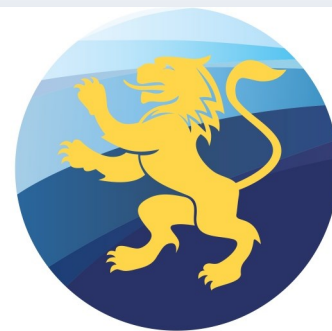


**Finham Park Multi Academy Trust**

*World Class News*

**October 2020**

**Edition 14**



**FINHAM PARK**  
MULTI ACADEMY TRUST

# Welcome Back!

**Drama is Business as Usual**



**Happy to be Mixed**



# Welcome from Mark Bailie



Dear Parent / Member of our community.

Welcome to the latest edition of World Class News.

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 staff to provide the best learning opportunities for your children. The children have adjusted well to the protective measures which have been put in place by the schools to ensure that we have been able to remain open for all children. Thank you for your support, as parents, with this.

Looking through this latest edition, I am very pleased and interested to read some the examples of what children have been learning. Staff have used their expertise and experience from our FPMAT Teaching and Learning cycle to adapt 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, staff 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 might normally be expected 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. Teaching has focused on identifying and ensuring these elements are consolidated, making explicit the links between areas of content so that children are able to develop their breadth and depth of knowledge, or 'schemata'. This allows children to progress.

This has required staff 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.



Staff and children, as always, have 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 News and FPMAT World Class Education. 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.

I have been working with schools looking at the ways in which staff and children have adapted to the changes put in place in response to the pandemic and to some extent have been able 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 Multi Academy Trust, 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 (Continuing Professional Development) and training sessions, together with annual Responsive Teaching FPMAT 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. Schools have been able to take the necessary steps as part of the Curriculum Recovery to support children during the huge period of adjustment we find ourselves in, not only in schools but globally. This is an example of one of the many benefits of being part of a Multi Academy Trust.

Another strength of the Multi Academy Trust is our Continuing Professional Development programme. All schools in the FPMAT will be contributing to a range of CPD during 2020/21, including some collaborative presentations. We are able to deliver a comprehensive programme utilising the expertise of colleagues from across Finham Park MAT. This has huge positive impact, not only in economies of scale, but in high quality training which is personalised to our staff. In response to Covid-19, the vast majority of our CPD have moved from 'face to face' to online. This actually has provided lots of benefits including cutting down on any travelling time as well as the ability to record the sessions for colleagues to access at a later time. Prior to Covid-19, we had already worked with Frog Education to create a bespoke platform for sharing resources, CPD and online training—the FPMAT Frog Connect site.

In addition to the FPMAT CPD programme, we will be hosting, in association with the Lion Alliance, (Teaching School Alliance), two TeachMeets later in November. Staff will be able to share best practice and learn about more strategies to support children in blended learning—a mixture of in school and remote learning.

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 presentations. Monday 4th January 2021 will be slightly different with colleagues connecting remotely. We are delighted to have been able to secure two nationally acclaimed presenters: Dylan Wiliam, and retired rugby player Maggie Alphonsi, MBE. As a Multi Academy Trust, with a strong reputation for action research and teaching and learning developments, we are able to attract such high quality professionals.

I wish you a relaxing Half Term.

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



## Co– Construction: How this benefits students

Co-construction allows colleagues to go beyond collaboration to establish a true working partnership which enables staff to work together with a common aim of providing a World Class education for all students. It is much more than sharing ideas; we are able to benefit from:

- ◇ FPMAT CPD Programme—sharing teaching expertise and best practise for all staff to deliver a “World Class” education
- ◇ Using primary and secondary expertise to develop world class learning experiences in subject areas
- ◇ Seamless progression across phases
- ◇ Assessment progression from age 3—19 —ensuring students are making at least expected progress at each phase of their education
- ◇ Moderation across the Finham Park Multi Academy Trust (FPMAT) to standardise assessments
- ◇ FPMAT GCSE groups and masterclasses
- ◇ FPMAT Student Leadership
- ◇ FPMAT World Class Guarantee
- ◇ Finham Park MAT FROG Connect—a VLE (Virtual Learning Environment) which allows students and staff to access shared resources
- ◇ Economies of scale—enabling efficient budgeting allowing us to utilise the budget with the best impact

There are a range of opportunities that students benefit from throughout their time in FPMAT which we believe are only possible through our strong partnership.

# **Co– Construction: How this benefits students**

## **Assessment Progression**

Subjects have completed an assessment overview from Nursery – GCSE.

It was essential we ensure our expectations as a MAT (FPMAT) are consistent. Co-constructing the assessments will ensure the learning experiences for students across FPMAT are consistent, continually progressive and cohesive.

## **Moderation as a MAT**

After creating their assessments, subjects then used their co-construction meeting and teacher training day to moderate work as a MAT against the new assessment criteria.

The continuation of this work will ensure that progress is accurately and consistently tracked across FPMAT.

## **Finham Park MAT Student Leadership**

The Finham Park MAT Student Leadership body consists of students from each of the schools across the MAT. They work together to:

- ◇ Contribute to the development of Teaching and Learning
- ◇ Develop opportunities for students across the Finham Park MAT
- ◇ Experience learning in each of the FPMAT schools
- ◇ Develop leadership qualities
- ◇ Work together on school and community projects
- ◇ Raise money for charities



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**



## Accelerating Our Readers

*by Steph Gater (Deputy Director of English)*

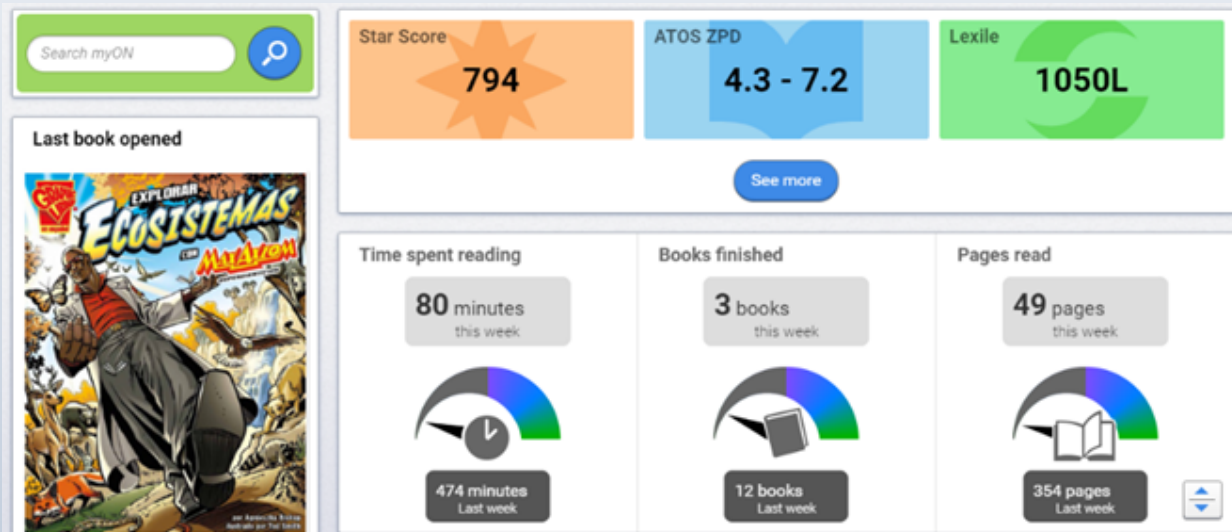
With the new normal becoming more normal for our students we have now launched Accelerated Reader for our Year 7 students across Lyng Hall School. With these students missing the vital transition period between primary and secondary school we felt that they would benefit greatly from the intervention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

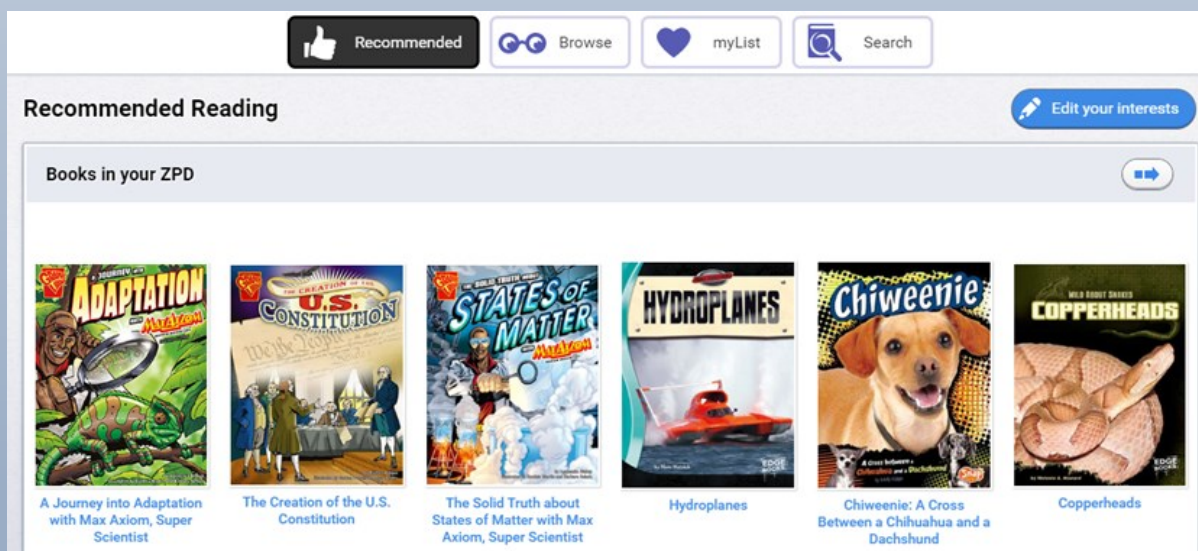
STAR tests, personalised online reading assessments, have been carried out with each Year 7 class and we are now beginning the drive to reignite our students' passion for reading: something many have missed out on whilst away from in school learning.

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**



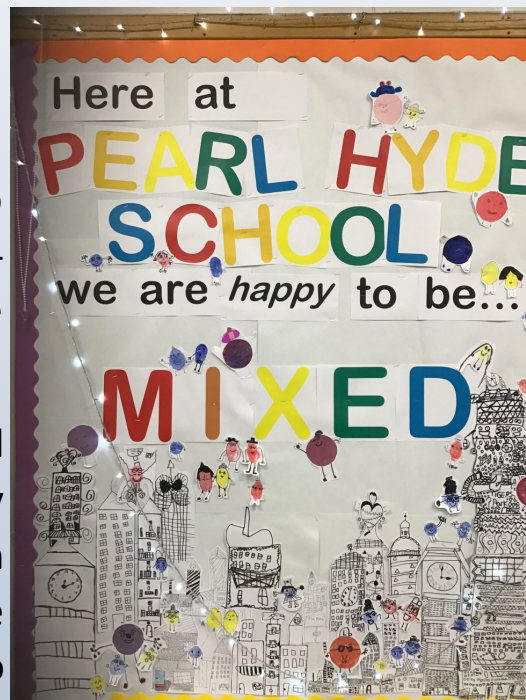


## Collaborative Art Project at Pearl Hyde School

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**

**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.

#### 4.1.1.2 Animal and plant cells

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>
	<p>MS 1d, 3a</p> <p>AT 7</p> <p>Images of cells in videos.</p>



## Cell Biology Recall Quiz

**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?

### Low stakes Multiple Choice Quizzing

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	7	7	7	7	1	1	1	1	1	1	1
2	7	7	7	7	7	7	1	1	1	1	1	1	1
3	7	7	7	7	7	7	1	1	1	1	1	1	1
4	7	7	7	7	7	7	1	1	1	1	1	1	1
5	7	7	7	7	7	7	1	1	1	1	1	1	1
6	7	7	7	7	7	7	1	1	1	1	1	1	1
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8	7	7	7	7	7	7	1	1	1	1	1	1	1
9	7	7	7	7	7	7	1	1	1	1	1	1	1
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98	7	7	7	7	7	7	1	1	1	1	1	1	1
99	7	7	7	7	7	7	1	1	1	1	1	1	1
100	7	7	7	7	7	7	1	1	1	1	1	1	1

#### 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 ...

Physics Paper 1 (1 to 40 marks)	Physics Paper 2 (1 to 40 marks)	Physics Paper 3 (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>
Physics Paper 4 (1 to 40 marks)	Physics Paper 5 (1 to 40 marks)	Physics Paper 6 (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 (8 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**





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



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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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## Pearl Hyde Primary

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**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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## Finham Park 2

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# Finham Park Multi Academy Trust

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