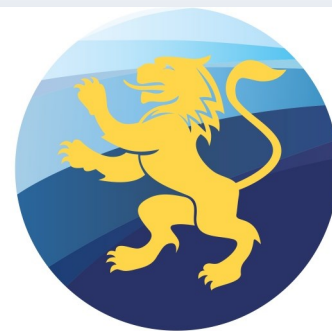


# Finham Park Multi Academy Trust

## *World Class Education*

October 2020

Edition 14

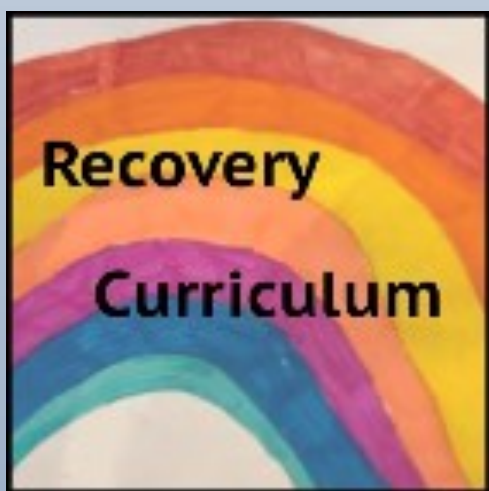


FINHAM PARK  
MULTI ACADEMY TRUST

# Responsive Teaching

## COVID Style!

### Recovery Curriculum



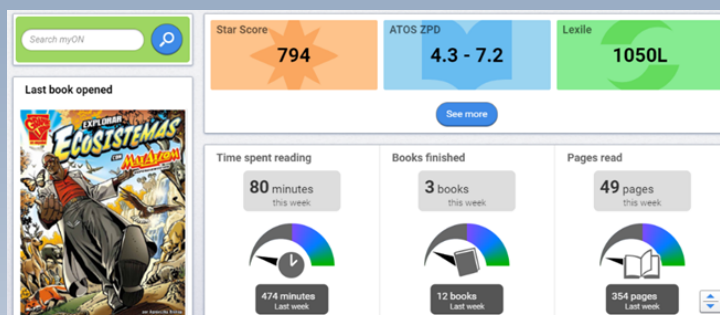
### Happy to be Mixed



### Drama is Business as usual



### Accelerated Readers



# Welcome from Mark Bailie

Dear colleague,

Welcome to the latest edition of World Class Education.



It has been a very positive start to the new academic year. I have visited all the schools in the FPMAT this half term, including those joining us soon: Whitley Academy and Lillington Nursery and Primary School. It has been delightful to see children in the classrooms and engaged in their learning. In some cases, this might look a little different to previous years, however what has not changed is the commitment from you to provide the best learning opportunities for your classes. You and the children have adjusted well to the protective measures which have been put in place by your schools to ensure that we have been able to remain open for all children.

Looking through this latest edition, I am very pleased and interested to read your articles on Curriculum Recovery and how you have adapted Responsive Teaching—Covid Style! Again, this is another example of where you have used your expertise and experience from our Teaching and Learning cycle to adapt your strategies in assessing children's learning. One of the priorities has been to identify gaps which may be in place when all children returned to school in September following lockdown. Alongside this, you will have been revising existing curriculum maps and schemes of learning to reflect the fact that not all children would necessarily have been at the expected stage of development or level of learning that you would normally expect at an end of year transition point. The focus on what is the Powerful Knowledge is crucial in order to ensure that gaps in children's learning are addressed and they are clear what they need to know. No re-modelling of the curriculum will be complete without an intense focus on core knowledge / skills that pupils will need to accumulate in any subject. In the absence of vast amounts of 'catch-up time', effective delivery should focus on identifying and ensuring these elements are consolidated more than ever—making explicit the links between areas of content so that children are able to develop their breadth and depth of knowledge, or 'schemata'.

This has required you to rethink how children access learning and also apply a range of strategies such as flipped learning and diagnostic assessment. Whilst most of the learning is now taking place in schools in a 'face to face' context, schools are also supporting pupils who are having to access learning remotely due to self-isolation measures.

Whilst focus is on curriculum and academic knowledge, we are also mindful of pupils well-being. In addition to the work on curriculum recovery, schools have adopted strategies that focus on pupils' emotional development, self-awareness; socialisation outside of close friendship groups; mental health and well-being.

During the Autumn Term we continue to work with Whitley Academy and Lillington Nursery and Primary School, and look to them joining the Finham Park Multi Academy Trust later this academic year. Colleagues from both these schools will join us for our annual FPMAT Training Day on Monday 4th January 2021. It is also good to see some contributions to this edition.



You have, as always, worked hard to ensure a very positive start to the new academic year. We are approaching the end of the first half term and I would like to wish you and your families a safe and relaxing Half Term 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 lovely to see the great opportunities children are given in schools and to see which Teaching and Learning strategies are being used effectively.

The main focus of this edition is **Responsive Teaching—Covid Style**, as Alex Ford has named, highlighting some of the work schools are doing to support the children in their learning. What is reassuring is the ways in which staff and children have adapted to the pandemic and to a very large extent tried to maintain business as normal. Curriculum Recovery is the top priority for every school and this has already been supported through the work we have done as a Multi Academy Trust on Responsive Teaching. At Finham Park MAT, we implement a 3 Year Teaching and Learning Cycle which drives learning through all our schools. We are now in our third year of Responsive Teaching, little did we know when we began this Teaching and Learning cycle in 2018/19 how absolutely vital it would be for 2020/21.

We are in a strong position through our work on Responsive Teaching, driven by Action Research, TeachMeets, CPD sessions and two Responsive Teaching MAT Training Days. We have established sharing best practice, informed in the large part through action research conducted in our own schools which supports pedagogy and our commitment to work towards a 'World Class' educational experience for all our children. It is therefore very interesting to read in this edition how schools have taken swift action to implement the necessary steps as part of the Curriculum Recovery and supporting children during the huge period of adjustment we find ourselves in, not only in schools but globally.



All schools in the FPMAT will be contributing to a range of CPD during 2020/21, including some collaborative presentations. We will be sending out further details after half term of sessions on offer, together with training resources which have been stored on the FPMAT Frog Connect site. 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>

In addition, in association with the Lion Alliance, (Teaching School Alliance), we will be hosting two TeachMeets later in November—further details to follow.

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. Monday 4th January 2021 will be slightly different with colleagues connecting remotely from the comfort of their own homes. We are delighted to have been able to secure two nationally acclaimed presenters: Dylan Wiliam, and retired rugby player Maggie Alphonsi, MBE..

Dylan Wiliam is Emeritus Professor of Educational Assessment at University College London. In a varied career, he has taught in inner-city schools, directed a large-scale testing programme, served a number of roles in university administration, including Dean of a School of Education, and pursued a research programme focused on supporting teachers to develop their use of assessment in support of learning.

Further details will be sent out later in the Autumn Term.

Please do contact [Training@finhamparkmat.co.uk](mailto: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.

**Bernadette Pettman**  
**Senior School Improvement Leader**

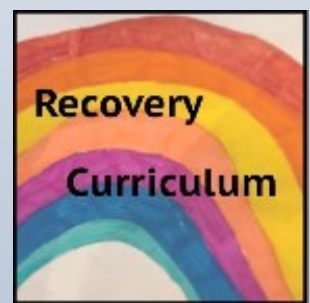


FINHAM PARK  
SCHOOL

## RESPONSIVE TEACHING (COVID STYLE!)

It's certainly been a challenging first few weeks back, but staff and students alike are obviously happy to be immersed once more in the hustle and bustle of school life. Scenes of joyful Year 10s greeting their friends after so long apart and excited Year 7s and 12s entering new courses for the first time have certainly helped to remind us of what unique places schools are.

As a staff body we began our September Training Day by considering Carpenter et al's *Recovery Curriculum* which opens with this empowering statement:



*"It is down to you, as that skilled, intuitive teacher, [to] 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)."*

We then really started to consider the need for us as teachers to ensure students were welcomed back in a "reassuringly welcoming and orderly" (Tom Sherrington, *Reestablishing Teaching Routines*) manner. Carpenter outlines in detail the five losses students will have suffered during lockdown including a very real loss of their routine. As such, we introduced our Lesson Structure to not only refresh staff's awareness of our teaching and learning principles, but also to ensure all students would feel comforted by the predictability of lessons. Our **R.A.I.N.B.O.W** principles, pictured right, created a handy reminder for all.



"Whatever your anxieties are about course completion and students' learning gaps, **make it all seem fine; possible; salvageable.**

**We're going to be Ok!"**

Tom Sherrington, *Reestablishing Teaching Routines*

**Recall starter** – opportunities for peer discussion

**Academic purpose** – consider most powerful knowledge and most crucial vocabulary. Where possible co-construct with students to show them how you're addressing the gaps

**Initial modelling** - WAGOLs, live editing, success criteria, construct class answers, etc.

**Nice work!** – engender feelings of success with chunked tasks, explicit scaffolding and tight feedback loops

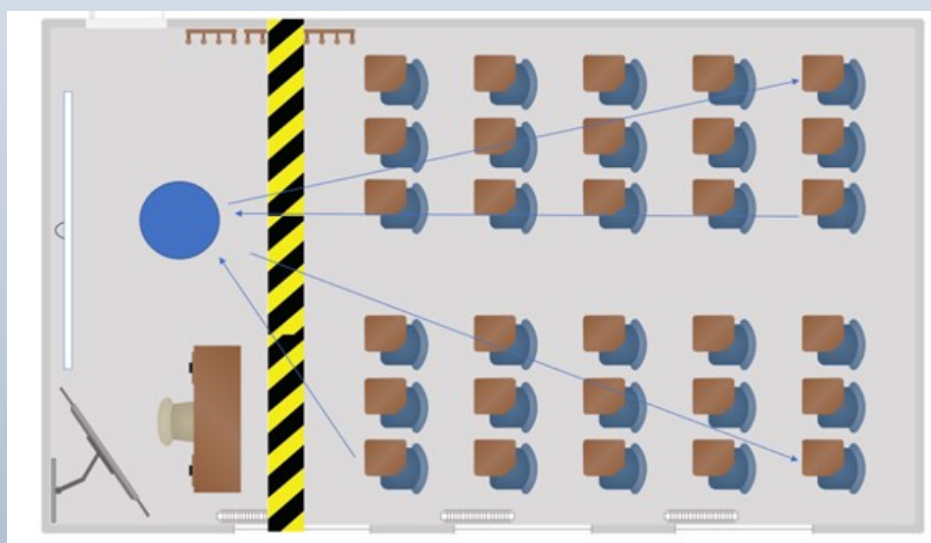
**Big questions** – track students' learning during the lesson: mini whiteboards, hinge questions, etc.

**Onwards** – assess students' learning at the end of the lesson: exit tickets, Dig. Divide. Decide., home learning task via google classroom, etc.

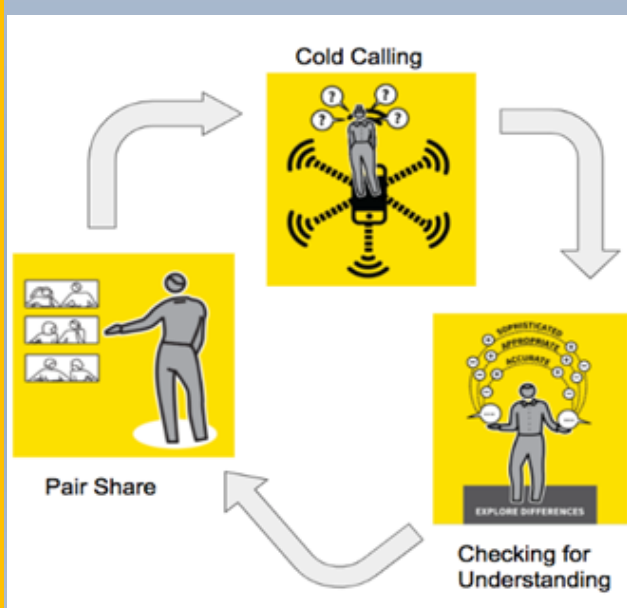
**Well kept** – all resources returned and teacher desk cleared at the end of every lesson

Carpenter also discusses the need for schools to reflect on the "aims and values of the school before this pandemic". Again, we spent time revisiting our **Plan. Teach. Assess** and **New. Do. Review** policies, recognising the amplified importance of previous work on curriculum, whether that be in identifying the most powerful knowledge, or in ensuring students are engaged in healthy struggle with appropriate scaffolding and modelling.

Most recently we held further whole staff training on teaching under social distancing rules. Indeed for experienced practitioners and trainees alike, we may feel very disconnected having to remain at the front of the classroom. Almost unconscious strategies we so often rely upon such as moving around the room, checking students' work, etc. are no longer possible and so deliberately planning opportunities for checking of understanding, questioning and assessing student learning become more vital than ever. Again, Tom Sherrington's blog *Teaching from behind the safety line* provides some sage advice: "Assume nothing: Check, check, check."



Questioning is placed amongst the top of Sherrington's recommended strategies for routine and regular checking. He writes:



"Questioning has to reach into the corners – make a conspicuous point of asking students in the furthest reaches of the room to participate, sharing their thoughts; checking their understanding of instructions for tasks and of the concepts in hand. Include a good range of students in your sample before making your decision about moving on or going back over things."

His reminder about the value of Think-Pair-Share followed by Cold Calling ensures classes have an expectation that everyone will contribute. We also spent time in our staff CPD, considering how best to remedy the classic response of “I don’t know” and how to use Socratic questioning stems to better differentiate / personalise our questioning.

### WHOLE-CLASS FEEDBACK

### GIVE THE FEEDBACK

The next lesson, give the work back and present the feedback to the whole class, running over the strengths and areas for improvement.

Use a one-slide presentation or a visualiser to show your notes.

Highlight examples of excellence using a visualiser or other appropriate showcase method.

QUESTIONING & FEEDBACK
A|D|A|P|T

In his blog, Sherrington goes on to consider the most effective ways of “soliciting evidence of student understanding”.

And our staff have been using a variety of methods for whole class feedback – whether that’s mini whiteboards, traditional exit tickets, use of Plickers, use of Quizlett, use of google classroom quizzes, etc. Similarly, doing frequent but sustainable checks of student books can be very effective at gauging student learning. As our new feedback policy recommends, book marking should result in whole class feedback whereby common errors or areas of misconception are identified and rectified.

## THE 6 TYPES OF SOCRATIC QUESTIONS

Socratic questions can be used in influencing, leading and coaching to stimulate critical thinking

### CLARIFYING THINKING & UNDERSTANDING

Can you give me an example?  
Could you explain further?  
Are you saying ... ?  
What is the problem you are trying to solve?

### CHALLENGING ASSUMPTIONS

Is that always the case?  
Are you assuming ... ?  
How could you verify or disprove that?  
What would happen if ... ?

### EXAMINING EVIDENCE & RATIONALE

Why do you say that?  
How do you know?  
Why?  
What evidence is there that supports ... ?

### CONSIDERING ALTERNATIVE PERSPECTIVES

Are there any alternatives?  
What is the other side of the argument?  
What makes your viewpoint better?  
Who would be affected and what would they think?

### CONSIDERING IMPLICATIONS & CONSEQUENCES

What are the implications/consequences of ... ?  
How does that affect ... ?  
What if you are wrong?  
What does our experience tell us will happen?

### META QUESTIONS

Why do you think I asked that question?  
What does ... mean?  
What is the point of the question?  
What else might I ask?

FOR MORE INFORMATION VISIT [WWW.JAMESOWMAN.ME](http://WWW.JAMESOWMAN.ME)

Source: B. W. Fink, L. Stein, The Handbook to the Art of Socratic Questioning, 2007



Finally, as all teachers across the country we have most recently been working on how best to cope with blended learning, made especially challenging when a *significant* number of students are self-isolating. Our staff have very gratefully received training on a variety of online platforms and tools to enable sharing of resources, recording content, teaching live and even inviting students at home to 'dial in' to lessons.

Jon Bridgeman continues to offer quality CPD on google classroom, upskilling our teaching body and sharing really efficient ways for staff to assess, feedback and teach. He most recently also led CPD on using Loom to prerecord lessons which can include practical demonstrations.



Google Classroom



Similarly, Mike Gunn has been sharing his experiences of using Google Meet to simultaneously teach both students in the class and at home. Their contributions have been invaluable.

It's true that we continue to face new challenges every week, but with high quality CPD and a professional and dedicated staff body we really are "going to be ok!".

**Alexandra Ford – Assistant headteacher, Finham Park**



FINHAM PARK  
MULTI ACADEMY TRUST

## FPMAT Training Day Monday 4th January 2021

We are delighted to announce some details of our annual Finham Park Multi Academy Trust Training Day—more details to follow!

- ◆ Colleagues from ALL FPMAT schools will join together online
- ◆ Colleagues will be able to connect from the comfort of their own home
- ◆ Morning welcome followed by choice of workshops
- ◆ Dylan Wiliam—1 hour presentation followed by Q&A
- ◆ Keynote Speaker—Maggie Alphonsi, MBE



FINHAM PARK  
MULTI ACADEMY TRUST

Hosted through  
Microsoft Teams

## #FPMAT TRAINING DAY Monday 4<sup>TH</sup> January 2021

Join colleagues from Finham Park Multi Academy Trust at our annual MAT Training Day. This year will be slightly different with colleagues able to join online from the comfort of their home \*

**Presentation  
from**

**Dylan Wiliam**

**Followed by  
Q&A session**



**Highlights  
include:**



**Keynote  
Speaker**

**Maggie  
Alphonsi, MBE**

\* Please speak to your line manager or school if you have any questions or concerns about working from home that day

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## Accelerating Our Readers

*by Steph Gater (Deputy Director of English)*

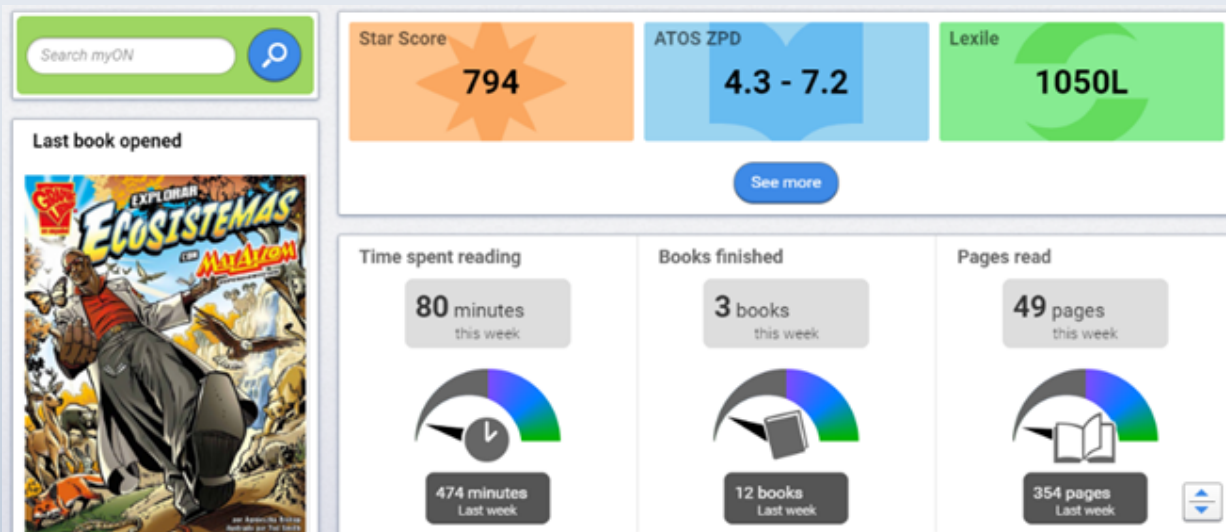
With the new normal becoming more normal for our students we have now launched Accelerated Reader for our Year 7 students across Lyng Hall School. With these students missing the vital transition period between primary and secondary school we felt that they would benefit greatly from the intervention of Accelerated Reader.

The premise of Accelerated Reader has not changed, but the way we are delivering it has transformed to suit the new ways we are working with our students.

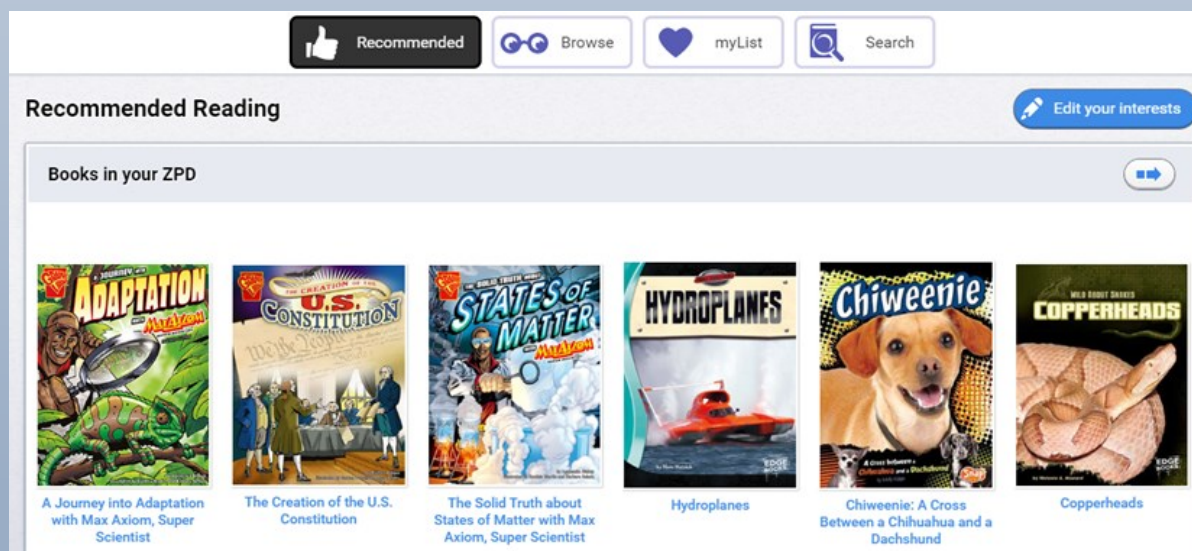
STAR tests, personalised online reading assessments, have been carried out with each Year 7 class and we are now beginning the drive to reignite our students' passion for reading: something many have missed out on whilst away from in school learning.

The biggest change to Accelerated Reader at Lyng Hall is the introduction to MyON. MyON is an online library with a range of texts to suit student of all abilities and interests. The system is linked to Accelerated Reader. When our students complete a book (if there is an AR quiz available) students enrolled in Accelerated Reader can follow a link to their book quiz. Engagement with these book quizzes encourages student to process the information they have read more deeply and creates better readers. Since the launch of MyON our students have read **2,460 books** and read for **19,300 minutes**.

Below: an example of a student's MyON homepage. The students in Year 7 have their Accelerated Reader accounts linked to this. The boxes at the top contain information about the student's reading ability which has been gathered from the STAR test.



Below: In students' Recommended tab books are suggested at their Zone of Proximal Development (ZPD), the right level of challenge to improve their reading ability.



Although the online library is an excellent resource we are still pushing students to engage with physical books and look forward to sharing their success with you in the future.

**Steph Gater, Deputy Director of English**

**A Recovery curriculum to enable the teaching of powerful knowledge**

Having all welcomed all our students back to our classrooms after a considerable amount of time away from us, we have now encountered the variety of experiences that our students have had with their home learning. When planning, and now implementing our recovery curriculum it is important for us to both address and develop approaches to mitigate the loss of learning that has taken place whilst maintaining the awareness that some students that would have persevered during the lock down period. It was important that our plans build in the flexibility to adjust our maps and to teach responsively based on the needs of our students.

The science team felt that now, more than ever, we must foster an environment where students feel comfortable about making mistakes and feel supported in re-establishing their learning habits.

I would like to share some of the approaches that have been useful to us since our return in September, and hope that these are transferrable to your subject areas too!

**A focus on teaching *only* powerful knowledge**

We decided that the teaching of science will only focus on the learning of key knowledge concepts. This is our *powerful knowledge*. These are the threshold concepts that students must master to make further connections with their learning and to apply to different contexts and scenarios.

We decided to highlight this powerful knowledge in our specifications to provide clarity to our team, to adapt resources and support their lesson delivery.

Now we are all clearer on what powerful science knowledge looks like. We have made the teaching of the powerful knowledge non-negotiable.

We also provide interleaving recall and review practice to ensure that powerful knowledge is revisited at least three times before an assessment takes place.



Content	Key opportunities for skills development
<p>Students should be able to explain how the main sub-cellular structures, including the nucleus, cell membranes, mitochondria, chloroplasts in plant cells and plasmids in bacterial cells are related to their functions.</p> <p>Most animal cells have the following parts:</p> <ul style="list-style-type: none"> <li>* a nucleus</li> <li>* cytoplasm</li> <li>* a cell membrane</li> <li>* mitochondria</li> <li>* ribosomes.</li> </ul> <p>In addition to the parts found in animal cells, plant cells often have:</p> <ul style="list-style-type: none"> <li>* chloroplasts</li> <li>* a permanent vacuole filled with cell sap.</li> </ul> <p>Plant and algal cells also have a cell wall made of cellulose, which strengthens the cell.</p> <p>Students should be able to use estimations and explain when they should be used to judge the relative size or area of sub-cellular structures.</p>	<p>WS 1.2</p> <p>Recognise, draw and interpret images of cells.</p>          MS 1d, 3a AT 7 Images of cells in videos.



## Recall it ...

1. What stain should you use? Why?
2. After the stain is applied, what is the next step?
3. How do you focus a microscope?
4. How do you improve the magnification of a microscope?
5. Write the equation to calculate the actual size of images under the microscope.
6. Which part of the cell carries out respiration?
7. Which part of a plant cell controls its shape?
8. Which part of plant cells is where proteins are made?

The team felt that many of the concepts learnt at KS4 would be difficult to access if students could not remember their prior knowledge. Therefore, we decided to put together a bank of low stakes multiple choice quizzes based on the most powerful knowledge at KS3.

We constructed these to be delivered before the teaching of KS4 topics begins. This helps to ensure that our students have the pre-requisite knowledge they need to access concepts at key stage 4. The activity enables students to retrieve their knowledge without having to share their results amongst their peers, and enables teachers to use their questioning skills to identify gaps in knowledge, to make adjustments to their lesson plans and teach responsively.

## Digestion Recap


10 QUESTION MULTIPLE CHOICE QUIZ

TO BE DELIVERED BEFORE KS4 ORGANISATION UNIT

Question 1 – Which nutrient do we require for the bodies main source of energy?

- A) PROTEIN
- B) FIBRE
- C) CARBOHYDRATE
- D) FAT

Question 1 – Which nutrient do we require for the bodies main source of energy?

- A) PROTEIN
- B) FIBRE
- C) CARBOHYDRATE 
- D) FAT

### Sharing a Bespoke Curriculum Plan with our students

Due to the abrupt nature of lockdown, we found, particularly for year 11 their learning stopped at different points in our curriculum plans and in different places for different groups.

We wanted to make sure that all there was a clear plan in place to ensure curriculum coverage for all of students and to provide an opportunity to share this with our students to give them the confidence that they need to ensure that we have considered the coverage of their courses.

Each teacher was given a personal learning checklist (PLC) to complete for their topic area for their classes, and this we used not only to adapt the current years plan but also to generate a Smith Proforma for the students. At the start of this academic year every Year 11 student received details of topics they have been taught, topics they need to revisit, and topics they will be learning this year. Teachers supported their students by developing actions they need to take to ensure that they have opportunities to revisit and relearn prior learning, to support memory retention for our content heavy courses.

Summary Forename	Biology Minimum Target	Biology BTEVCB Target	Chemistry Minimum Target	Chemistry BTEVCB Target	Physics Minimum Target	Physics BTEVCB Target	Energy	Electricity	Particle Model	Atomic Structure (Radioactivity)	Forces	Waves	Space Physics
1	5	7	2	7+	7	7+	1	3	2	2	2	2	2
2	7+	2+	2+	2+	6+	7	1	3	2	2	2	2	2
3	6+	2+	2+	6+	7	8+	1	3	2	2	2	2	2
4	6+	6+	6	7+	6	7+	1	3	2	2	2	2	2
5	2+	7+	6+	7	6	7	3	3	3	3	3	3	3
6	5+	6+	5	6+	5	6+	1	2	2	2	2	2	2
7	7	7	7	7	7	7	1	2	2	2	2	2	2
8	6	7+	6	7+	6+	7	1	2	2	2	2	2	2
9	6	7	6	6+	6	6+	1	1	2	2	2	2	2

#### Your Triple Science Physics Smith Proforma - Autumn Term 2020

This document tells you where you are now, and what you need to do during this year to help you succeed.

Name: \_\_\_\_\_

Minimum Target Grade: 7

BTEVCB Target Grade: 74

At the end of Year 11 you will sit six exam papers ...

Biology Paper 1 (1 to 40 marks)	Chemistry Paper 1 (1 to 40 marks)	Physics Paper 1 (1 to 40 marks)
<ul style="list-style-type: none"> <li>Cell biology</li> <li>Genetics</li> <li>Infection and response</li> <li>Bioenergetics</li> </ul>	<ul style="list-style-type: none"> <li>Atomic structure and the periodic table</li> <li>Bonding, structure, and the properties of matter</li> <li>Quantitative chemistry</li> <li>Chemical changes</li> <li>Energy changes</li> </ul>	<ul style="list-style-type: none"> <li>Energy</li> <li>Electricity</li> <li>Particle model of matter</li> <li>Atomic structure</li> </ul>
Biology Paper 2 (1 to 40 marks)	Chemistry Paper 2 (1 to 40 marks)	Physics Paper 2 (1 to 40 marks)
<ul style="list-style-type: none"> <li>Homeostasis and response</li> <li>Inheritance</li> <li>Evolution and extinction</li> <li>Ecology</li> </ul>	<ul style="list-style-type: none"> <li>The rate of reaction</li> <li>Organic chemistry</li> <li>Chemical analysis</li> <li>Chemistry of the atmosphere</li> <li>Using resources</li> </ul>	<ul style="list-style-type: none"> <li>Waves</li> <li>Magnets and electromagnetism</li> <li>Space Physics</li> </ul>

Throughout this year, you will have end of topics tests that will also test you on topics you have already learnt in Year 9 and Year 10 together with current learning.

You will also have mock exams in January where you will receive the whole GCSE experience (6 science papers).

Topics that your teacher feels you **know well** are ...

Energy and Electricity

Topics that you need to revisit because there are some parts that require improvement are ...

Particle Model, Atomic Structure(Radioactivity) and Waves.

This year you **will be taught** space physics.

My action plan to help me.

At home, I will ...

At school I will ...

Having completed the teaching of at least one unit for all year groups, we have noticed that the cycle of assessment, reteaching and re-assessment has supported us as we continually adapt, adjust and change our approaches based on the needs of those we teach.

**Mr Majithia, Curriculum Leader for Science**



In September 2020 Finham Park 2 opened a brand new 6<sup>th</sup> Form for Year 12 students from across the MAT and city. Students have quickly adapted to life in the post-16 environment and are enjoying the challenge of A-level and BTEC lessons. They are always incredibly

smart in their appearance and are proud to be the first cohort of students in the sixth form. Many students have signed up to the EPQ within their enrichment time and links have been formed with Warwick University to deliver further enrichment options such as Latin and Medicine! There is a fantastic Pastoral Team consisting of four Mentors, a Progress Leader and 6<sup>th</sup> Form Administrator – all of whom work tirelessly to support year 12 both in and out of lessons. Students have a state of the art 6<sup>th</sup> Form Study Centre which allows them space and resources to study independently and widen their knowledge within each subject area. The Study Centre also offers a silent room with ICT facilities, a quiet study area, café 6 and a purpose-built dark room for photography! It's fair to say they are enjoying that little bit more independence.

### Café 6 – eating area



### Dark room for A-level Photography





We also have a library facility dedicated and designed for Year 12 and 13 students. This area is a relaxed space where our students have access to materials/books to support their studies. There are university and apprenticeship prospectuses as well as books



around how to revise, write CVs and improve interview techniques to support them in their future careers/aspirations. They also have a wide variety of books and games to encourage them to take a break from their hard work, so they feel refreshed and ready to learn for their lessons.

The library area has been a completely student led project. Our library council have sought input from each student in Sixth Form and used this to design and create a space that all our students will want to use and get value from. They have worked with a set budget to source furniture, books and resources and have supported charities such as Age Concern, Emmaus and Sense along the way too.

We were delighted to appoint a new team of students for the roles of Head Girl/Boy and Deputy Head Girl/Boy and they have already starting working together to prepare for our virtual open evening event on the 5<sup>th</sup> November.



We are delighted with the start all Year 12 have made and look forward to working with them and other students across the MAT throughout the year.

**Andy Ditch**

**6th Form Library**

**Deputy Headteacher and Head of Sixth Form**





## Collaborative Art Project at Pearl Hyde School

Upon our long-awaited welcome return to school in September, the whole school focused on the story book 'Mixed' by Arree Chung.

It tells the story of the Reds, the Yellows and the Blues, characters who lived in harmony together until one day an argument between two of the colours occurred. This led to the trio of colours splitting apart and choosing to live in segregation.

One day, however, a chance encounter led to a Blue and a Yellow meeting, falling in love, marrying and producing a Pea Green baby. Once all of the colours saw how wonderful this was, they too began to mix and produce a myriad of rainbow coloured offspring. This led to lots of discussion amongst our children with an analysis of the meaning behind the text and how this



relates to 'real life.'

Then each member of Pearl Hyde School, children and staff alike (a very relaxing and humorous CPD session was enjoyed by all!) created a 'Mixed' character and added details in the style of Arree Chung. One pregnant teacher's character was more alike to Mr Bump though, we all agreed! Children drew black and white buildings to represent the city, then it was all magically assembled in our school hall. What a fabulous whole school display we created. The addition of the twinkly fairy lights was the icing on the cake!



The theme of the story resonated with our school ethos, how all of us at Pearl Hyde embrace how we are all different but the same. We are fortunate in that we have a diverse school population; our families originate from all corners of the globe. As a school we actively celebrate and value this, and this is reflected in our many whole school festival celebration days. Before lockdown, we celebrated Holi, Diwali, Chinese New Year, Eid, Easter – and more, and invited families and the wider school community into school to share the celebrations with us. Children at our school respect each other's faiths and celebrate our similarities and differences. That's one of the things that makes our school such a wonderful place to be.

We are looking forward to more whole school art collaborations. Post lockdown at Pearl Hyde we are changing our curriculum so that it is more creative and responsive to the needs of our children. All year groups are currently reading and responding to 'Here We Are' by Oliver Jeffers. I wonder what masterpiece we will create next...



**Mandy West**





# Numeracy at Lyng Hall School

## Numeracy Time Tutor Activities

At KS3 one tutorial session a week should be used for Numeracy activities. The activities alternate between a times table and a problem solving task. The problem solving activities are based around 3 key themes of numeracy; money, time and measurements.

For year 7 & 8, all problem solving activities have 3 levels of challenge from which students can choose the most appropriate for them.

For year 9, the problem solving activities are past GCSE questions, they include a mark scheme for pupils to identify where they pick up marks. There are two levels of challenge (Foundation/Higher).

At KS4 each tutor group has a focus- either English based activities or Maths based activities.

The teachers of Maths focus tutor groups are working on interleaving and use their tutor books to identify key formulas, key processes and perfect answers to reasoning questions.

## Tutor Time Plan:

Term/ Topic	Week	Problem Solving activities	Times table/ number type	
			Year 7/8	Year 9
Autumn MONEY	1	Pupils settling in to tutor time routines		
	2		Tutor M/ R/O - 6 x table Tutor Y/G - 4 x table Tutor B/I - 3 x table	Tutor R/O - 9 x table Tutor Y/G - 6 x table Tutor B/I - 4 x table
	3	Year 7 & 8 – identifying coins Year 9 – GCSE Exam questions (F/H)		
	4		Tutor M/ R/O - 7 x table Tutor Y/G - 6 x table Tutor B/I - 4 x table	Tutor M/R/O - 12 x table Tutor Y/G - 7 x table Tutor B/I - 6 x table
	5	Year 7 & 8 – buying items Year 9 – GCSE Exam questions (F/H)		
	6		Tutor M/R/O - 8 x table Tutor Y/G - 7 x table Tutor B/I - 5 x table	Tutor M/R/O - Countdown PDF Tutor Y/G - 7 x table Tutor B/I - 6 x table
	7	Year 7 & 8 – coins and shapes Year 9 – GCSE Exam questions		

## Example tasks:

### BRONZE

You have a £2 coin.  
Which of the items can you afford to buy?

How much change will you get from £2?



### SILVER

You buy 3 staplers and 2 pairs of scissors.  
How much do you spend altogether?

How much change do you get from £10?

### GOLD

What combinations of items can you buy for £5?

For each combination, calculate how much change you are left with.

### FOUNDATION

Ranjit has six coins in his pocket.

If he picks **five** of the coins the most he could pick is £4.60, the least he could pick is £2.70.

How much money does he have altogether?

(Total 4 marks)

### HIGHER

A shop sells DVDs and CDs.  
DVDs are sold at one price.  
CDs are sold at a different price.  
2 DVDs and 1 CD cost £35  
2 DVDs and 2 CDs cost £45

Martin has £50

Does he have enough to buy 1 DVD and 3 CDs?

You must show your working.

(Total 5 marks)

## Use of whiteboards to check understanding:

$$\begin{aligned}
 7 \times 4 &= 28 \\
 10 - 8 &= 2 \\
 25 \times 10 &= 250 \\
 250 \times 2 &= 500 \\
 500 + 28 &= \\
 528
 \end{aligned}$$



## Pupil voice:

Numeracy questions increase my understanding in general maths. It recaps on knowledge that I cannot lose or forget about.  
Tanvik

It has helped because it makes me understand real life situations and it helps me revise the topics.

# Number of the Day

Number of the Day is used at the start of at least one lesson per week in Maths to help develop recall and retrieval facts and further strengthen the work they complete during tutor time activities. It is a great tool to enable pupils to practice key concepts and go over the meaning of key words that can be so easily forgotten. For further information contact **Gemma Glancy—Numeracy Lead at Lyng Hall School—gglancy@lynghallschool.co.uk**

The number is between 0 and 200 and a multiple of 1

## Your number of the day is 108.

Questions: 16 Difficulty: Medium Background: #fffff

New Number Print Sheet Show Answers

1.0 Its reciprocal is	2.0 Times by 4	3.0 Subtract 4	4.0 Find $13\frac{1}{24}$
5.0 Prime factorisation is	6.0 Plus 69	7.0 Round to nearest 20	8.0 Find 5%
9.0 Sum of digits	10.0 Next prime number is	11.0 Find $15\frac{5}{36}$	12.0 In standard form
13.0 Next even number is	14.0 The first 4 multiples are	15.0 Its factors are	16.0 Third it

The difficulty can be increased depending on the ability of the class.

Pupils are given a set amount of time to answer the questions. They can ask for the meaning of key words throughout which generates good discussion within the class. Key words like prime numbers, multiples and factors are concepts pupils often forget or get mixed up.

The class will then go through the solutions and discuss the methods they have used.

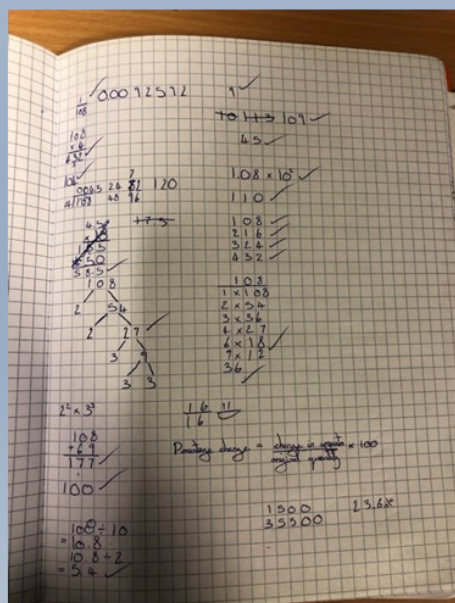
The number is between 0 and 200 and a multiple of 1

## Your number of the day is 108.

Questions: 16 Difficulty: Medium Background: #fffff

New Number Print Sheet Hide Answers

1.0 Its reciprocal is $\frac{1}{108}$	2.0 Times by 4 432	3.0 Subtract 4 104	4.0 Find $13\frac{1}{24}$ 58.5
5.0 Prime factorisation is $2 \times 2 \times 3 \times 3 \times 3$	6.0 Plus 69 177	7.0 Round to nearest 20 100	8.0 Find 5% 5.4
9.0 Sum of digits 9	10.0 Next prime number is 109	11.0 Find $15\frac{5}{36}$ 45	12.0 In standard form $1.08 \times 10^2$
13.0 Next even number is 110	14.0 The first 4 multiples are 108, 216, 324, 432	15.0 Its factors are 1, 2, 3, 4, 6, 9, 12, 18, 27, 36, 54, 108	16.0 Third it 36



Pupils enjoy completing the Number of the Day and the learning conversations which begin developing are fantastic, it enables pupils to master key skills and develops their retrieval skills.





FINHAM PARK  
SCHOOL

## Drama is business as usual!

Despite this unprecedented start to the new academic year, our Drama students are still as motivated and conscientious as ever!

We have been blown away by their resilience and resolve and their ability to pick up where they left off.



Year 10 hit the ground running as they began their Devised work; delving into thought provoking and insightful topics like the distorted reality of Social Media, and the effect of prejudice throughout history. Their organisation and team working skills have allowed them to begin devising and creating their ideas to bring them to life already. With only a few weeks until the October half term, each group has taken control of their own journey and produced deadlines for when their performances will be complete. We are excited for their January exams when all of their hard work will come to fruition.







Our Year 8 students have also shown impressive determination and perseverance by returning in the Autumn term and getting straight back into the swing of things. They are exploring the topic of 'Homelessness' considering the individuals backstories and societies prejudices. We have

been looking at symbolic Still Images and how these can create a snapshot of peoples lives so we can better understand how they may feel. Our year 8's have shown tremendous empathy when exploring this difficult topic and produced some powerful images using words like; 'ignored', 'invisible' and 'devastated' as inspiration.



**Ms Bartlett and Mrs Spokes:  
Finham Park Drama Department**



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# CPD FOCUS: QUESTIONING

## Lyng Hall School 2020-2021

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DAVID SMITH, Deputy Headteacher,  
[dsmith@lynghallschool.co.uk](mailto:dsmith@lynghallschool.co.uk)

MEGAN HOWES, Leader of Learning for Geography  
[mhowes@lynghallschool.co.uk](mailto:mhowes@lynghallschool.co.uk)

*“Questioning serves many purposes: it engages students in the learning process and provides opportunities for students to question themselves. It challenges levels of thinking and informs whether students are ready to progress in their learning. Questions probe for deeper meaning, foster critical thinking skills and higher-order capabilities. It encourages the type of flexible learners and critical thinkers needed in the 21<sup>st</sup> century.”*

Journal of the Chartered College of Teachers



# TABLE-TOP SESSIONS

THESE SESSIONS HAVE BEEN INDIVIDUALLY CREATED AND ALL HAVE A **UNIQUE FOCUS** IN TERMS OF UTILISING QUESTIONING AS A TOOL FOR PROGRESS



Shubham Kapoor (Science): Diagnostic Questioning Using **Think Pair Share**

Sam Veal (History): Utilising **Hinge Questions** to Activate Higher-Order Thinking



Sutinder Mann (Media): The Use of **Dual-Coding** to Support Questioning

Chloe Chand (English): **AFL in the COVID-Classroom** – the Power of Questioning



Autumn Harvey (English): '**Say it again better**' – Improving Oracy Through Questioning

Richard Peaden (Maths): Questioning in the **Online Classroom**



# SESSION 1: DIAGNOSTIC QUESTIONING USING THINK PAIR SHARE

SHUBHAM KAPOOR

The purpose of 'think pair share' is to empower students in discussing ideas, directed by clean questions, and build their skills in oral communication. Furthermore, it helps focus attention and offers a tool to internalise key ideas.

Key Takeaways:

- Pupils construct their own ideas
- Opportunity for pupils to collaborate
- Can be utilised for students to internalise new key vocabulary
- Low-stakes testing method to address misconceptions

Think, Pair, Share: What does resistance mean?

1. How does this image show resistance?
2. What do you think "resistance to current" might mean in terms of a circuit?



Think, Pair, Share: Potential

1. What does it mean if someone has "potential"?

Answer:

Potential - "having or showing the capacity to develop into something in the future." - the ability to do something.

2. What might I mean if I said "an object has the potential to do work?"



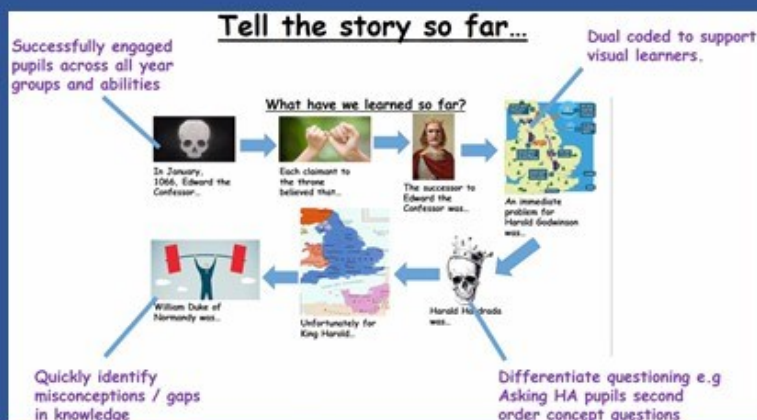
# SESSION 2: UTILISING QUESTIONING TO ACTIVATE HIGHER-ORDER THINKING

Sam Veal

Questioning not only can be used for checking for understanding, but also pushing students to connect ideas, critically analyse new knowledge and prepare students for extended pieces of work with confidence.

## Key Takeaways:

- Use dual-coding to support visual learners and connect new ideas
- Used to quickly identify misconceptions across the group
- Use of differentiation to push higher-ability students and activate higher-order thinking





# SESSION 3: THE USE OF DUAL-CODING TO SUPPORT QUESTIONING

SUTINDER MANN

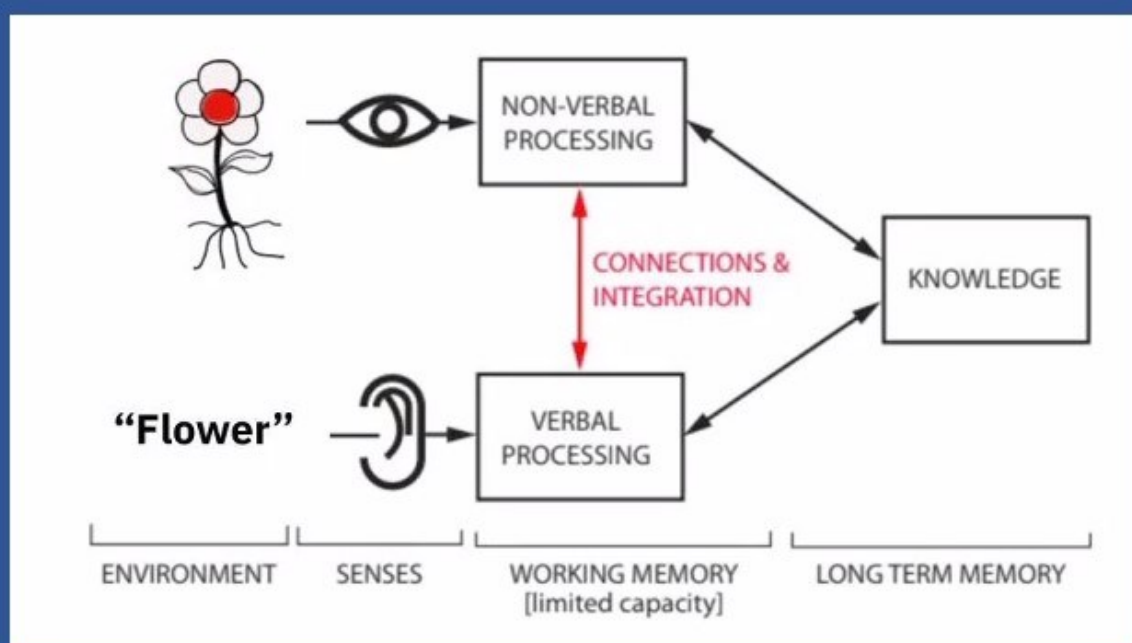
## Last Weeks - Key Words

- CPU 
- Cache 
- Control Unit 
- Arithmetic Logic Unit 

Dual coding is combining words and visuals in order to provide two different representations of the same information, in order to aid understanding. This can be used when questioning through visual aids to encourage recall, memory retention and help students to link different concepts.

## Key Takeaways:

- Enables information to be easier to recall
- Students can begin to dual code their own information to aid memory retention



# SESSION 4: AFL IN THE COVID-CLASSROOM

## – THE POWER OF QUESTIONING

CHLOE CHAND

Within the current climate teachers are restricted to the front of the classroom and are relying heavily on questioning methods in order to check for understanding of all students. These strategies can be applied to different contexts and groups in order to ensure progress for all.

Key Takeaways:

- Whiteboards can be used to SEE whole class understanding and identify misconceptions effectively
- Use of cold calling to keep focus within the lesson and stretch and challenge

### No Hands Up...

- Cold call questioning
- Lower ability/higher ability
- Plan questions before the lesson
- Address misconceptions

### Show me...

- Use of whiteboards
- Give them time to think
- Questioning following on from 'show me'.
- Review
- Multiple choice quizzes

4. Scout him over cannot?

a) Au

hal

b) Au

c) W

Stretch: H

# SESSION 5: 'SAY IT AGAIN BETTER'— IMPROVING ORACY THROUGH QUESTIONING

AUTUMN HARVEY

Students are then asked to reflect on their responses. They will then work in pairs to verbally improve their definitions using the key vocabulary listed below.

## DO NOW

What is **power**?

In pairs, can you improve your definition by including the vocabulary below?

Influence      authority      control      maintain  
behaviour      command

As the expert, it is then my responsibility to challenge the students further by asking them to include sophisticated vocabulary when expressing their ideas.

Miss Harvey: Is that what you'd write in your exam? Tell me again using the key words from the question.

Student: The writer uses language to present nature as powerful and intimidating.

Questioning is a vital tool in improving students' oral communication skills. It can be used to challenge misconceptions, improve vocabulary and extend students thinking into higher-order ideas.

## Key Takeaways:

- Used alongside assessment objectives to assess progress and understanding
- Challenge students to use more sophisticated vocabulary
- Classroom displays can be used to improve student responses to questioning

## ORACY IN THE CLASSROOM

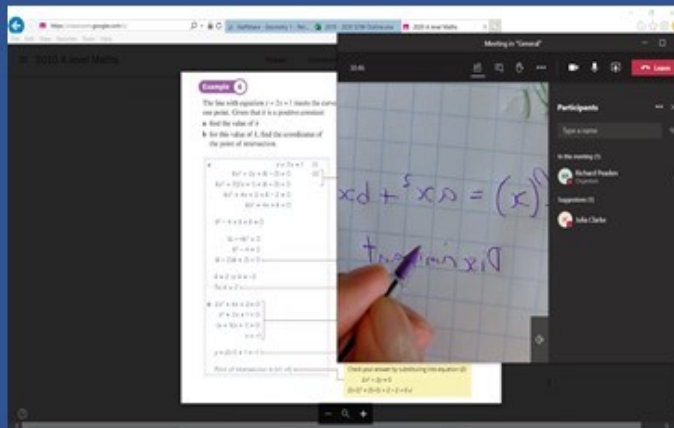
How can we challenge students to improve the way in which they verbally express their ideas through questioning?

- Referring to specific assessment objectives to prompt improvement
- Encouraging students to reflect whilst providing the tools needed to improve
- Modelling and guiding responses when discussing ideas
- Actively using classroom displays to guide verbal responses



## SESSION 6: QUESTIONING IN THE ONLINE CLASSROOM

RICHARD PEADEN



**TEAMS:**

- Use teams to enable students to be involved in the learning process
- Visualiser can be attached to TEAMS to give live walkthroughs
- Students are able to respond via the chat as the modelling is happening

The use of online learning is becoming an increasingly important tool being used to cope with the current climate. However, this raises new questions in terms of checking for student engagement, understanding and progress. Questioning must be used in more flexible and strategic ways in order to reach all students and support their individual needs.

**VISUALISER:**

- Students can be questioned whilst visualiser is being used to complete answers
- This can be utilised for differentiation— harder questions given whilst rest of class are completing one

## Using the Visualiser through teams



## Supporting the Recovery Curriculum in Maths

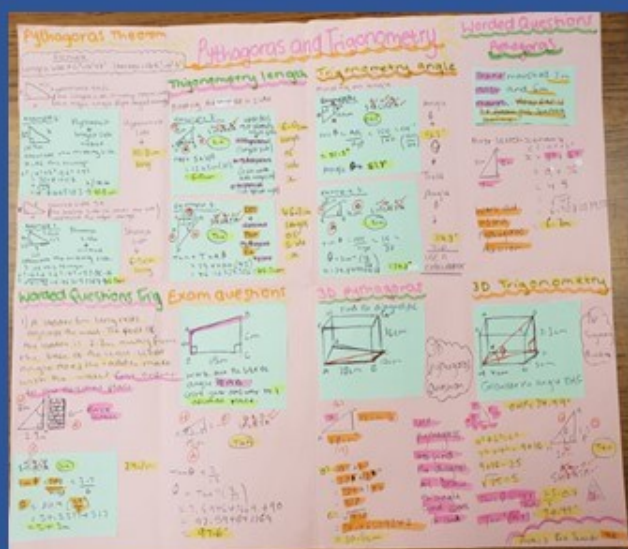
### Knowledge Organisers



Here are a few examples of knowledge organisers being made and also an example of a completed knowledge organiser. The knowledge organiser has:

- Complete methods
- Questions and answers
- Misconceptions
- Examples of worded questions
- Useful diagrams
- Formulas
- Keywords

Pupils have been creating knowledge organisers in Mathematics. The purpose of the knowledge organiser is to create a summary of key facts and knowledge so pupils can use the organisers to help them remember information about a topic. Pupils will review, revise and quiz themselves using the knowledge organisers. For more information contact Palvinder Ghattoura – DDOL for Maths at Lyng Hall School – [pghattoura@lynghallschool.co.uk](mailto:pghattoura@lynghallschool.co.uk)





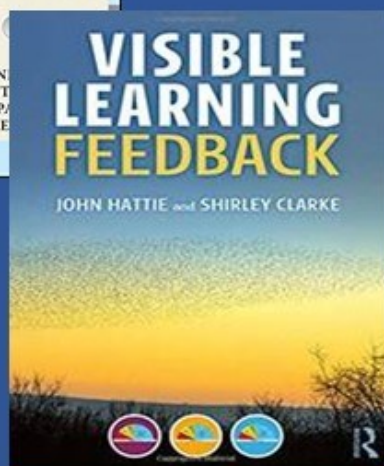
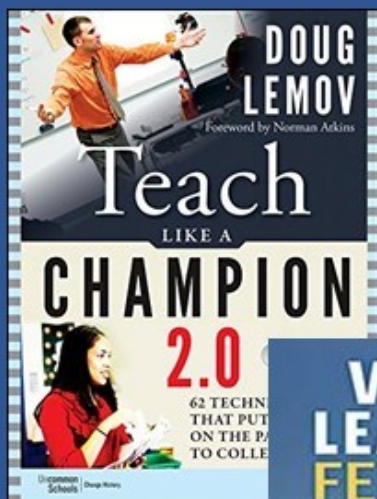


## FURTHER RESEARCH

### KEY INTENTIONS

- 1 Engages students in the learning process
- 2 Collaboration of ideas
- 3 Improving oral communication
- 4 Fosters higher-order thinking
- 5 Checks for accurate understanding

### KEY RESEARCH

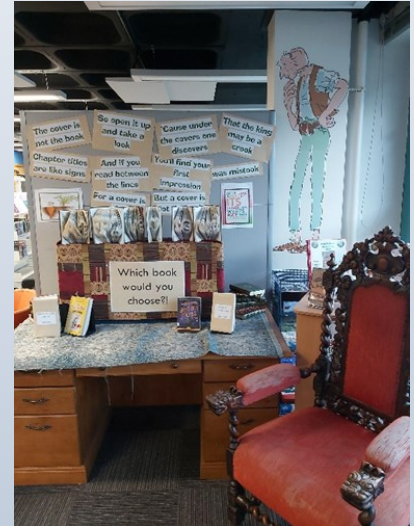


### TWITTER HANDLES

- 1 @ASTsupportAali
- 2 @kate\_stockings
- 3 @EnserMark

Wow! What a start to the term we have had in the library! And outside of the library too!

The new Year 7 students have been privileged enough to have access to the full school library, whereas Years 8 – 11 have had regular visits from the mobile library during English lessons and mentor time. This 'bespoke' service has seen a 12% increase in the amount of books issued to these year groups!



## Student Librarians

There was an unprecedented number of applications for the role of student librarian! Those who were selected to be the inaugural group have proven to be helpful, reliable, diligent, and resourceful. Having fully taken part in training and dedicated hours of their free time to the library, this amazing group were awarded with their badges last week. Well done one and all.



## Book Club

What started as a group of 6 keen readers has quickly become 10 with a waiting list. The group meet in the library once a week to discuss the latest book. So far the group have read and are currently reading 'A Darkness of Dragons' by S A Patrick. We are celebrating half term with book club members bringing in cakes to share. It's a tough job.....!



## Accelerated Reader



It has been difficult in these Covid times to operate Accelerated Reader, but with the 'can do' attitude of students and staff we are achieving reading greatness! All students within school in years 7, 8 and 9 have taken a Star Reading test this term. The data from this test is used to ensure that students are challenging themselves enough in terms of reading

material and that our libraries (static and mobile) have the right stock to suit our students.

I am pleased to say that despite logistical restrictions we have still had many students achieving AR greatness – I have awarded 14 Bronze Awards for reading 50,000+ words, 7 Silver Awards for reading 200,000+ words, and 4 Gold Awards for reading 500,000+ words. A tremendous achievement in 7 weeks!

The competition has also been hotting up in the mentor AR challenge. There are cookies at breaktime for the mentor group who all pass an AR quiz first. I'll keep you posted!



## Forest School

This term we have added Forest School to our enrichment offering, and I am pleased to say that it has proven to be very popular!

We have undertaken a wide range of activities including fire lighting, cooking on open fires, den building, a barefoot walk, making a bug hotel, a treasure hunt and a blindfold trail. I will let the pictures speak for themselves.....



## Sixth Form Library

It has been a pleasure to see 3 of our Student Librarians from Finham Park 2 progress to project manage the creation of the new library within Sixth Form. They have done a superb job of creating presentations, surveying staff and students and using astute purchasing skills to make the budget go further than we could have hoped! I am looking forward to the grand opening on 4<sup>th</sup> November which will coincide with a Macmillan Coffee Morning.

## French Club

Some of our Year 8 students have been attending French Club which meets once a week In Mr Plester's boardroom. We always start with ordering some French food, and then move on to speaking and reading activities. We then close with games. There is a waiting list to join next half term!



**Jo Kerr, Librarian**



Since the start of the 'Covid' era we have become increasingly aware that staff need to feel that they are part of a team, particularly when mixing with family and socialising with friends has been off limits.

This term we have offered a number of activities to staff to participate in after school hours and all have proved to be a huge success.

### **Book Club**

16 members of staff have signed up to 'Read around the world' with our armchair travels book club. We started in South America with 'The Little Book of Rio', and have now moved onto Paris and 'The Readers Room'. We meet to discuss via Zoom in the evening. We are purchasing our books from an independent bookshop to help support local businesses during this difficult time.

### **Wine Club**

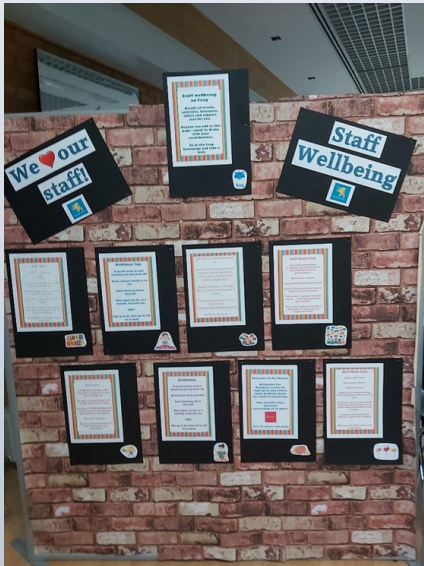
A popular social event to say the least! Staff buy into the club and collect their wine and snacks on the day of the tasting. They then tune in via Zoom to a tasting session run by two of our knowledgeable staff. This half term the wines were an autumnal selection, with the offering next term being wine to have with your festive meals.

### **Yoga**

Our resident yoga expert has been giving classes both live and via Zoom to help relax us after a hard day at school.

## Craft

We have planned our first online crafting event for after half term – gingerbread bath bombs and Christmas decorations. The limited places on this mean that we have had to offer 3 different sessions to accommodate demand!



**Jo Kerr, Librarian**



FINHAM PARK  
MULTI ACADEMY TRUST

Hosted through  
Microsoft Teams

# #FPMAT TRAINING DAY

## Monday 4<sup>TH</sup> January 2021

Join colleagues from Finham Park Multi Academy Trust at our annual MAT Training Day. This year will be slightly different with colleagues able to join online from the comfort of their home \*

**Presentation  
from**

**Dylan Wiliam**

**Followed by  
Q&A session**



**Highlights  
include:**



**Keynote  
Speaker**

**Maggie  
Alphonsi, MBE**

\* Please speak to your line manager or school if you have any questions or concerns about working from home that day

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







FINHAM PARK  
MULTI ACADEMY TRUST

# #FPMAT TRAINING DAY

## Monday 4<sup>TH</sup> January 2021

### Dylan Wiliam



Dylan Wiliam is Emeritus Professor of Educational Assessment at University College London. In a varied career, he has taught in inner-city schools, directed a large-scale testing programme, served a number of roles in university administration, including Dean of a School of Education, and pursued a research programme focused on supporting teachers to develop their use of assessment in support of learning.

*Dylan Wiliam will be presenting at our FPMAT Training Day in January, followed by a Q&A session. If you would like to ask a question please email: [training@finhamparkmat.co.uk](mailto:training@finhamparkmat.co.uk) We cannot guarantee that all questions will be answered, but we will do our best to put them forward on your behalf*

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FINHAM PARK  
MULTI ACADEMY TRUST

# #FPMAT TRAINING DAY

## Monday 4<sup>TH</sup> January 2021

### Maggie Alphonsi, MBE



Before announcing her international retirement in 2014, she represented her country an impressive 74 times, scored 28 tries, and helped England win a record breaking seven consecutive Six Nations crowns.

She was also a crucial member of the team that won the 2014 Rugby World Cup for the first time in 20 years and was part of the team that was crowned the BBC's Sports Personality Team of the Year.

*Maggie Alphonsi, MBE will be Keynote Speaker at our FPMAT Training Day in January. There may be an opportunity for some questions. If you would like to ask a question please email: [training@finhamparkmat.co.uk](mailto:training@finhamparkmat.co.uk) We cannot guarantee that all questions will be answered, but we will do our best to put them forward on your behalf*

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Chair of Trustees: Peter Burns MBE JP





## Pearl Hyde Primary

**Headteacher:** Theresa O'Hara

**Address:** Dorchester way, Coventry, CV2 2NB

**Tel:** 024 7661 0165

**Website:** <http://pearlhyde.co.uk>



## Finham Primary

**Headteacher:** Sarah Bracken

**Address:** Green Lane, Coventry, CV3 6EJ

**Tel:** 024 7641 5425

**Website:** <http://finhamprimary.co.uk>



## Finham Park School

**Headteacher:** Chris Bishop

**Address:** Green Lane, Coventry, CV3 6EA

**Tel:** 024 7641 8135

**Website:** <http://finhampark.co.uk>



## Lyng Hall School

**Headteacher:** Paul Green

**Address:** Blackberry Lane, Coventry, CV2 3JS

**Tel:** 024 7672 4960

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**Headteacher:** Russell Plester

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