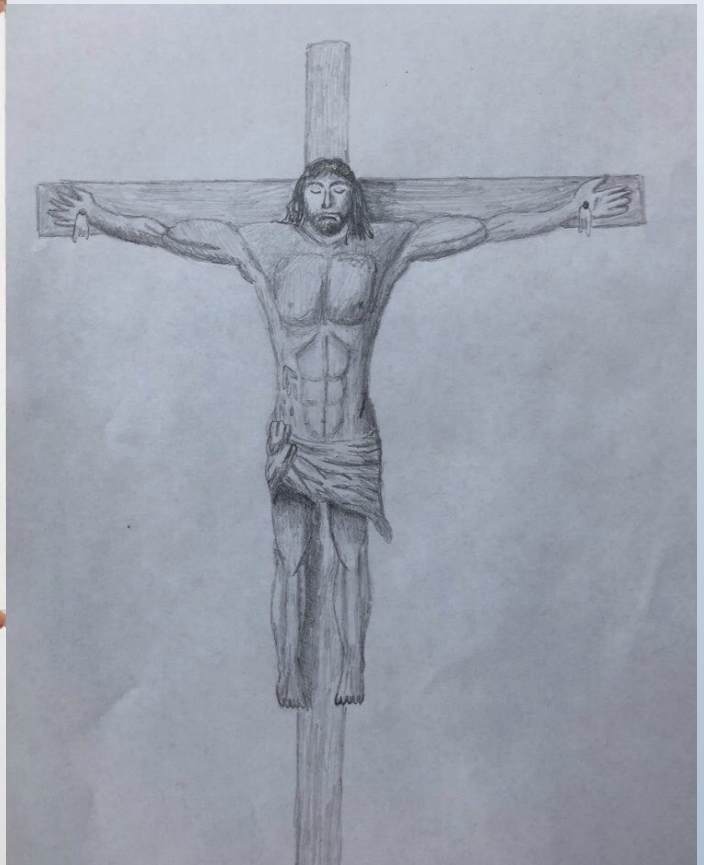
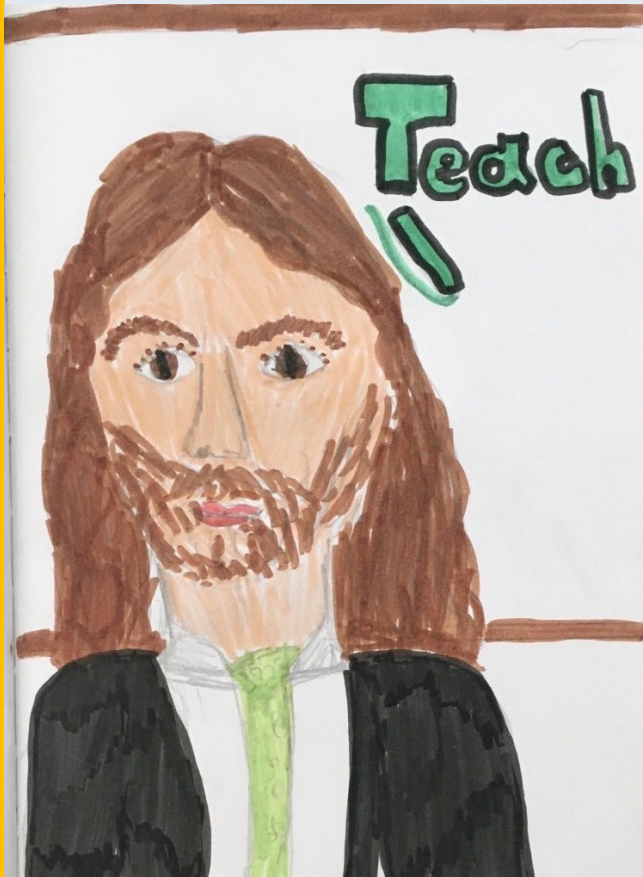
Another of the tasks was to design a robot for the future.



Food technology also hosted a Rainbow competition with the students to see what innovative ways they could create a rainbow through different food dishes. This is just a small snapshot of the excellent work being produced by the students during this term.



Work from the RE Department: - from Ms Madden



A Hindu Mandir is a symbolic house or place where Hindu people go to worship. In the Mandir Hindus need to show respect for example they will give gifts and food to the murtis and thank God for making them the good things that they have.

The temple can have big domes on the top of the roof which is where they ring the bells because it creates a sound along with the special type of magnetic field



Pardeep Dhadwall

'Karma and reincarnation gives people a chance to get things right.' Do you agree? Give reasons for your answer and discuss both sides of the argument.

The belief that the soul will return many times to the physical realm in a new body is a belief that is held by many religions. However the belief that the actions of your past life affect your new one, the belief in karma is different yet linked to reincarnation. For example, in Hinduism, each cycle is impacted by the one before it - 'man is born to the world he has made.' ~ The Brahmanas. This demonstrates how each person can only be given the life they have made in their previous one; depending on your actions in this life, your next cycle will be altered accordingly. This clearly contradicts any belief that each cycle is a fresh start to get things right, devoid of any past mistakes as it is your past mistakes that determine the nature of your next life. It is understood that each samsara gives you the chance to learn new things but this is only believed because of Moksha. Moksha is the freedom from the cycle of samsara, it is the ultimate goal for Hindu's as it is the transcendent state once they are free from desire and ignorance. It is only when they are completely free from desire, including the desire for Moksha, that they can leave the cycle of Samsara and emerge as a Brahman. The Brihadaranyaka Upanishad is used to illustrate this: 'Thus does the man who desires [stays in the cycle of samsara]. But as to the man who does not desire - who is without desire, who is freed from desire, whose desire is satisfied, whose only object of desire is the Self - his organs do not depart. Being Brahman, he merges in Brahman.' ~ Brihadaranyaka Upanishad 4.4.3-6. This portrays the notion that each cycle leads up to the goal of Moksha, so each cycle means something more than the events of the next one - it is another cause and effect relationship but this time it is what each person has learned along the journeys to reach the end, proving that the reincarnations and karmas do not give each person a chance to get it right, as that implies that previous mistakes will be washed away, but in truth it is every action across every life that leads up to the last step in reincarnation.

On the other hand, some people may agree with this statement because of the ideology that each samsara leads up to the same goal. No matter how much time has passed or what kind of mistakes you've made in your past, you will always have the same chance of ridding yourself of desire and reaching the end. Therefore each samsara could be regarded as a fresh chance of attempting to reach Moksha as technically however materialistic you've been before does not impede your likelihood of changing this time. The belief that the soul is eternal in Hinduism, can be used to explain how each person has unlimited chances to get it right - if it is eternal then you have infinite chances to get it right. Sri Krishna said: 'As a human being puts on new garments, giving up old ones, the soul similarly accepts new material bodies, giving up the old and useless ones.' This embodies the idea that each rebirth is just an outward change of body, whilst the same soul continues to embark on the same journey to Moksha. So each cycle is just a new opportunity to achieve the same goals, a chance to get things right this time. 'Those who have mastered their minds become engrossed in infinite wisdom; they have no further interest in any fruits of actions. Free thus from the chain of rebirth, they attain the state beyond sorrow.' ~Bhagavad Gita 2:51. By illuminating the ultimate aim of the samsaras, Hindus become aware that each cycle gives them the same chance to start again towards that goal. Furthermore, unlike other religions, Hinduism gives endless chances to move towards Moksha in multiple

lives. The soul is time and time again given opportunities to get things right throughout the course of it's cycles. Karma also gives us an opportunity to get things right as Hindus believe that there is a cause and effect relationship with karma and our life, so every person is forced to work through their karma, eventually clearing it.

Personally, I am an atheist so do not subscribe to any theories about an afterlife or God. I do not believe in any religion or follow a set of beliefs about how to live my life.

To conclude, I must strongly disagree with this statement as the whole concept of reincarnation and karma in hinduism relates to Isaac Newton's third law that each action has an equal and opposite reaction - every action in this life impacts the next. So it would be impossible to say each life is a fresh start when it has already been affected by each life before it.

. Work from the Science Department: From Miss Page

Year 7s have been working on Science practical at home. Here are some examples of how they used red cabbage juice as a PH indicator and then tested the PH levels of household substances.



Work from the Mandarin Excellence Programme From Mrs Lewis

Due to the Coronavirus pandemic, the Mandarin Excellence Programme (MEP) classes have not been able to take part in their usual round of Hurdle Tests this year.

As a practical (and enjoyable) alternative, the Programme came up with a series of Showcase tasks for the students to have a go at, practising both their Speaking and Writing skills. These are the most challenging skills for linguists, but still our amazing students threw themselves into writing and recording and have come up with some work to be proud of. I'm sure you'll agree, their creativity and technological skills have been put to good use!

We have been invited to send in 5 pieces of work as part of a national competition, and very much hope that some of this will shortly be displayed on the MEP website!

Elahee Bains' great property brochure

我和朋友经常去中国超市买水果果汁棒，调味冰棒很好吃。

我和弟弟最喜欢小吃是大白兔奶糖因为它很便宜。



大白兔奶糖

考文垂市中心

商店和咖啡店。



房子 (house):

- 一个家也很适合做餐厅，两个卧室。
- 一个家也很适合做办公室，一个卧室。
- 一个家也很适合做酒店，酒店很美丽，一个卧室。

房子 (house):

- 大房子很漂亮，很大花园。
- 房子在美国。
- 房子在海边对面。
- 房子在商店旁边。

1st level:

- 一个客厅在厨房和餐厅对面。
- 书房在客厅旁边。

2nd level:

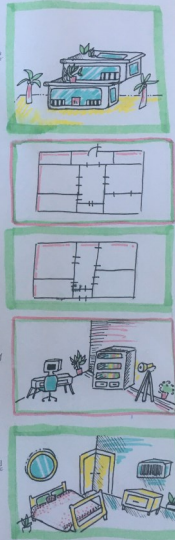
- 卧室一比卧室一大多了。
- 白色浴室在卧室二对面。

Storage:

带家具的书房很大也很漂亮。书房不但有桌子而且有火，书架有很多书，桌子是蓝色的，桌子上有电视。


Restroom:

除了卧室以外，卧室二还很大也很美丽。床是白色的，床也很大，床上有很多彩色的电视，电视下有小桌子。




Katie Northmore's lovely brochure

考文垂的市中心有很多商店。我最喜欢商店是普里马克。因为它有很多衣服也很便宜，方便极了！



格雷格斯 (Greggs)


这个商店卖食物，我很喜欢吃香肠卷 (sausage rolls)。这么多好吃的。



除了格雷格斯以外市中心有很多中国咖啡馆，Mooboo


的珠奶茶有又颜色又味道，奶茶很可口。

mooboo
BUBBLE TEA 珍珠奶茶



好吃

如果想买中国的加餐，你就一定去CVMart 懒懒之家因为它有很多美味的小吃。



普里马克 (Primark)

市中心的普里马克离格雷格斯很近。

I illustrated and written by Katie Northmore 2020

考文垂市中心

商店和咖啡店。



As the world stays apart, we walk together.

People that work in schools are usually social beings that care for others. This is clearly evident of the 22 members of staff from Finham Park 2 that have created a group and decided to challenge themselves to walk, run or dance One Million steps for Diabetes. They all have a personal challenge of either One Million steps, 0.5 million (if shielding) or 1.7 million (distance from Lands End to John O Groats). The staff will be encouraging each other to complete these targets before the end of September.

During Lock down many of us have been able to focus on the things in our lives that are most important and health would appear towards the top of these. There are 4.8 million people living with diabetes in the UK, the complications of which lead to over 500 premature deaths every week. The Finham Park staff group 'No Ball Games' feel it would be fantastic if we could raise as much money as possible for such a worthy cause.

If you would like to join our group feel free to enter out team name when you join or contact L.tyrrell@finhampark2.co.uk

If you agree that this is a worthy cause for our staff, students and families and can spare a donation then please follow the link

<https://donate.everydayhero.com/d/Y8Ya4VA9XFy4c4776B3fbQ/amount/7e99dad0-4ad3-4e98-bd17-5dadf00fa135>

No Ball games made a fantastic start on the 1st July.

By the end of day 1 they had already raised £846.25

Recorded 288,452 steps -placing them as the 3rd highest team in the country.

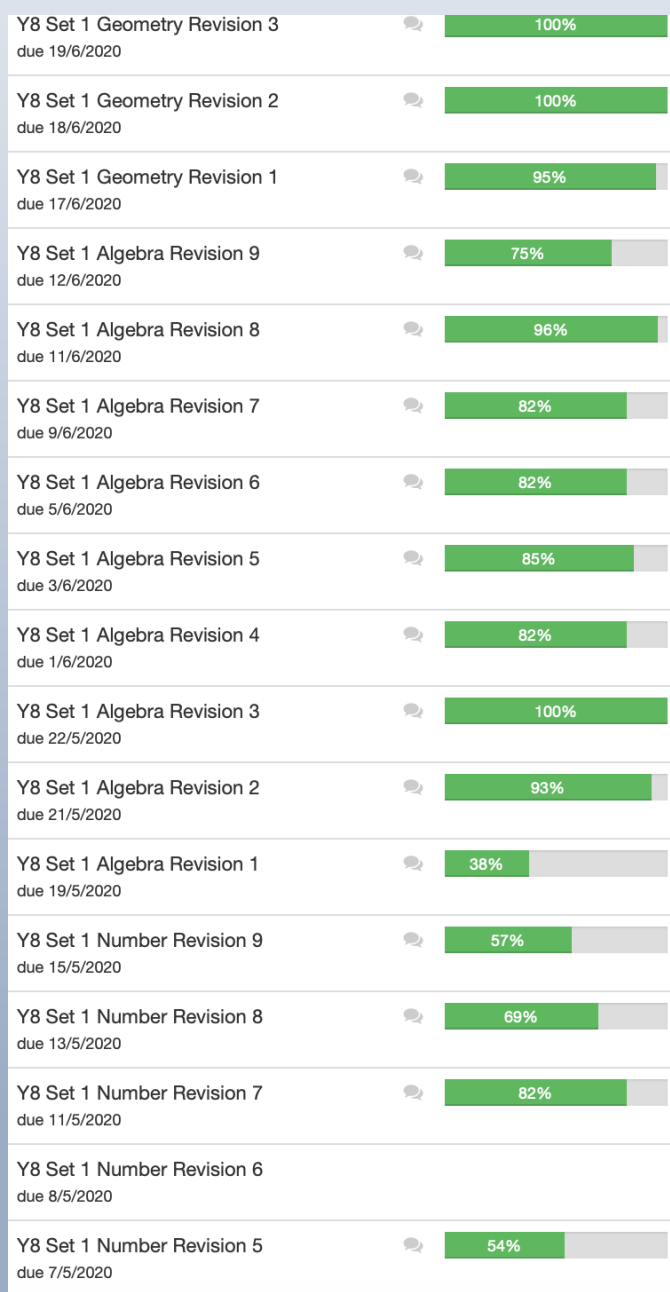
I am hugely proud to be part of such a supportive working group.

Louise Tyrrell

In order to try to engage students with their home learning as well as to enable students to compete with each other, the members of the Finham Park 2 eSports OOSHL trialled a Fortnite League.

Points were scored for performance within the game as well as penalties for not completing their maths home learning and bonus points for scoring 100%. Feedback from this was extremely positive – with students saying that they not only enjoyed the competition but that it helped encourage them to do their work. They overwhelmingly agreed that including penalties for lack of work in a future league would be a good idea and something they wanted. There was also a noticeable improvement in scores during the period that the league was running as you can see from the following picture:

Sign ups began on the 21st May and the League ran from 4th June to the 19th June and the improvement in scores and work rate was clear. Overall a really successful trial which has demonstrated how gaming can be used as a powerful motivational tool for our students.



Alex Jay



A debt of gratitude

Lyng Hall reach out to their community

#TheOnesWeAppreciate

Suddenly the world has stopped. Not even a footstep in the most cramped cities has been placed. This invisible enemy is a quiet and deadly killer. But there is still something that we need to think about - gratitude. Many people are in lockdown bored, or feeling sick of being stuck at home, not even able to see a friend. This is nothing compared to the lives of NHS workers. We wouldn't even have made it through the beginning without their sacrifice. But this all comes with a risk. These people are lights in the dark room our world has become, slowly making it brighter bit by bit.

Thank you.

#ITHANKYOUNHS

As the world continues to go through this really tough time, the NHS staff are trying their best to help everyone. They are putting the time and effort into helping everyone with the virus. Let's say thank you to the wonderful NHS staff and key workers who are potentially risking their lives to help others. Whilst many people have lost their lives to COVID-19 the NHS are trying their best to help everyone they can.

Coventry
11th June 2020

To our NHS workers,

With the current situation, I would like to show my appreciation towards all NHS frontline staff. Why do I want to show my appreciation? Working in the NHS during this pandemic requires impeccable dedication and effort.

Your time. Your effort. Your courage. They have all been key for us. Not only that, but putting your life at risk for the benefit of others is just on another level. It's your consistency that has reduced the death rate. I appreciate the perseverance you have shown - you have been head down and focused from day 1. I wanted to recognise this sacrifice; I am so appreciative that you exist, we owe you our safety and life. Young people, like me, get scared of a minuscule spider, however your heart is like gold and it embodies the amount of care you show to every man, woman or child. You are the true warriors combating this battle.

Please continue on the path that is so clearly your destiny - you are the reason for our lives and are role models of what I would like to become. There aren't many people like you in the world that can help that many people and continue going on to help a ton of uncaring, ignorant people who are unconsciously entering the outside world like nothing terrible is happening. I believe in you and your bravery to destroy the terrible dark cloud and shape it into a rainbow.

Thank you.

Yours sincerely,
Ayaan

As the world came to a halt by an unprecedented storm sweeping our nation, there is one idea our community held onto – gratitude. Our school sits within the same area as the hospital and we wanted to extend our thoughts to them. From a school perspective, it has been a challenging journey to navigate with students. We have talked openly about the roles key workers in our community play.

We know how tirelessly the NHS are working to keep our community safe and none of us can even begin to convey the impact of their sacrifice. Our team are advocates of the power our voices can play. The power words of affirmation can be.

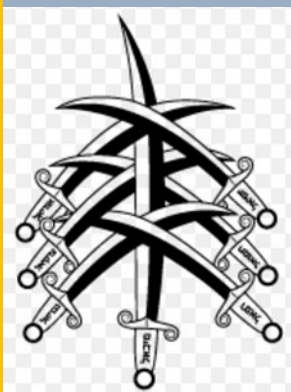
Many in our communities have been cared for by the hospital and our students wished to share their thoughts with the staff involved. The image featured shares a small sample of the responses written.

Upon receipt of our letters, I received a message from my contact at Coventry University Hospital:

“My Maternity Ward, as well as five other wards across the hospital, were so delighted to see the students’ work. All the workers commented on how lovely, bright and talented the students are. They are grateful for their thoughtfulness in sending these letters of gratitude and encouragement; wishing also to thank the staff involved.”

We continue to move forwards in unusual times, there is a sense of re-opening, but there are still so many incredible individuals who are tirelessly working to ensure this return is safe. We stand alongside them in our actions and are proud to belong to the same community.

Our students also recognised the work of others – messages of gratitude were also shared with local delivery drivers and shop workers in our community. The final thought is a thank you also to the teaching community. This badge design encapsulates the gratitude felt for how we have united.



“The central sword represents Mr Green, all teaching and supporting staff. The lower swords are us students who have needed to lean on the staff for their support during these difficult times. The middle two swords show that, with help, we have become more resilient and stronger and do not need much support. The staff are still there if we should falter and need support. The top two show how far we have come and the challenges we have faced. We are stronger together especially if we have someone strong to support us.”

The show continues and enters centre stage –

L. Hagan shares the next phase of our RADA project

Sonnet 13

O that you were yourself, but love you are
No longer yours, than you yourself here live,
Against this coming end you must prepare,
And your sweet semblance to some other give.
So should that beauty for which you hold in lease
Find no determination, then you were
Yourself again after your self's decease,
When your sweet issue your sweet form should bear.
Who lets a house so fair fall to decay,
Which husbandry in honour might uphold,
Against the stormy gusts of winters day
And barren rage of deaths eternal cold?
O none but unthrifths, my dear my love you know,
You had a father, let your son say so.

Our RADA enrichment programme has continued – including more opportunities with the University of Warwick. Each student performed their chosen sonnet; additionally presenting a critical evaluation and interpretation.

of their choice. They were guided towards reflecting on the personal response we can have to poetry – how we can see the

shaping of ourselves within the words. On 26th June, we were joined by Dr. Shahnaz Akhter who leads the Widening Participations programme at the University and John Morris – who he is an IPE teaching fellow, experienced in delivering constructive criticism to undergraduates.

The students' performances were incredible and a true testament to their hard work on this award; particularly impressive considering the season we are in.

"I was blown away by the quality of your presentations. The realness you brought it; the fact that you're reflecting autobiographically on it" – John Morris

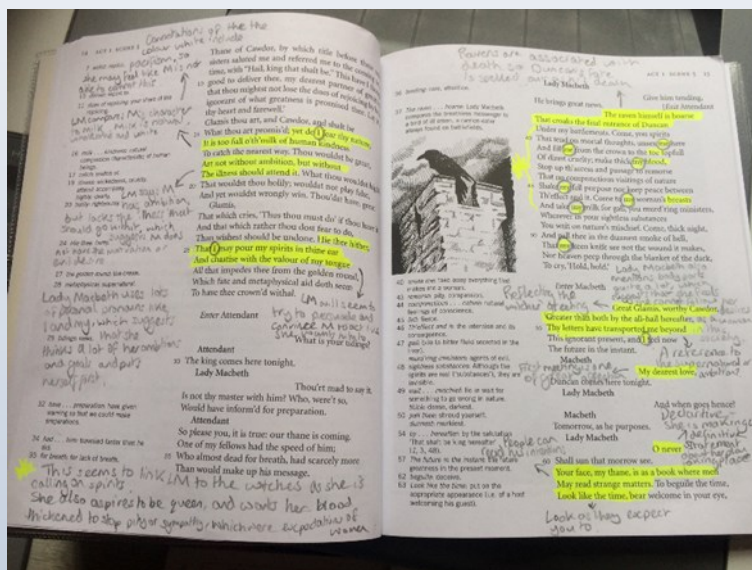
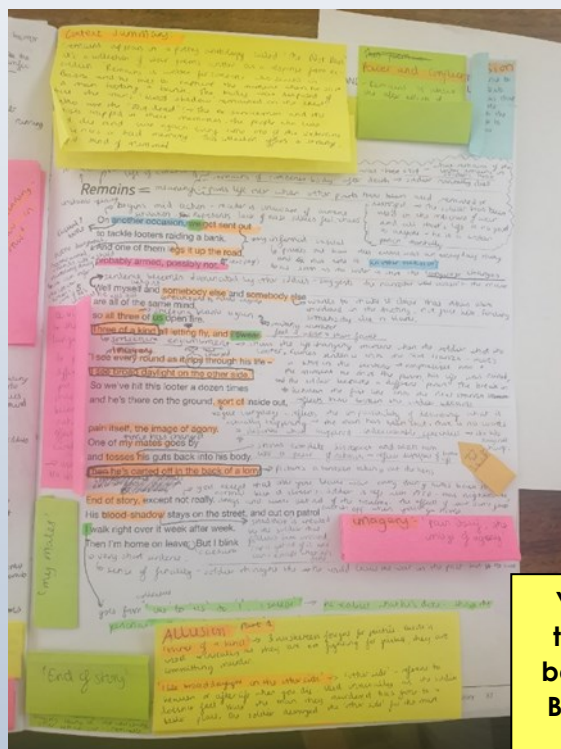
“That was a privilege. I am stunned. Firstly, the growth since we last met has been amazing in your performances. I’m going to start with a thank you. There’s an authenticity that is so encouraging in how you convey your ideas. Your emotional connections to those sonnets was so impressive. What struck me, was a sophistication in your responses that was a privilege to hear. I can’t wait to see what we achieve together. Thank you – this has been a moment of joy for senior academics at the University of Warwick. You should be really proud of yourselves” – Dr. Shahnaz Akhter

“Before this project, I was never certain about the classics. But researching Shakespeare’s works has helped me to understand more about his significance. The fact that he invented language because there were no words sufficient to comprehend what he was feeling. It’s still alive today because the ideas are still so relevant; we are still experiencing and feeling the same ideas” – Y9 student

The University have recognised this dedication and have offered further opportunities for our students to understand the role of literary criticism with a seminar on Critical Analysis. Their interpretations of the sonnets have additionally been shared with Professor Stuart Elden – who is a leading academic in the politics, philosophy and geography of Shakespeare’s works. He has held visiting posts at 12 universities across the globe, and is currently based at the University of Warwick. He will be providing written feedback on their analysis to guide their interpretation, and performance, forwards. It is an incredible opportunity for our students – I myself remember using the works of Elden when researching for my university essays.

group of dedicated students and look forward to their growth through the RADA awards in the years to come.

Lisa Hagan



Year 10 have been working on the poetry anthology that they need to study for their Literature course. Year 9 have been working on Macbeth, also for English Literature GCSE. Both year groups have amazed and impressed us with the fantastic detail in their work!

How does the writer use language to describe the weather?

The writer uses pathetic fallacy to set the scene. They use the word 'dreary' to describe the weather. The writer uses this word to show how dull and unproductive the scientist's work has been. This makes the reader feel sorry for him because he isn't accomplishing his goal. You also see the use of onomatopoeia when the writer describes the rain as having 'pattered dismally against the window panes'. This helps us imagine the scene more accurately as if we can hear the rain drops ourselves. The writer also expresses the effect of the weather as she uses complex and compound sentences such as when she writes: 'It was already one in the morning; the rain pattered dismally against the panes, and my candle was nearly burnt out, when, by the glimmer of the half-extinguished light, I saw the dull yellow eye of the creature open; it breathed hard, and a

Year 9 have also been exploring the impact of writers' choices and have produced some excellent analysis

Year 8 have been studying Aristotle's theory of tragedy in relation to Romeo and Juliet

The play is named after the **protagonists**, Romeo and Juliet. The events of the play are **mimetic** because.....of the rivalry between the Montagues and Capulets. Sadly for Romeo and Juliet the tragedy was beyond their control and the audience feel pity on the protagonist couple. But the anagnorisis happens when Romeo and Juliet discover that they are from each other's hated families and their love is doomed but this is also the peripeteia point of the play when Romeo decides that if he gets married to Juliet it could change the way the Capulets and Montagues feel about each other.

All through the play we see examples of the dramatic irony with the way the Capulets and Montagues wind each other up and by the way Romeo and Mercutio make fun of Juliet's nurse which is funny to

Ruth Kidman

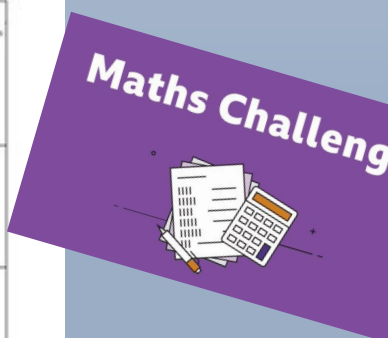
Supporting Each Other in Maths

On the 20th March when schools closed for most, our lives were forced to change and the world of home schooling was introduced. Whilst so many of us have been missing friends and family, some Finham Park 2 students have been using their time to demonstrate the sense of camaraderie that makes Finham Park 2 so special.

Every week day there is a Mathematics drop in session that is available for all students. Future Finham Park 2 Sixth Form students have been volunteering their time and popping in to support students in younger years. Sharing their understanding of key processes and breaking down methods to make work accessible for all.

It is not just older students which have been supporting. When in a drop in session or a google classroom thread, students have been helping each other with 'Why' questions. Taking their time to help another student with no reward to themselves. I am proud to work with such supportive young people.

Name: _____	5-a-day	Higher Plus
26th June		
Rationalise the denominator of $\frac{3}{2\sqrt{5}}$		
A circle has an area of 200cm^2 to 2 significant figures. Work out the lower bound of the radius.		
Factorise $12x^2 + 5x - 3$		
Show that the equation $3x - x^3 = -11$ can be rearranged to give $x = \sqrt[3]{3x + 11}$		
Starting with $x_0 = 3$, use the iteration formula $x_{n+1} = \sqrt[3]{3x_n + 11}$ three times to find an estimate for the solution of $3x - x^3 = -11$		



Name: _____	5-a-day	Foundation Plus
26th June		
$\mathbb{E} = \{1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12\}$ $A = \{\text{numbers less than } 8\}$ $B = \{\text{prime numbers}\}$ Draw a Venn diagram for this information.		
Enlarge triangle A by scale factor 1/2, using centre of enlargement $(-3, 0)$.		
Trains to Portdown leave a train station every 32 minutes. Trains to Portrush leave a train station every 28 minutes. A train to Portdown and a train to Portrush both leave the train station at 8am.	When will a train to Portdown and a train to Portrush both leave the train station at the same time?	
David buys 2 DVDs and 2 CDs in a shop and in total they cost £32. Ellie buys 3 DVDs and 2 CDs in the same shop and they cost £43. Form two equations and solve to find the cost of each DVD and each CD.		

Mrs Louise Tyrrell



FINHAM PARK
SCHOOL

Finham Park School say goodbye

College Leaders and staff wanted to give the class of 2020 the very best send-off as possible despite Lockdown and the abrupt ending to their 5 years at school caused by the pandemic.



On Wednesday June 10th all Year 11s and staff were invited to watch Year 11 Virtual Leavers' Assembly altogether at 3pm. The assembly included photos and highlights of 5 years together, "Finhamgram", memories and video contributions from staff. College Leaders and Mr Downie recorded it from the Theatre and made it as fun as possible without our usual lively audience! Year 11s were, however, able to watch it together via Zoom and were invited to share their thoughts with each other as they watched.

Last week, Year 11s picked up their Year Books in school from their college leaders. The Year Book was a big undertaking to collect photos and precious memories from the past 5 years. Year 11s loved it. Thank you to Mr Downie for his efforts with this.

As I write this, we are hoping that it will be safe to celebrate all together with our Year 11s around Graduation time and will be organising as soon as it is possible for us to do so.

Nicky Buckley College Leader for Southgate July 2020



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Finham Park School

Headteacher: Chris Bishop

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Lyng Hall School

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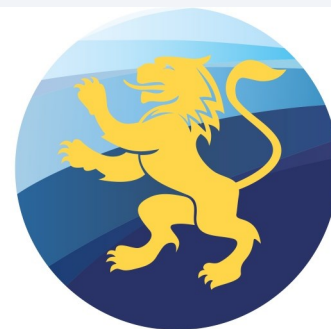
Website: <http://finhamparkmultiacademytrust.co.uk>

Finham Park Multi Academy Trust

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FINHAM PARK
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