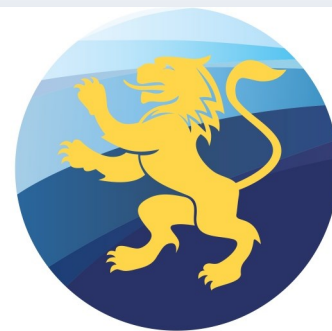


Finham Park Multi Academy Trust

World Class News

February 2021

Edition 16



FINHAM PARK
MULTI ACADEMY TRUST

FPMAT

Mandarin Excellence Programme



Yes Chef!



Echo Eternal



Spreading Community Spirit



Welcome from Mark Bailie



Dear parents and carers,

Welcome to the latest edition of World Class News.

What a year 2021 has proved to be already! As ever, I have been impressed with how well staff and children have adapted and shown hard work and commitment to learning, whether that has been in school or for those at home, despite the rapid and ever changing decisions that have been made in Whitehall. In some instances, staff have been told of changes at the same time that you will have been and they have worked tirelessly to ensure they have the appropriate measures in place as swiftly as possible.

I know that there is still uncertainty in terms of decision making regarding the full reopening of schools, but I know that I can confidently rely on you and your children to work with us and continue to be supportive, flexible and understanding whilst we implement any stages towards the full reopening.

Despite the relatively short half term, there have been so many examples of great learning and opportunities for children across the MAT. We started 2021 with two schools joining us, Whitley Academy and Lillington Primary and Nursery School, taking us to 7 schools in total: 4 secondaries and 3 primaries. As we had been working closely with these two schools for many months, it was good to officially welcome them.

The first working day of 2021 was our FPMAT annual Training Day. This is an important day in our calendar as it is when all staff across the Finham Park Multi Academy Trust come together. As we have grown, we are now a staff of just under 700 which of course adds to our capacity for collaboration, sharing best practice and co-construction and our commitment to a World Class educational experience for children from age 3-19 years. The

programme contained 50 different workshops and training sessions that staff could select from, as well as two keynote speakers: Dylan Wiliam and Maggie Alphonsi. We are fortunate to be able to attract such high quality and nationally acclaimed speakers and also such a range of training to match the needs of our staff. In addition, we run a comprehensive training programme throughout the year. This in turn has a positive impact for children as their teachers and school staff receive regular high quality training. What struck me was how many of the workshop and training sessions were delivered by our own staff—what a talent we have! I was impressed with the transition from a typical face to face training day, with a move to an fully online format due to the pandemic. Thank you to everyone who delivered sessions, supported co-constructed meetings, or helped behind the scenes. It is fantastic that we were able to come together, albeit virtually.

Looking through this edition, it is impressive to see examples of the work taking place across the MAT. There are some very interesting examples of feedback for students as well as adaptation of the curriculum. Staff have been innovative in adapting to a blended learning approach and ensuring that the children all receive high quality learning and support in all their subjects. Schools have also been working hard to support children's mental health and wellbeing. There were some recent tweets which showed school resource buses out in the community, ensuring that the children are topped up with supplies to support their learning at home.

As we come to the close of the first half term of 2021, I would like to thank children and staff for their hard work and hope they take the opportunity to recharge their batteries ready for some of the exciting projects and work that will be taking place during the rest of the Spring Term.

I wish all of you and your families a restful break over the Half Term.

Mark Bailie
Executive Headteacher
Finham Park Multi Academy Trust

School Improvement



Thank you to everyone who has contributed to the latest editions of FPMAT World Class Education and FPMAT World Class News. As always, it is really interesting to see what is happening in schools in the FPMAT. Staff seem to be busier than ever and one of the great assets of the FPMAT is the staff's willingness to support each other and share best practice.

In this edition there are a range of excellent examples of blended learning from across our schools. I really enjoyed reading some of the articles showcasing the children's work. The work on Echo Eternal was very moving. I was inspired by 'Yes Chef!' and have seen first hand the amazing culinary work of the Food and Nutrition students at Finham Park 2.

I would like to take the opportunity to thank everyone who took part in the FPMAT Training Day on 4th January 2021. It was quite a feat to have 700 people attending a range of workshops and live sessions. The vast majority of the workshops were run by FPMAT staff which is a real credit to the hugely talented staff we have. I know that many staff found Dylan William's session informative and also were inspired by Maggie Alphonsi's motivational keynote. I've already started looking at what the FPMAT Training Day 2022 will look like!

As the MAT has expanded, so too has the need to expand the FPMAT School Improvement Team. I was delighted to be able to make two new appointments which will add capacity and bring a new dimension to School Improvement. I would therefore like to welcome Jack Herdman to the new role of

FPMAT FROG Co-ordinator. Jack will be working with me to refine and make even better our FPMAT FROG Connect site, as well as looking to develop FROG within our schools. This will include looking at the impact FROG can have on Teaching and Learning and also making systems and processes even better.

Another new and exciting appointment was Emma O'Toole to the role of Primary Support and Innovation Leader. Emma will be working with me to support school improvement in our primaries, as well as looking at our primary provision.

These are two exciting new roles and I am sure you will join me in welcoming them.

2021 also sees the launch of our FPMAT Development Groups. This is an opportunity for staff to become involved in focused co-constructed research and development based groups. Details have gone out to schools about how to join the individual groups and I will be able to share more details in our next edition.

I am also continuing some exciting work with Lion Alliance, our Teaching School. We have commenced our second round of Lion Leadership courses and will also be running two TeachMeets later this term.

I am delighted that we have been able to continue to provide a range of training and CPD, and school improvement support.

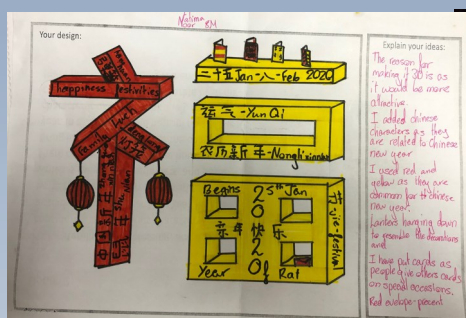
Bernadette Pettman
Senior School Improvement Leader

Mandarin Excellence Programme

Independent Evaluation Celebration

As you walk down the corridors of Finham Park, FP2 or Lyng Hall schools, you may hear students and teachers speaking in Mandarin Chinese. These three MAT schools were among the first schools nationally to take part in the UK government funded Mandarin Excellence programme, which was initially planned to run over a four year-period and give a huge injection of funding and expertise to increase the number of learners in UK schools

The initial 4-year period of the project has now been completed and a further year of funding approved by the DoFE. Last academic year the government employed the services of an independent team to evaluate the achievements of the programme, including visits to schools, lesson observations, interviews with Head Teachers, subject specialists and students.



Two online events were held recently to celebrate the publication of their findings, which included the following:

- ✦ **15** schools joined in the first year; **75** schools across the country now involved
- ✦ By 2022, the number of pupils learning Mandarin could reach **10,000**
- ✦ **95%** student retention
- ✦ **1156** pupils have travelled to China for intensive study
- ✦ The Mandarin Excellence programme equips young people with the knowledge and skills to compete in a global jobs market
- ✦ Pupils learning Mandarin feel empowered, knowing that they can explore opportunities beyond Europe and English-speaking countries.
- ✦ As well as language skills, pupils gain an understanding of a culture outside their own classroom.

The learning journey helps young people develop as global citizens, skilled communicators, who are confident in using a language spoken by almost 1 billion people across the world.

The British Council, one of the MEP's key partners, has now published a beautiful series of web pages including key facts from the survey as well as photographs and videos from participating schools and the Y8 intensive learning trips to China. Do follow the links and see if you can spot any familiar faces. Please also feel free to use the website to advertise the programme to your school community, especially as we start to think about Transition 2021.

<https://www.britishcouncil.org/school-resources/languages/mandarin-celebration>

Helen Lewis
Lead Teacher MEP



Spreading Community Spirit



During December children at Pearl Hyde were busy making Christmas cards and decorations ready to deliver to care homes in Coventry. They wrote messages to the residents and made salt dough decorations to hang in the homes.

Having been interviewed at Pearl Hyde (by Tom Cooke) live on air in Phil Upton's BBC CWR morning radio show, Mrs O'Toole & young Sam S & Georgia W explained eloquently what the children had made for the Fountain Lodge & Willows residents, as in cards, messages of good will and Christmas trees (made of card).

We set off on our first trip this year (in our brand new mini-bus), full of pride and good will.

On arrival at Fountain Lodge Care Home in Stoke Green (unknown to us, we were being filmed by BBC CWR radio) we were met by nurse and manager Sarah, as well as Logan's mum who was also part of the idea. Sarah was very happy and appreciative of having Pearl Hyde Primary children there and thanked us several times. Eight children from year 3 and 4 made the first visit.



Having waved at the residents and wished them a Merry Christmas, social distanced, year 4 Logan delivered the Christmas bag full of goodies by the main door where the residents were wrapped warm, inside the glassed veranda. While the residents had a cup of tea and opened their cards, read the individual messages, we went back to school to collect the year 1 and 2 children.



The trip was a wonderful experience not only for the children but for myself and I'm sure Mrs O'Toole. It made me think of others. It was also rewarding to see the young and the old get together.

That togetherness was culminated when one of the residents (who was an ex - children's doctor) started to cry because seeing the Pearl Hyde children brought him back such happy memories. To hear such a thing , was without doubt the highlight of the trip! Bringing joy and happiness to those less fortunate than us, was "what it was all about".

The very next day, we did the same thing. This time at the Willows Care Home in Earsldon. We delivered more Christmas messages, meet and said hello to Mr Herdman's (Pearl Hyde Teacher) nan who was really pleased to see us. So much so, that she gave the children a nice big box of chocolates. What an unexpected surprise !!!!



What a trip, what a simple way of bringing joy to other!!

All schools should do this if it's at all possible. See you next year Fountain Lodge and Willows Care Homes (I hope).

Richard Jardim



**The Virtual Conversation with Mr Richard Murrell
– Senior Director of the BBC News – an Unfor-
gettable Afternoon Lesson for Us All**



Written by Jamie – Year 8 student reporter and Mrs Nguyen

On Tuesday 2nd December 2020, Richard Murrell, the Senior Director of BBC News, hosted an hour's talk with all students at Whitley Academy via an online session on Microsoft Teams. The opportunity was offered to us from the national charity Speakers for Schools.

Right from the start of the talk, Richard highlighted that he would mostly focus on his experience of working in the broadcasting world.

“For the past almost a year Covid-19 has changed the way how we live, work and play. However, Covid-19 doesn't change anything in the world of broadcasting.”

Richard Murrell

We all focused attentively on the first short video clip on what it was like on a working day of the BBC Television Director. There were many rectangle shaped screens in front of us, but Richard seemed to know precisely which screens to focus on with quick and simple requests from him for the crew to act upon. We realised how exact things need to be to ensure a television show go live and smoothly on air.

Some very interesting facts we have learnt from Richard...

-There are days that Richard's alarm clock sounds at 2:20 am in the morning so that he can be ready for work!

-There was a time in the recording history that to edit sound in a radio station, you had to physically cut the tape with a razor blade and then use a sticky tape to stick both ends of the tape together! Today everything is done on a computer!

We were then shown the inside of the role of a television presenter. Richard surprised us with his remark that everyone wanted to be a presenter as it's a well-paid job, full of fun and quite thrilling!

Afterwards Maryam Moshiri – the current BBC World News presenter, who has been at the BBC for more than 16 years - took us on a short journey of a typical work day of a television presenter. It was so fascinating to find out that her work day can start at any time, depending on the programmes she is working on. The day starts with around 45 minutes of having some make-up applied followed by a team meeting briefing about the day's programme. Then of course live, on air! Maryam also shared with us that broadcasting was a serious business but the team tried to have fun as much as possible.

“In the broadcasting world, expect the unexpected”

Maryam Moshiri

To enable us all to get involved as television presenters; even remotely, Richard arranged some on-screen autocues so that we could read out the transcript and ask Mishal Husain – one of the main presenters of the BBC News - some questions directly. Mishal advised us how to control nerves whilst being on air and how she got to where she was today. Everything looked so real and it was as if we were actually interviewing Mishal. We then quickly realised how the autocues have transformed the fast moving environment of a live broadcasting room with many guests coming in and out. Wow!

“ It doesn't matter who you are. The most important thing is that you are excited about trying to get into the world of broadcasting”

Richard Murrell

There was a moment of silence throughout our classrooms when we listened to Sodaba, a young journalist of the BBC. Sodaba shared with us that she had recently got a completely brand-new job as BBC Global Religion Correspondent. You might wonder how she managed to soon start working on a new job at the BBC, one of the world's leading broadcasting corporation and will, in two years' time, celebrate its 100th birthday. It was during the first lockdown in March 2020 that she had an interest in using her phone to film the topics that interested her - one of which was how Muslims were fasting during lockdown. The documentary was then shown on the BBC flagship bulletin and Sodaba got a job that did not exist before!

“ All you need is a phone and a subject you are interested in. Use your phone and experimenting with it and see where it takes you.”
Sodaba Haidare

Safety whilst broadcasting...

Very quickly we were taken to another aspect of working in the field of broadcasting: safety whilst at work. We were shown a short video clip of training for the BBC staff and realised that working at the BBC, you have to go through a lot of safety training sessions to gain techniques, skills and knowledge to cope with a variety of unexpected scenarios.

From now on, when we watch a televised piece of news with broadcasters and presenters being there in a riot or a protest, we understand that they know what to do to deal with the situations in the safest way, and at the same time, broadcast quality programmes for viewers around the world.

“You can never predict what you are going to do when working in the world of news”

To conclude his talk, Richard shared a very funny video clip that Maryam Moshiri – the BBC News presenter - wanted to wind Richard up and it was only 5:58 am -2 minutes before the live programme in the morning. Maryam pretended to ignore Richard's (the broadcasting Director) instructions and spent the pre-show time singing her very own high pitched tone. In spite of Richard's stress, the live broadcast was perfect!

At the moment of writing this blog, Richard's piece of advice for us still resonates so strongly in our mind: "You do what makes you happy. You should chase your dream, dare to dream and dare to challenge people around you".

The following are some more interesting stories we have learnt from Richard....

What encouraged you personally to become a director?

Before directing, Richard was a vision mixer. It took him 8 attempts to get the job he wanted to do. He has been well-known for being a 'vicar' - calm and caring - in his role as a broadcast director. Now after many years of experience, he is affectionately known as 'the archbishop' of directing.

What was your experience like when you met the President of the United States of America?

It was years ago that Sir David Frost and Richard flew to the White House on a Tuesday to be ready for the filming on that Thursday. It was a lengthy security check; as the whole film crew walked up the driveway, they were directed to take all the equipment into the lift and to the first floor. As the carpets were seen as national art treasures, the whole crew had to put down protective sheets before setting up the filming. It was amazing to be given a personally guided tour around the White House by the Press Secretary. In short, the experience was fascinating, thrilling and breath-taking! Thank you for reading our blog.

Our Special thanks to the national charity Speakers for Schools who has given us the opportunity that has made this day very SPECIAL and INFORMATIVE.

"No salary range can really compensate for the memories that you gain particularly working in broadcasting world"
Richard Murrell

Written by Jamie – Year 8 student reporter and Mrs Nguyen



FINHAM PARK
SCHOOL



In January 2018 we were honoured to join the Echo Eternal national project. In February 2018 we were gifted Ruth David's Holocaust Survivor testimony.

As a school community we have engaged in designing, developing and making creative responses with our young learners to address difficult work related to genocide and the holocaust.

Over the past two years we have performed contributed to and participated in a broad program of creative events inspired by Ruth David's Testimony through the Echo Eternal project and partner schools In Coventry, Warwickshire and across the West Midlands. This is fast becoming a national project on a wider scale and we are so proud to be part of this work.



Thank you to all those students, colleagues and partners that have been involved in sharing work through the Echo Eternal project this January 2021

horizonsfestival.uk



CORE
EDUCATION
TRUST



Our campaign day was held on the 11th January 2021. Finham Park School is committed to the pledge set out below and forms the basis for our work for this year:

Our pledge - *In Ruth David's name we pledge to share her testimony and bring to life her messages to the school, wider community and with partner schools. We will do this by exploring and engaging in creative ways to share Ruth David's story across the curriculum and the wider community of Finham Park School forming a working group and committing to engaging with creative practitioners and external partners.*



“I think, we should learn that we are all people
together, in one big lot. “

Ruth David

The Echo Eternal project is a civic arts and media based project. Ruth David's testimony has inspired our learners to engage in creative diverse artistic responses to very difficult subject matter. We have recorded work through film, on-line forums, making visual art works, choreographed performance, discussion groups, spoken word, and physical theatre.

Ruth David said.....

“education takes an incredibly long time”

Current work to mark The U.K. Holocaust Memorial Day through

This project will be based on the National Holocaust Memorial Day theme of

‘BE THE LIGHT IN THE DARKNESS’

The Echo Eternal Horizons festival 2021

- ◆ We have launched a new Finham Park School Echo Eternal website and links that are accessible through student and teaching staff FROG dashboards
- ◆ 7 Year Nine students presented and answered questions on an online recorded Teams presentation with a live audience including parents, staff and students from across our and our Echo Eternal partner school. This work was posted to the Echo Eternal Horizons festival pages in January 2021
- ◆ We have launched the Echo Eternal Inter-college project January 2021 This is a whole school mentor group event to engage our youngsters in this great project through our pastoral system

<http://finhampark.com/echo-eternal>

- ◆ Representatives from Finham Park School teaching staff and two Year 9 students have been invited to attend a Zoom Teacher and Young Person Leon Greenman Symposium on Thursday 28th and Friday 29th January 2021 delivered by UCL

Student outcomes below are Cyanotype printed words on water colour paper and

echo 
eternal

Identify the type of actions that caused suffering, persecution and Genocide that are evident in Ruth David's shared experiences?

Before Ruth was taken away in the Kindertransport the Jewish community was being dehumanised with Nuremberg Laws, they were isolated more and more with every law and were forced to use things like different shops and different schools. They were segregated not only by the authorities but by members of the general public which shows the impact of propaganda. After she was expelled from her school she went to school at a synagogue, on the way to the school they would often be attacked with a stone thrown at them.

Even at this age Ruth knew that her being Jewish was a "bad thing to be" at the time but not from her parents. Ruth knew that she was an outcast from the rest of the community's attitude towards her. She was aware what was going on wasn't normal but her parents were determined on protecting her from anti-Semitism whenever they were to talk about something serious she said they were sent out the room however she put together what was going on by eavesdropping and registering the community attitude towards her.

Echo Eternal project: Finham Park School student responses to Genocide and our Holocaust survivor testimony Ruth David.

We don't always see eye to eye,
but standing together,
shoulder to shoulder,
your hand in mine,
my heart in yours,
together we're different
in so many beautiful ways.

The text set above is an excerpt of a poem and spoken word piece titled 'Standing together' written by Finham Park School Students facilitated by writer in residence Mandy Ross. Six of our students performed this spoken word piece at the Birmingham Symphony Hall during the Echo Eternal Horizon's Festival, to mark the U.K. Holocaust Memorial Day in January 2020.

Echo Eternal project: Finham Park School student responses to Genocide and our Holocaust survivor testimony Ruth David.

Identify actions in the testimony that show moments of hope, kindness and courage

The testimony shows that throughout Ruth's experience she always showed hope, kindness and courage even at the darkest of times. When she left her village and we went on a train (Kindertransport) alone arriving in Holland she kept her hopes up even when she was miles away from home. Moreover the main thing that gave Ruth hope was the letters she received from her parents because it showed that her parents were alive and well and made her think that maybe one day they would pick her up even when they never did. Furthermore when there wasn't many letters when the war broke out Ruth still had hope and courage with the few letters she had received.

I think today's generation can take this information and learn from it to appreciate the small things in life like Ruth did with her letters and also hold onto hope even in the most difficult and troubling times as we can work together and bring light into the dark.

Echo Eternal project: Finham Park School student responses to Genocide and our Holocaust survivor testimony Ruth David.

See above a sample of Spoken word messages produced by Finham Park School Students in response to Ruth David's Holocaust survivor Testimony, relating to the project themes of 'Standing Together' and 'Be The Light In The Darkness'.

Duncan Radford

Finham Park 2's very own Andrew Hartshorn featured recently in The Guardian Lab:



'Yes Chef': the food tech teacher helping pupils taste success.

By Nicola Slawson

With its stainless steel work tables, shining pots sitting neatly in rows and state of the art equipment, including pasta machines, you would be forgiven for thinking that Andrew Hartshorn's classroom is actually a professional kitchen.

For now, Hartshorn, who teaches food preparation and nutrition, is leading lessons remotely. But even in usual times his classes are far from usual: Hartshorn wears chef whites, and his pupils at Finham Park 2, a comprehensive school in Coventry, reply: 'Yes chef', when he asks them to do something. Pupils are expected to make dishes such as focaccia, Sichuan spring rolls and fresh pasta, and to learn butchering skills.

'We focus on health food and try to be seasonal. But I also do things like buying a little bottle of truffle oil so that pupils can add a bit to their mac'n'cheese', says Hartshorn who is considered by colleagues to be one of the best food technology teachers in Britain. 'That means we're able to have truffled mac'n'cheese in an inner city Coventry school'.

During lockdown, Hartshorn, 38, is mainly teaching nutrition theory and food security but he is also filming cooking videos that pupils can view online. He aims to use store cupboard ingredients and leftovers, given many of his pupils come from low income families. One of his recipes, for example, is Bof (back of fridge) pie, which uses items that people might already have at home.

Hartshorn is totally committed to passing on his love of cooking to young people, and believes that raising aspirations is crucial. He is so passionate about his craft that, out of term time, he works for free in local restaurants to ensure he's on top of the latest techniques.

But he hasn't always been a teacher. He had been carving out a career in investments when he had an unexpected change of heart after his now wife began training to teach. 'She persuaded me to help out on a school trip, and I realised that I loved being around young people. I loved their enthusiasm, their thirst for knowledge, and the connection that we had,' he says. 'I was earning a lot more (in investments) but was under unbelievable stress. I was waking up at 4am to check currencies. I knew it wasn't for me.'



Since retraining as a teacher at Birmingham City University in his mid-20s, Hartshorn has mainly worked in schools in low income areas and understands that pupils might face issues at home. That's why he has created an atmosphere where pupils can speak openly to him, but know they must behave. 'I've got a reputation for being strict', he says. 'We have a code of respect in the classroom. It's why we all call each other chef. It's part of making it feel professional.' He talks proudly of former students who have gone on to win jobs in leading restaurants



Unsurprisingly, his subject has become a popular GCSE options, attracting students who range from those who will go on to Russell Group universities to those for whom food technology may be their only GCSE, he says. Regardless, he expects the same high standards from all his student chefs.

One of his innovations has been the Grub Club, an after school club for disadvantaged students at which he shows them how to cook inexpensive and healthy meals—and enjoy themselves while they do so. During preparation time, the school band plays for the young chefs, and once the meal is cooked everyone sits down to eat together.

For the time being though, the sessions have had to be put on hold. ‘It’s a shame, but as soon as we’re back to normal, I’ll be aiming to grow the Grub Club in a big way and get special guests in and put on events, which the students can cater for with me,’ he says.



Hartshorn knows that many people are put off teaching because they don't believe they'll have much autonomy. But for Hartshorn that has never been an issue.

'If you love your subject and you are excited about the idea of walking in and telling young people all about it, then that's all that matters.'

As well as inspiring the next generation of teachers into a rewarding career, Hartshorn wants to break down the stigma that has long blighted the study of food subjects at school. In some quarters, food is still seen as the place for underperforming students he says.



'A big part of what motivates me is to buck against that unwarranted stigma. I tell the students that they aren't going to make fruit salad or fairy cakes here.'

'For all intents and purposes, we're working at a three-star Michelin Level in the kitchen. We're going to work hard, we're going to work with respect and we're going to take real love and pride in what we're doing.'



Go Parks Active School Challenge

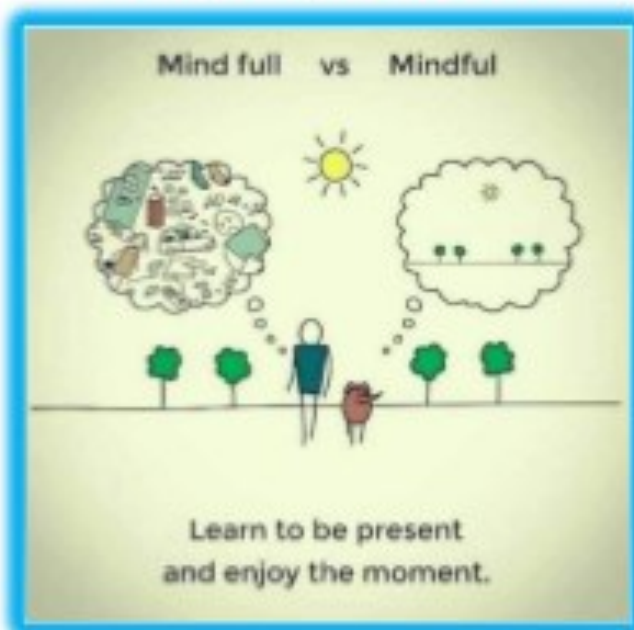
GO PARKS ACTIVE SCHOOLS CHALLENGE

Whilst the UK continues to be in lockdown, 'Go Parks' is offering all Coventry schools the opportunity to stay active and **win prizes** for their school. The challenge is open to **all Coventry residents** and schools are in competition to gain the most points to win some fantastic prizes which will support mental well-being and physical health.



There are QR scan codes located throughout the city in at least 30 of our parks. The nearest QR code is on Dorchester Way. Each scan of a code earns 10 points for the chosen school. It is free to enter, simply visit your local park or go for a walk following social distancing guidelines. Look out for the 'Go Parks' banner or poster, scan the QR code and complete the form. You can earn 10 points for our school each day you go for a walk. The email address can only be used once a day but there is nothing to stop you going for a walk 7 days a week!

The challenge is open from the 1st-28th February.



A **HUGE THANK YOU** from Mr Jardim to everyone who has been for a walk this week and scanned the code. Going for a walk is a great way to not only stay fit but to improve our mental health. Mr Jardim has posted a video on Facebook explaining how it works, so 'get walking and get scanning'. Tell all your friends and family so they can earn points for our school too.

We want Pearl Hyde to win!!!!

Poetry Competition

livecanon

2021 Children's Poetry Competition Entry Form

School Name:

Contact teacher

Contact email:

Address:

Contact phone number:

No. of poems enclosed here:

Year Group (s):

Please note, we can't return the poems, so please keep a copy.

Please make sure each child's full name and year is on their work.

I certify that these poems are the original work of the named students. I understand that shortlisted poems will be included in the Live Canon 2021 children's poetry anthology.

Signature

Are you happy to be added to the Live Canon mailing list?

BY POST: Send this form and your poems to Live Canon's Children's Competition, 27 Olivia House, Oxford Road, Luton LU1 3AX

BY EMAIL: Email this form and your poems to childrenscompetition@livecanon.co.uk

Deadline - Wednesday 31st March 2021

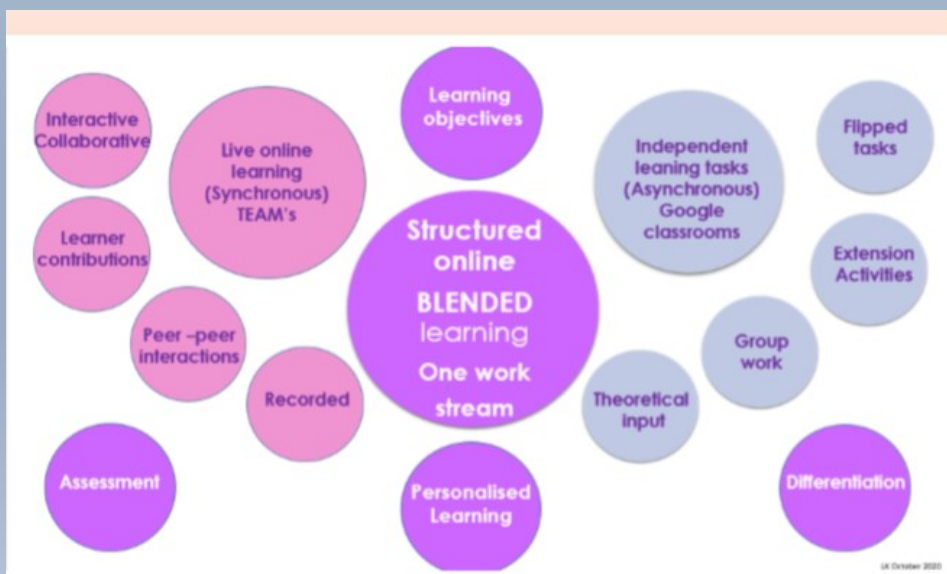


Online Learning

The 2020 pandemic, unprecedented and unplanned for, has brought about challenges for secondary school teaching and learning which previously and predominantly took place in classrooms of up to 30, under the instruction of teachers, within a highly structured day. The sudden need to adapt to distance learning allowed limited time for teachers to implement detailed procedures; however, as Lyng Hall school reopened to all pupils in September 2020, there was a requirement to ensure a more consistent, formalised and structured approach to blended and distance learning.

Since September 2020, we have developed a blend of 'in school' and 'out of school' learning driven by a single curriculum, that is delivered by practitioners who have planned carefully how learning outside the classroom will support the valuable time we have with learners.

These next few pages celebrate subject's actions and developments in remote learning since September 2020. I hope that you will be both impressed and inspired by the wealth of ideas and strategies contained in this edition, and I look forward to seeing how remote learning will continue to develop in order to enhance the whole curriculum.



Lynn Kingston

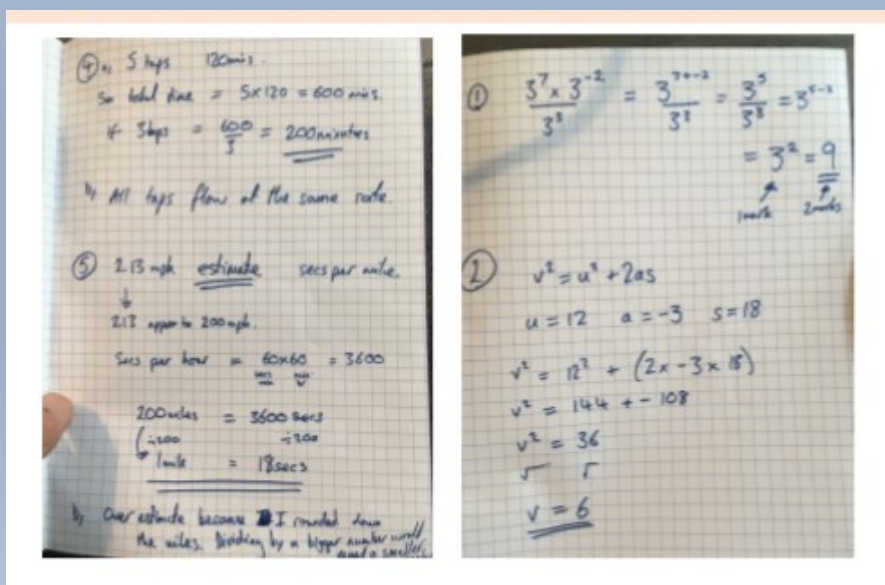
Use of visualisers and period 6 provision

I have trialled a number of initiatives to support my students on line learning. I have paid particular focus to online intervention at Key Stage 4

I first trialled 30 minute on line training sessions using PowerPoints and questions. These were recorded, and shared on Google Classroom. Student feedback suggested they weren't truly meeting student needs. So I have been creating a weekly set of "crossover" Grade 4/5 exam questions with worked solutions. Each one is 3-7 minutes long and the students love these. They watch them as revision before assessments and after completing topics in class. They watch them multiple times and then apply the skills learned to homework and revision tasks. We have also just started an evening maths period 6 tutorial once a week at 7:30pm. -**Julia Clarke**

Live examples focusing on metacognition

In supporting online learning I have focused on introducing key subject material in problem solving situations through video/live lessons. By working through examples in real time I have focussed on metacognition, making my thought process central to the explanations. My aim is to ensure that pupils can understand why I am doing what I am doing; if they can understand the decisions I am making then they start to develop their own problem solving strategy. -**Mike Clark**



English Directorate: KS4 Virtual Strategy

The man on the right ignoring the poor gap is a metaphor that represents society disregarding the poor. I can not see the rich man is fat which shows that he is well fed and could also represent the money he has, compared to the poor man - Hope

The people slumped up on the side of the street symbolise poverty and how it affected the poor and how they were discriminated against. The upper classes had a huge advantage on how the poor were treated and turned a blind eye to it. The fact that they are lying on each other symbolises that hope for socialism and social responsibility rather than capitalist ideologies only held by those wealthy enough to tolerate them. - Hannah

the discrimination shown in this image is evident through the neglected poor left to suffer on the side of the street they huddled stick indicates their last hope/stability they have is slowly fading away this could indicate the social responsibility that people showed was little to none as the hierarchy had a huge impact in this era shown through the mass difference of classes - rae



This image shows the true image of London, streets being over crowded with people in poverty. Homeless, no jobs, no money, no food, nothing. While the upper class people in society standing being ignorant of the problems that surround the city. This revealing the true nature of the rich and wealthy as selfish, blind and lacking social responsibility by leaving people in the cold, letting the city crumble around them. - Amy

The man on the right is looking up at the man on the right as a symbol of hope it is also symbolic of the severe poverty during this time as the rich are seen as god like figures as they are the only people that can give stability. Furthermore the stick that is supporting them could indicate the lack of support and the amount of neglect the poor are getting. The people who are money based on the side of the road support the materialistic theory where he suggests the poor aren't important this is evident through the ragged torn rags with clothes they wearing during this era the image shows society the poor were not a responsibility and quite a

Google slides:

The google platforms support student engagement and independence synchronising virtual and in class learning. It focuses on students AO1 responses for literature by exposing their knowledge of context.

Students are able to visually see each other's responses and use it to aid their own. They were asked to write their own opinions/interpretations on the image based on themes they already know.

This will act as a baseline for students to develop their personal responses and depth of understanding of Victorian context to apply this to ACC.

The vulnerability of multiple generations is exposed through absolute poverty. Their huddled nature highlights the ignorance of others and lack of social responsibility. - Miss Sumner

The people on the floor idolise the fact that during the 19th century the poor were left to rot on the street while the rich tried to save themselves from bankruptcy and their about to rot.



the group of people laying on the ground with some facial expressions represent the norm in the classic Victorian society. poor people were often higher classes and were left to live in miserable conditions. This highlights the lack of social responsibility and compassion for the poor and needy but also the ignorance of the rich. - Emma

< 2d883069 ...

Stave One: meeting Scrooge

October 30, 2020



What initial impressions do we form of Scrooge?
How is this opinion reflected in the environment?
Do we trust him as the reader?

14 responses

50 comments • 12.9 hours of engagement

Flipgrid: A significant area of focus for us is developing students' level of oracy, with a specific aim to improve their critical vocabulary. We are targeting this practice at Y10. Platforms, like Flipgrid, enable this oracy engagement. Students are presented with a series of questions that invite them to explore their conceptual and contextual understanding.

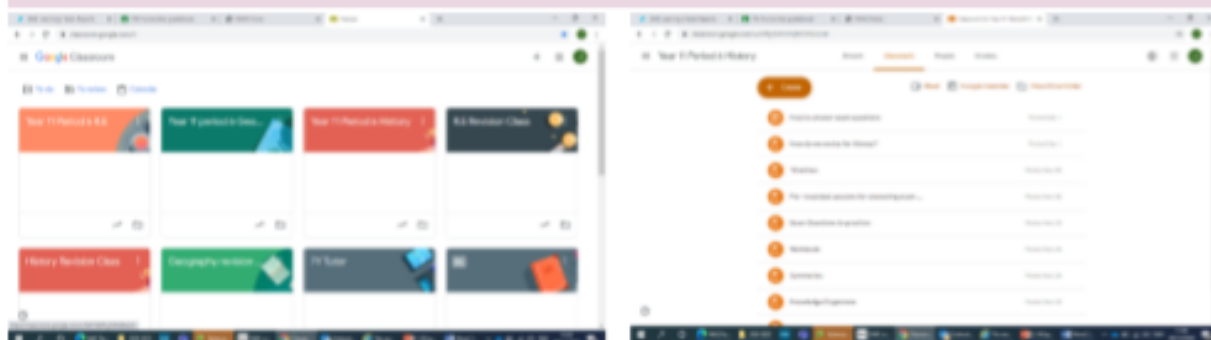
Students post a short, audio clip responding to the ideas. Students are encouraged to listen to the work of others and to allow it to influence how they develop their own thinking.

Students have been placed into tutorial groups—these are designed to support them in becoming critical friends. The second level of challenge on this platform was to listen to the recordings of their tutorial group, then using new knowledge from subsequent lessons guide their interpretation forward. In their responses back, they can reference direct evidence, symbols or other characterisations.

It has been a really positive space for students to become more comfortable critically feeding back on each other's work. It prioritises independence, accountability and sophisticated articulation.

Humanities

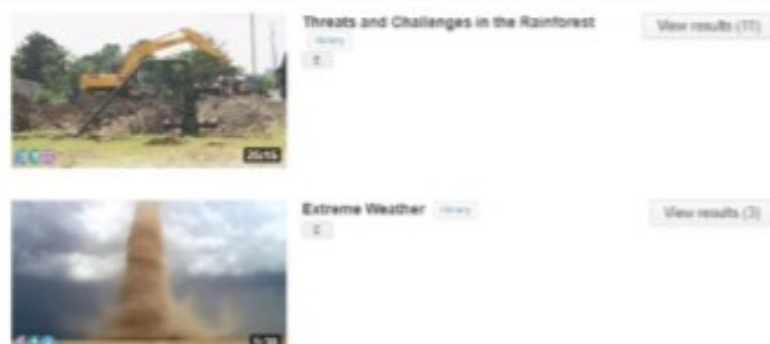
Online learning in Humanities has been centred around the use of Google classroom. As well as staff uploading lesson resources and information to the individual classrooms for the classes they teach, we have created google classrooms for year 11 revision and intervention. Staff have then uploaded resources and lessons to these which can be shared across the year group. Staff are building up a collection of narrated power points on different topics. These cover the key topics and there is narration on each slide. This enables students to go straight to the particular topic they need to revise without having to watch a recording of a whole lesson.



Show my home work, or more accurately Satchel One is also used by humanities. There are a range of quizzes which students complete to provide a quick summative assessment which can be used to assist planning and the spelling test feature is very useful for helping students to learn the key words for their topics.



Humanities staff have also been using Senneca learning and Click view both in lessons and for homework. Clickview is particularly useful for Geography as there are amazing documentaries that give students a detailed view of different parts of the world in a way which books cannot. The use of interactive videos in clickview is being developed by the department. Students are able to watch the video and answer questions which are collated so that the teacher can see who has understood the topic. These are very effective and engaging homework for students who have good internet access.



PE Dept

In PE, all pupils have been supplied with an E-portfolio which enables them to access the key content for their coursework assignments from home. This allows pupils to take responsibility over their learning and to continue working independently when at home.

Pupils are provided with:

Lesson Plan - Pupils to recall content that has been taught in lesson.

Template - To scaffold for all abilities.

Support Sheet - Provides sentence starters, provides examples and work structure.

Video - Going into every detail for the task with realistic examples.

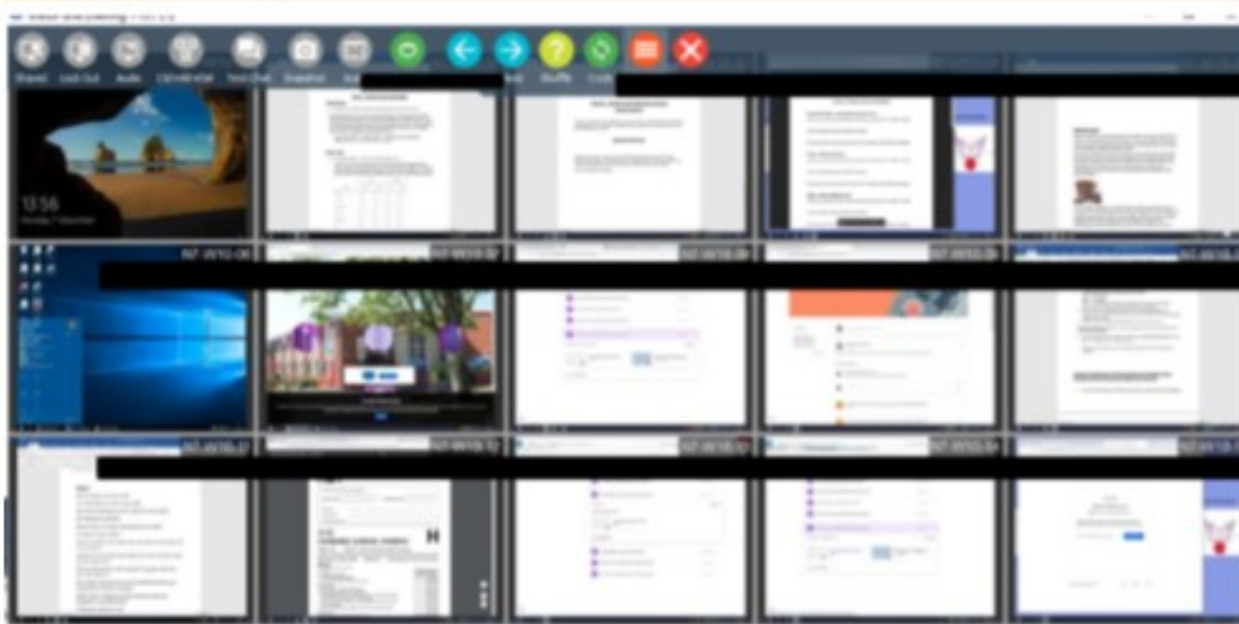
"It is hard at times to understand some of the work as I am not able to relate it to things I like but the video in this resource provides this and this allows me to relate so I am able to carry on with the work." -Year 11 student

"This resource has really supported me in completing my coursework during COVID-19.

The best resource out of this is the sentence starters which have been provided as I am able to have a head start and by having this sentence starter it allows me to develop my sentence further with what I want to add." -Year 11 Foundation student



Using ABC Tutor allows teachers to monitor and check progress with pupils while they are in class without being able to move around the class. It allows instant feedback via the chat function and can also take control of the pupils computers and point them in the right direction if they can't find a task or piece of support work.



Art, Design and Technology

ADT GROUP FEEDBACK: IART

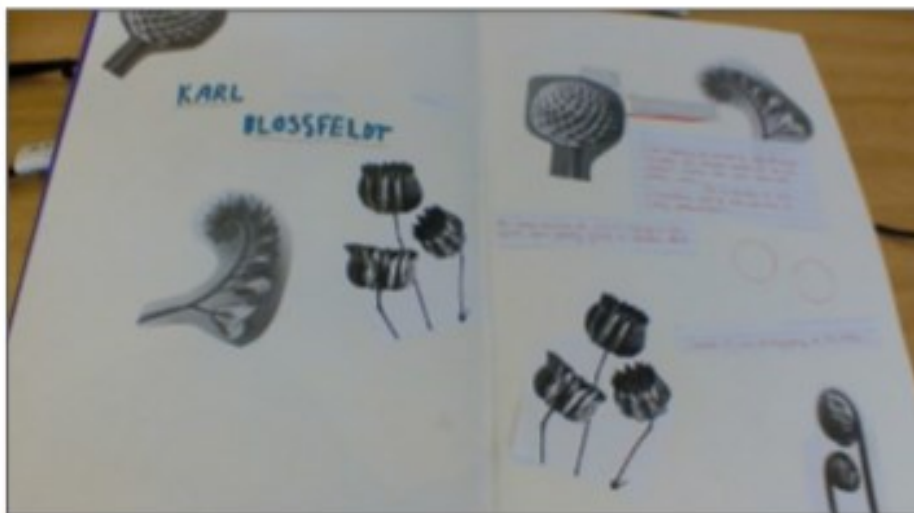
Using images taken using a visualiser I complete a group FAR document focusing on particular highlights of the submitted work, as well as the actions many of the class will benefit from by addressing. I find completing feedback in this way helps with the duplication of comment that often occurs when looking at art portfolios. Much of the feedback is relevant to a large portion of the group, or there are pockets of pupils for whom different actions apply. I still have the option of being more specific as the need arises.

This is made simpler when using Google Classroom feedback!

As a class, I have reviewed your recent work. Below you will find a summary of the significant things I feel went well with this task in class, and some of the actions I feel will need to be taken. After receiving the feedback on this document, can you decide on what the most relevant feedback is for you and comment on this in the RESPONSE section.

DATE: 23.10.20 TASK: KARL BLOSSFELD ANALYSIS NAME:

FEEDBACK	<ul style="list-style-type: none"> PRESENTATION ARTIST NAME, YEAR USE OF IMAGERY 	<p>In some of the more successful examples, the presentation of the work has been considered and there is a personal approach to the analysis.</p> <p>In the more successful examples, there is a good use of key words as well as discussing the application of the formal elements.</p> <p>In the more successful examples, pupils used a good variety of the available imagery to illustrate their written about analysis. Pupils targeted their analysis to the images present in their work.</p>
ACTION	<ul style="list-style-type: none"> COMPLETING TASKS PRESENTATION LAYOUT DISCUSSION OF FORMAL ELEMENTS ARTIST STUDY 	<p>This was a significant step for many of the submitted examples. Very little work has been completed in the allocated time. This is a key component and MUST be completed.</p> <p>In some of the examples, work has been haphazardly displayed in books. This makes the work hard to follow. Look at the examples in the shared folder.</p> <p>Most examples discussed factual information about Karl Blossfeldt. Some began to touch on how the formal elements had been used. Only a few discussed the formal elements and how Blossfeldt's work could impact their own work. Look at the stronger examples in the submission folder for ideas.</p> <p>In many cases, these were only partially complete, or not had been produced complete at all. Study the attached inspiring resources for ideas.</p>
RESPONSE		



Once the feedback has been completed, I pass it back to pupils. (pupils can complete this on Google Classroom, or as a paper based version)

Pupils need to select an action from the list they will focus on moving forward and record this in the form of a response comment.



- ADT KS4 GROUP FE...



Copy of WIN_2020-03-14_03_24_...

Here I have made additional comments before returning the assignment back to a pupil.

I have also indicated the grade I feel the pupil is working at with this piece of work.

5/9

returned



Staff and students have responded really well to the challenges faced by remote learning during lockdown since we returned in January.

CPD

One of our key decisions during the first lockdown and this most recent one was to keep everything as straightforward as possible with online learning for students and staff. Frog is our go to place for students and families to find the information they need for remote learning and as we were already using Google Classroom and Google Meet in a number of subjects we decided to just stick to those platforms.

During our INSET day on Tuesday 5th January colleagues shared reminders about how to use Meet for Live lessons and also top tips. Teachers, including our trainee teachers have been amazing at stepping up to embrace our new world of live lessons.

Each Wednesday at our WAGOLL briefing different colleagues have shared good practice of what they are using to enhance live lessons including:

- Holding screens and do now activities
- Use of topics in Classroom to keep everything organised for students
- Use of Mote for recorded feedback on slides and google docs
- Google forms, Socrative, Kahoot and Quizzes for AfL
- Best practice for structuring live lessons
- Use of Google Docs/Slides for live feedback in lessons
- Use of the visualiser for modelling
- Using Jamboard during Google Meets for collaboration
- The importance of modelling and deliberate practice
- Using Whiteboard.fi for individual student whiteboards
- WALKTHRU's for live lessons

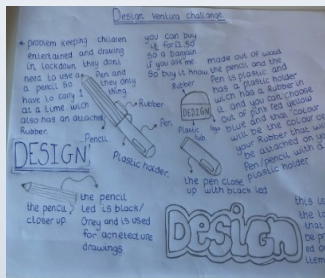
Celebrating students this term

We have continued to use our rewards system with staff adding praise points to Pars for great online learning. Certificates and prizes are being delivered to those working from home. Staff also share great work via social media (FP2 Facebook and Twitter) with students, families and the community. Particularly on a Friday as part of our 'Feel Good Fridays'.

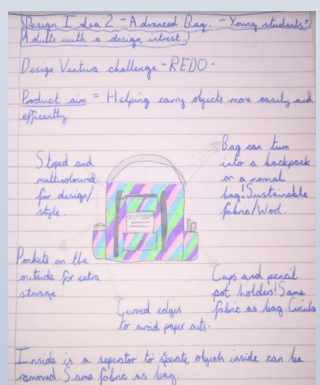


Examples of brilliant students learning during lockdown

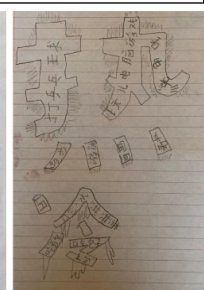
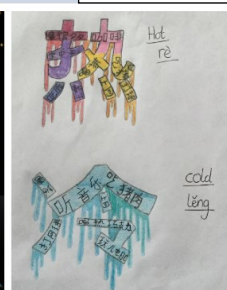
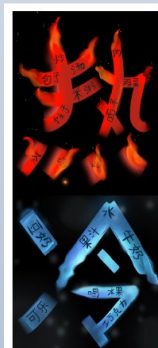
Here are some examples of student work:



Year 8s were asked to design two personalised Chinese characters: 热(hot) and 冷(cold) and write activities in the two big Chinese characters they want to do when it is hot or cold.



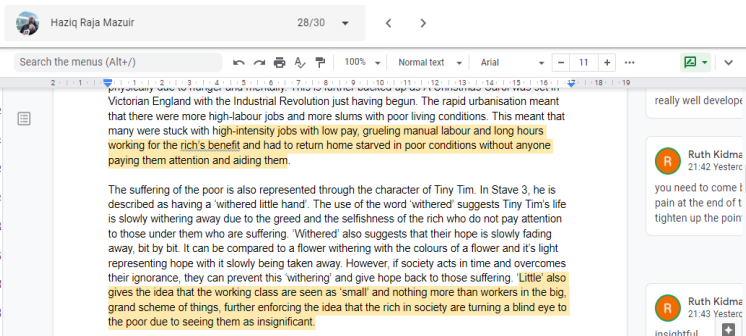
Year 7 D&T students working on entries for the Design Ventura competition



by Sophie Sutherland

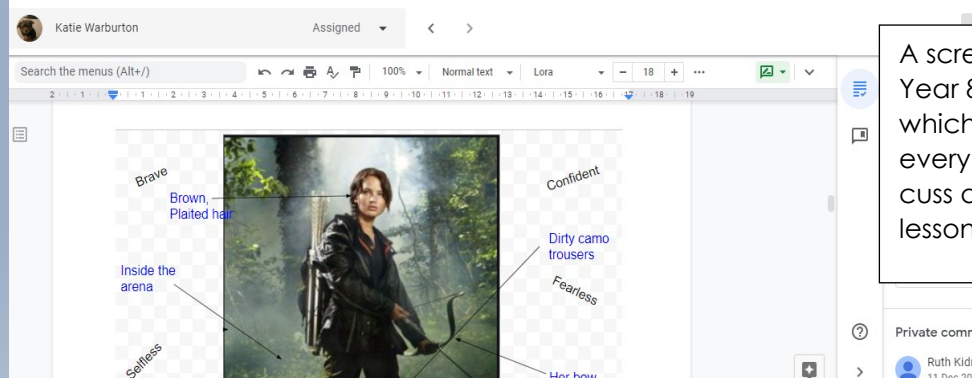
by Lucas South

Mini Mock - To be completed and handed in by the end of the lesson



Year 11 are working hard on their Christmas Carol revision and producing excellent essays.

Reading Journal 2020-2021

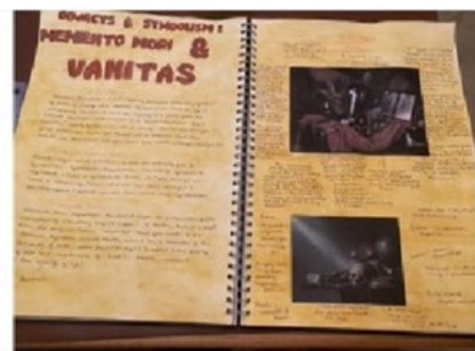
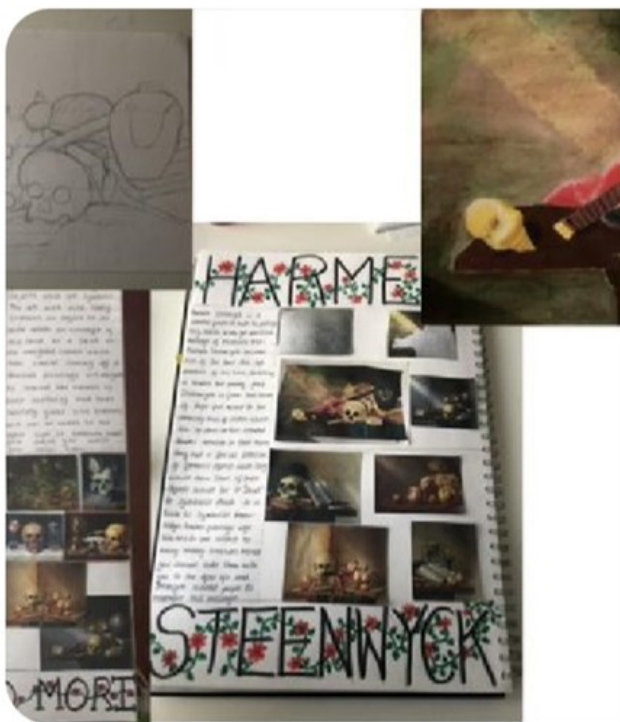


A screenshot from a Year 8 Reading Journal, which students update every fortnight and discuss during their 'library' lesson.



Year 7 monologue performance from Matilda – This student Isobel, went full out with a costume too!

Year 10 Fine Art students lockdown work - Vanitas and Symbolism research for their 'Objects and Narrative' topic

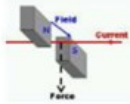


Thursday 28th January 2021

The Motor Effect

Starter questions

1. Magnetic field lines go from North to south
2. A solenoid is a coil of wire (with current) with a magnetic field and its fields are similar to those on a bar magnet
3. You could make an electromagnet stronger by adding another coil or increasing the current in the wire



A wire carrying a current creates a magnetic field. This can interact with another magnetic field, causing a force that pushes the wire at right angles. This is called the motor effect. The current is perpendicular to the force.

1. Magnetic field + electric current = motion
2. The wire moves because of the interaction between the magnetic field and the electric current produces a force
3. This force always acts at right angles from the magnetic field line and the current
4. Two ways of increasing the effect are increasing current and increasing magnet field size

Flemings left hand rule



The direction of a mot

27th January 2021 - Adaptation

Starter

1. The word variation means the difference between cells, organisms of any species. This is either caused by genetics or environmentalism or both.
2. A predator is an animal that naturally preys other animals.
3. Animal cells have a Cell membrane, cytoplasm, nucleus.

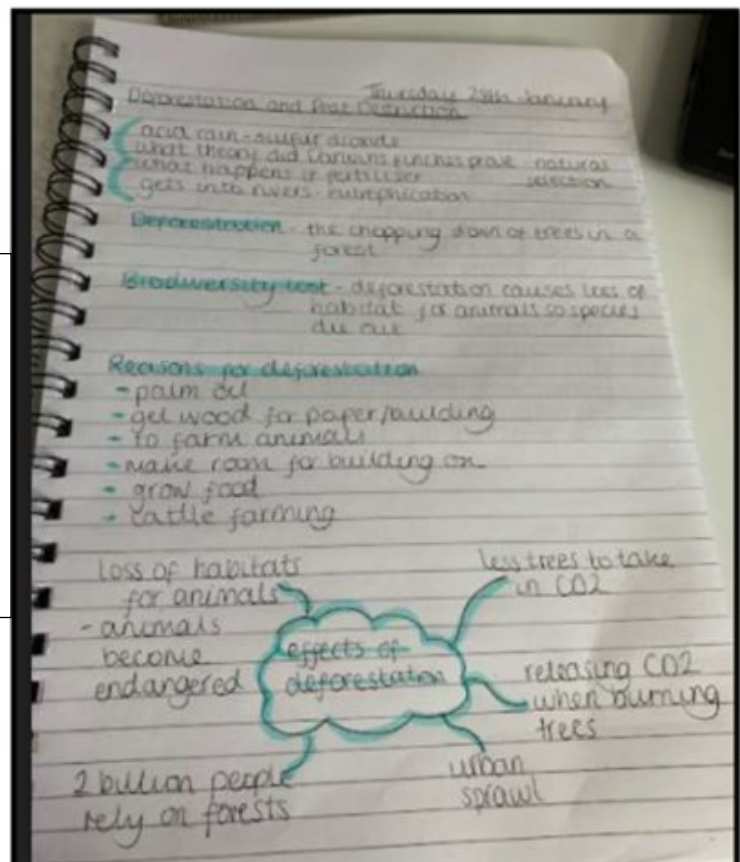
Interspecies variation is important because it is between species. This means that they can adapt in their own habitats.

Polar bear

- Thick fur - to stay warm
- Sharp teeth - to help them eat
- Big paws - to match their weight so then it avoids falling over on thin ice.
 - White fur - to camouflage in the snow.
- Small Ears - small surface area reduces heat loss.

Arctic Wolf

Student
WAGOLs from
Science



Liz Allton

Students continue to amaze us with their brilliant attitudes to learning, even during lockdown. This term they have been working on the following topics and projects:

Year 7&8 Design Ventura national design competition

Year 7 – Alessi products

Year 8 – Biomimicry Passive Speakers

Year 9 Product Designers – Sustainability and Upcycles Clocks mini NEA

Year 9 Engineers – Designing for User – Ergonomics and Anthropometrics. CAD.

Iconic design – sustainability and manufacturing – focusing on Tesla cars.

Year 10 Product Designers – IKEA Flat-pack Furniture iterative design project

Year 10 Engineers – Working on R106. Product analysis and scales of production

Year 11 Product Designers – GCSE NEA project work. Multi-purpose workspaces and other NEA themes.

Year 11 Engineers – They took their actual exam in January and are now working on unit R107 and developing their CAD skills

Year 12 A Level D&T – Hand gadget for arthritis sufferers project, Design History – learning about influence of famous designers and design eras, CAD: Fusion 360 development, Refining and improving drawing techniques and learning about the future of design – sustainable design and the circular economy.





D&T @ Finham Park 2
@DandT_FP2

Year 12 D&T - check it out as it will help with your case study on sustainable design and maintenance - compliments the lesson resources well 💡



Tesla @Tesla · Jan 28

New Model S & Model X just launched

Details tesla.com

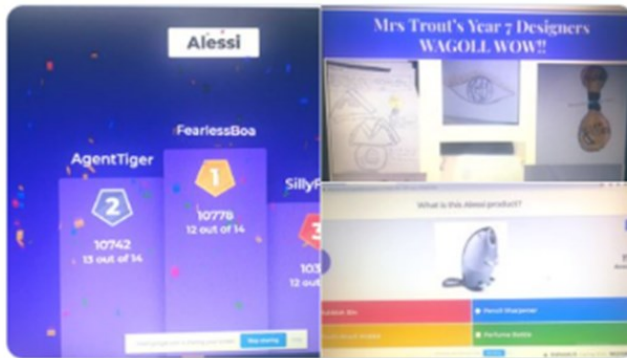
[Show this thread](#)

10:00 PM · Jan 31, 2021 · Twitter for iPhone



D&T @ Finham Park 2
@DandT_FP2

WOW WAGOLLS from 7X1 PD for their @DesignMuseum work and now enjoying a @GetKahoot #Alessi do now! What a way to end a week 🤗💡 Mrs T



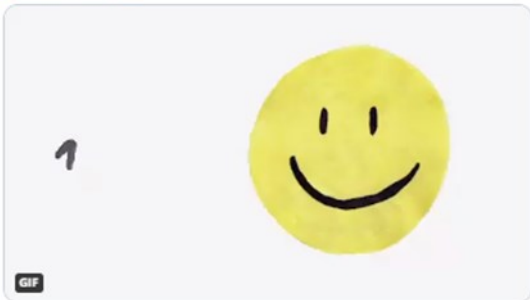
1:41 PM · Jan 29, 2021 · Twitter for iPhone



D&T @ Finham Park 2
@DandT_FP2

Well done to Year 11 Product Designers working hard. Particularly Matilda and Nathalie your NEA is brilliant so far 🤗🤗

Keep going everyone - from Mrs Allton #feelgoodfriday @FinhamPark2



1:48 PM · Jan 15, 2021 · Twitter for Android



D&T @ Finham Park 2
@DandT_FP2

Year 12 looking at ALevel Section 2 Theory this half term and learning about Designers, Iconic designs and Design eras.

Using a Jamboard today to collate information and resources for revision

#design

@FP2SixthForm



11:27 AM · Jan 28, 2021 · Twitter for Android

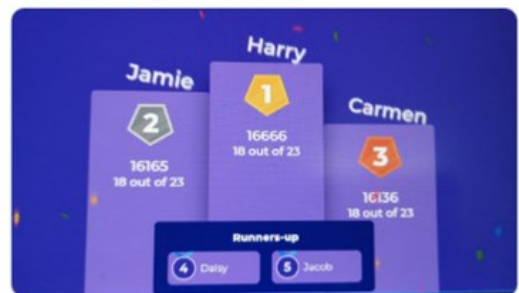


D&T @ Finham Park 2
@DandT_FP2

Year 10 Product Designers recall knowledge quiz today...

Well done from Mrs Allton to 🦋 Harry 🦋 Jamie and 🦋 Carmen!

#FeelGoodFriday @FinhamPark2



1:16 PM · Jan 29, 2021 · Twitter for Android

[View Tweet activity](#)

Liz Allton



The Lion Alliance Teaching School



Alexandra Ford

Head of the Lion Alliance

I have been lucky enough to work with many of the MAT schools during my time at Finham. Not only as Head of English but more recently as Assistant head teacher with responsibility for Teaching and Learning. Given my love of pedagogical research and passion to improve the quality of learning for our students, the Head of the Lion Alliance was an opportunity too good to miss. I am incredibly excited about the opportunities working cross phase will offer as well as looking forward to supporting our newest recruits to the profession.

And it's been quite a start to the year already! As you can imagine many of our trainees were apprehensive given the rapid succession of government changes announced at the start of term. Luckily as an Alliance our Partner schools are incredibly supportive and we have been able to continue to support our Primary and Secondary trainees in their placements, all of whom are working tirelessly to make valuable contributions to their setting.

I look forward to working with the MAT schools further as we continue to support one another, share in fantastic CPD opportunities and nurture our trainees.



Sean Townsend

Lion Alliance

Administrator

I am relatively new addition to the MAT; joining the Lion Alliance toward the end of September 2020.

I've been lucky to have the opportunity to start working with schools across the MAT with an already well-established position in PGCE recruitment and teacher training, and have learnt how this has greatly developed over the past few years with lots of tender loving care.

With previous roles working with private companies and the John Lewis Partnership, I'm passionate about working as part of a wider team and ways that enable us all to do that with ease. With the different aspects of the training school; from working directly with our PGCE trainees through to Initial Teacher Training (ITT) Leads, as well as our growing CPD offering, it's a grand opportunity to be able to develop and evolve these areas in ways that will benefit everyone in a meaningful way. It's something we are all passionate about here in the office and we're really excited for what the 2021-22 academic year is going to bring already.

This academic year has been an interesting challenge for many of us so far but our partner schools are adapting extremely well and continuing to offer the very best for our students. I'm really looking forward to seeing how things develop over the course of the next year and how we can collaborate and support each other further.



Upcoming Events

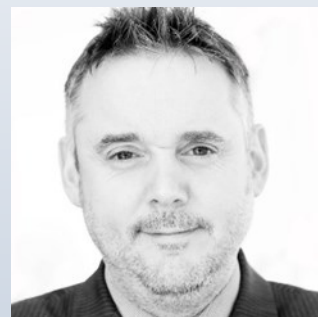
Termly TeachMeets

Lion Leadership Pathways

'Meet the Expert' Events including...

March 29th 2021- Hywel Roberts

"Hywel is an Advanced Skills Teacher, a visiting practitioner to the



Bloomsbury Theatre, London and Manchester Metropolitan University, an associate consultant for the University of Wolverhampton and a member of the National Executive for the National Association for the Teaching of Drama. From basic but great classroom pedagogy and developing a 'blended curriculum', to teacher coaching and mentoring (also including TA, AST, NQT development and cover supervisor training), to wonderfully innovative and life-changing strategies such as 'Mantle of the Expert', Hywel covers – and practises – a whole variety of approaches that make learning real for young people. He delivers his work with an energy and a humour that is quite, quite infectious."

June 14th 2021– Debra Kidd

"Debra Kidd taught for 23 years in primary, secondary and higher education settings. She is the author of two previous books, Teaching: Notes from the Front



Line and Becoming Mobius: The Complex Matter of Education, but her latest project, Uncharted Territories: Adventures in Learning, with Hywel Roberts is her favourite because it represents where her heart is – in the classroom. Debra is the co-founder and organiser of Northern Rocks – one of the largest teaching and learning conferences in the UK. She also has a doctorate in education and believes more than anything else that the secret to great teaching is to "make it matter".

Recruitment

If you, or someone you know, would like to train to teach then do please get in touch. We'd love to hear from you!



Interested in a career in teaching?

The Lion Alliance Teaching School is proud to offer
a **Secondary 'Open Morning'**,

on Friday **5th March 2021**,
via Microsoft TEAMS.

Please register your interest

<https://forms.gle/yzn2gZhUES2zmqGn6>

The Lion Alliance is a group of schools based in Coventry and Warwickshire. Training can take place in any of our Primary or Secondary schools within our Alliance and in partnership with Warwick University, Birmingham University and Coventry University.

We are committed to providing high quality support and training for teachers in every stage of their career, from Initial Teacher Training through to developing school leaders.



BIRMINGHAM CITY
University



WARWICK
THE UNIVERSITY OF WARWICK



THE LION
ALLIANCE

For those interested in initial teacher training starting September 2021
Apply through UCAS or DFE Online

www.thelionalliance.co.uk
Finham Park School, Green Lane, Coventry, CV3 6EA

Get in touch

Website: www.thelionalliance.co.uk

Email : admin@thelionalliance.co.uk

Twitter : @lion_alliance



FINHAM PARK
SCHOOL

Engaging with English

This half term, students in Key Stage 3 have been completing the Readathon challenge to be creative, broaden their reading and hopefully escape from screen time.

There were some fantastic entries, from word searches to reviews, designing a front cover to writing a play script. It is encouraging to see so many of the Key Stage 3 students really value reading and come up with imaginative ways of presenting their ideas.

Two Year 7 students, Sreenidh and Phoebe were awarded prizes for their herculean effort in completing most of the tasks. Students were also set up with myON accounts so that they could access a wider variety of books, given they couldn't access the library.

We hope to have some similarly fantastic entries to the second edition of the Readathon.

Here are just some of the great examples:

Write the pros and cons to the book you are currently reading. Should you change the book?

At the moment I am reading Emma by Jane Austen.

Pros	Cons
I love the setting the book is set in. It is set in a royal cottage- core setting.	Some of the language is confusing to understand but that is because it was published in the 1800s so the language was different to what we have now.
She explains the characters personalities, hobbies and interests which is nice because we get to know each character more.	It is confusing at times because sometimes it does not explain enough and sometimes it keeps cutting back and forth during a chapter so it is hard to understand what is going on.
It includes a few pictures which sometimes explains what is going on.	There is a lot of gossip and speech in the book and when someone talks a lot it starts to get a bit confusing.
Some of the words or phrases have numbers above them so if you don't know what it means you can flick to the glossary, find that number and it will tell you what it means.	Sometimes it keeps going on and on about something and sometimes it can get quite annoying.

REVIEW ON TOM GATES BY RAMS NEWS:

TOM GATES YES NO MAYBE HAS JUST RELEASED AND I WOULD GIVE IT A 100% 5 STAR RATING . I LOVE THE DRAWINGS AND THE INTRICATE DETAIL IN THE WORDING. THE CHARACTERS ARE LOVELY (EXCEPT FOR MARCUS MELDREW) AND LIZ PICHON HAS MADE IT ANOTHER AWARD WINNING BOOK FOR CHILDREN AND ADULTS. PERSONALLY, I LOVE IT AND THIS IS HER BEST BOOK SO FAR!! SURELY SHE WILL RELEASE A MAYBE EVEN BETTER BOOK IN THE FUTURE!!

REVIEW ***** OUT OF 5 STARS.

FROM RAMANEET KHATRA AKA: RAMS NEWS

Create a wordsearch or crossword for a book.

Harry Potter Word Search

L	I	O	W	I	Z	A	D	S	F	K	C
K	T	G	R	Y	F	F	I	N	D	O	R
D	S	P	U	T	G	R	A	N	G	E	R
H	U	F	L	R	N	J	E	Q	E	N	E
N	B	S	T	R	A	W	G	O	H	O	T
B	L	S	J	E	H	B	R	I	A	I	T
R	A	V	E	N	C	L	A	W	R	M	O
O	Q	G	H	W	F	V	Z	P	R	R	P
N	I	R	H	T	Y	L	S	L	Y	E	V
M	W	W	E	A	S	L	E	Y	Y	H	K
H	U	F	F	U	L	E	P	U	f	F	D
X	Z	C	F	W	I	T	C	H	E	S	E

Wizards
Ravenclaw

Witches
Hufflepuff

Granger
Slytherin
Harry

Potter
Hogwarts
Weasley

Ron
Albus

Gryffindor
Hermione

Since 2014, knife crime offences have been increasing year-on-year, with the West Midlands being the third highest region with offences in England and Wales. In 2019, the number of knife crime attacks in Coventry doubled the previous year's statistics. In all of our collective efforts to make the streets of Coventry safer, the need to make the right choices seems as important as ever.

This year has been tragic for many individuals and families, but one thing it has shown us is our strong yearnings for social interaction with others, and what binds communities together. Perhaps a silver lining in it all has been the gift of time, to reflect on what is most important to us.



This was the underlying theme of last month's Knife Crime Awareness talks delivered in PSHE lessons at Finham Park 2 by anti-violence campaigner Alison Cope. Our school is proud of the work we have already done in this area. Last term West Midlands Police worked in conjunction with the school to create a powerful anti-knife video, which was shown on BBC Midlands Today. The message simple and powerful: 'Our city needs us alive.'

Alison Cope, who tragically lost her son in a knife crime attack, delivered her powerful and emotional story to our pupils from Years 7, 8 and 10. She conveyed her story, and emphasised the importance to young people to make positive choices in their lives in the midst of the challenges they may face, and to consider the human cost in such incidents. Her motives behind delivering these sessions comes from a plea for young people today to reflect on what is important to them and ask one question: whether they were willing to say goodbye to their loved ones.

What our pupils said:

'A few of weeks ago we took part in a knife crime awareness talk. During this this talk we were informed about the consequences of carrying a knife, this was done through case studies. At first Alison told us of 3 case studies, and then she told us a story on how she was personally effective by knife crime. In the story she told us she lost a loved one which made the whole class emotional as we could see how much of an impact it had on her life. Overall, this talk brought the reality of the tragedy that knife crime can have on people's lives'

– Lottie and Neive, Year 10 students.

We hope to welcome Alison back in the New Year to speak to Years 9 and 11, who are eager to hear her story.

While the latest 2020 figures for West Midlands do show that there has been a fall in knife crime attacks, this is largely attributed to the lockdown period this year, according to the ONS. Thus the need to work together to keep the streets of Coventry safe remain as important as ever. It is perhaps these collective individual steps that we take as a community to educate each other that will make the biggest difference.



**Harpal Jandu
Leader of RE and PSHE**

Rebecca Diaz AHT, has organised a range of activities for staff to get involved with during February 2021. The activities are to help remind staff of the importance of taking a break from their screens at break and lunch each day. There are different challenges and activities to take part in each week. We have already had winners for longest plank and best homemade lunch, plus chocolate prizes given to the 'colleague of the week' nominated by staff. It is also helping everyone by having some fun and making us smile even though we can't have all of the FP2 family together at the minute.

Have some fun!

Take a break away from your screens at Break and/or Lunchtime.

Prizes are available for those who take part in the challenges/activities below 😊

Monday	Tuesday	Wednesday	Thursday	Fancy dress Friday
25th Jan Enjoy the Snow!	26th Jan Draw/paint a picture of a colleague! (submit your entries to Beth Jones (TA) by 3pm)	27th Jan Best homemade 30min lunch (submit photo evidence to Andrew Hartshorn by 3pm)	28th Jan Longest plank hold (submit video to Kim Hunter by 3pm) Nominate a colleague of the week (email Rebecca Diaz by 3pm)	29th Jan Attend briefing (with camera on) in appropriate fancy dress (or super colourful clothing)! Teach your lessons in costume too 😊
1st Feb Card Pyramid challenge – Using the full pack of cards (Send your evidence to Lorna Trout by 3pm)	2nd Feb Adult colouring competition (Picture will be released Tuesday morning). (submit photo to Kat Monkton by 3pm)	3rd Feb Walk and talk phone call to a friend/family member.	4th Feb Write a short poem/limerick inspired by your day or someone you know. (Submit your entries to Ruth Kidman by 3pm) Nominate a colleague of the week (email Rebecca Diaz by 3pm)	5th Feb Attend briefing (with camera on) in appropriate fancy dress (or super colourful clothing)! Teach your lessons in costume too 😊
8th Feb Write a snail mail letter/postcard to a friend/family member/colleague just to let them know you're thinking of them 😊	9th Feb Cutest Pet/child competition (submit photo to Laura Platt by 3pm)	10th Feb Quickest time to eat 3 plain Jacob's cream crackers without having a drink OR How many Jaffa cakes you can eat in 1 minute without having a drink! (submit video to Aaron Nicholls by 3pm)	11th Feb Get comfortable and read a physical book, magazine or newspaper. (Share your photo with Jo Kerr) Nominate a colleague of the week (email Rebecca Diaz by 3pm)	12th Feb Attend briefing (with camera on) in appropriate fancy dress (or super colourful clothing)! Teach your lessons in costume too 😊

Fancy Dress Friday is now a highlight of the week, at staff briefings and live lessons. It really adds to our FP2 'Feel Good Fridays'. *(Although we do have to remind Mr P that fancy dress is only on Fridays!)*





FINHAM PARK
SCHOOL

PE 'Step Inter-college Challenge'

Every week students at Finham Park School are submitting how many steps they complete in a single day. Students are allowed to submit their highest daily step count per week. Students get 5 achievement points for this. Each colleges steps get added together for a weekly total. Over 125,000 steps were done in week one. The step challenge will continue every week whilst students are away from school.

Week one Inter-college Step Challenge

1st: **Katanga=51832 steps**

2nd: **Asiatic=30,594 steps**

3rd: **Barbary=25,246 steps**

4th: **Masai=20,101 steps**

5th: **Nubian=2004 steps**

Overall Inter-college positions

1st **Nubian= 39**

2nd **Barbary= 31**

3rd **Masai= 28**

4th **Asiatic= 28**

5th **Katanga= 19**



FINHAM PARK
MULTI ACADEMY TRUST

Schools within the Finham Park Multi Academy Trust

Schools in the Finham Park Multi Academy Trust set out to pioneer, innovate and deliver a "World Class" education for all children from the age of 3-19 where the artificial barriers of stage and age are removed. Our education aims to exceed the highest national and international benchmarks for academic achievement, whilst ensuring young people develop a passion for learning in all its contexts and are ready to take their place as active members of our global community.

The schools in our Trust have moved beyond collaboration and into co-construction – ensuring our education is developed with and by all members to reflect the needs of our children, their families and the wider community. You can find more information about our schools and what it is like to work in our Trust on our website: www.finhamparkmultiacademytrust.co.uk and by following the various links.



Finham Primary

Headteacher: Sarah Bracken

Address: Green Lane, Coventry, CV3 6EJ

Tel: 024 7641 5425

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



Pearl Hyde Primary

Headteacher: Theresa O'Hara

Address: Dorchester way, Coventry, CV2 2NB

Tel: 024 7661 0165

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



Lillington Nursery & Primary

Headteacher: Victoria Wallace

Address: Cubbington Road, Lillington, Leamington Spa
CV32 7AG

Tel: 01926 425144

Website: <https://www.lillingtonschoool.org/>



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

Website: <http://www.lynghallschool.co.uk>



Finham Park 2

Headteacher: Russell Plester

Address: Torrington Avenue, Coventry, CV4 9WT

Tel: 024 7771 0720

Website: <http://finhampark2.co.uk>



Whitley Academy

Headteacher: Kathryn Wright

Address: Abbey Road, Coventry, CV3 4BD

Tel: 024 7630 2580

Website: <https://www.whitleyacademy.com/>



Finham Park MAT

Executive Headteacher: Mark Bailie

Address: Torrington Avenue, Coventry, CV4 9WT

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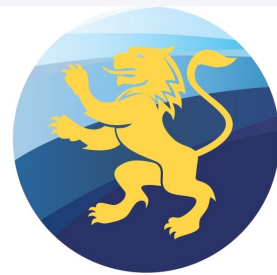
Website: <http://finhamparkmultiacademytrust.co.uk>

Finham Park Multi Academy Trust

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FINHAM PARK
MULTI ACADEMY TRUST



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