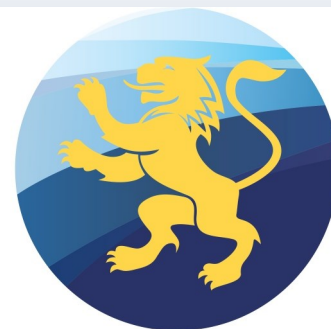


## World Class Education

## March 2021

## Edition 17



FINHAM PARK  
MULTI ACADEMY TRUST

# FPMAT

## Cold Calling






## Changes in Early Years



## BE MORE EARLY YEARS

## Talk 4 Writing


## LEAD BY EXAMPLE


### Kin-etic energy

“kin” – meaning to move.

Think: telekinesis, kinaesthetic



What could “kinetic energy” mean?




### Root words: Exothermic Reaction

Exo-thermic

↓


Exo is the Greek word for “outside”.

Think: “Exit”, “external”.



Thermic

Think: “thermal” “heat”



Energy	11-43
energy of movement	11-43
its energy	11-43
oh sorry sir	11-43
	11-43
Something to do with movement and velocity	11-43
movement.	11-43

## Robust Vocabulary

The collage features three main educational graphics:

- Curriculum working party:** A diagram showing the relationship between 'Curriculum' and 'Pedagogy'. It lists various components like 'Curriculum', 'Pedagogy', 'Assessment', 'Resources', and 'Context'. It also includes a section for 'Curriculum working party' with a list of members and a 'Curriculum working party' section with a list of members.
- Should the world have borders?** A diagram titled 'Should the world have borders?' that explores the 'Theme: Migration' and 'Text: Simon Steen in The Aerialist'. It features a central graphic of a globe with lines connecting to four boxes: 'Should the world have borders?', 'Should the world have borders?', 'Should the world have borders?', and 'Should the world have borders?'.
- Diversity:** A diagram titled 'Diversity' that explores the 'Theme: Migration' and 'Text: Simon Steen in The Aerialist'. It features a central graphic of a globe with lines connecting to four boxes: 'Should the world have borders?', 'Should the world have borders?', 'Should the world have borders?', and 'Should the world have borders?'.

# Welcome from Mark Bailie

Dear colleague,

Welcome to the latest edition of World Class Education.



It has been an absolute pleasure to visit schools within the Finham Park MAT over the last few weeks and to see and hear children and staff resuming 'business as normal'. For schools, 'business as normal' has certainly changed over the last year, but I have every confidence in how you have adapted during this time.

Nationally, there has been a time for reflection and in some ways it is hard to remember a time before masks, one way systems and social distancing. One thing I am certain of is the importance we, within schools and education, play in supporting young people. We cannot under estimate the significance of routine for children, regardless of what the routine is. For many children, school is a place of safety and security as well as a place of learning. We all have a part to play in ensuring children are protected and supported — and this is something you do very well. This is why the move back to school for all children was not only important but a moment to be celebrated by all.

Many of you will have been supporting children with settling back into routines and identifying any gaps in knowledge that have appeared or grown due to the National Lockdown. I know that you will have been using Responsive Teaching strategies to assess children's learning and using that information to reshape curriculum planning. This is very important work to help ensure that children are not disadvantaged.

This edition is full to the brim with examples of best practice, both blended learning and since the full reopening of schools. As a primary—secondary Multi Academy Trust, we are able to co-construct learning opportunities and experiences from age 3—19. Using the expertise within the MAT, we work not only collaboratively but also in a way that shapes the direction of education.

I am delighted that the FPMAT Collaborative Development Groups have met and are underway in their research work to help develop key issues across the FPMAT. These groups are led by you to drive forward best practice. They will be reporting to our Strategic Operations Group meeting in the summer term to share their findings and agree next steps.

Alongside the Development Groups, there is also exciting co-construction work in both primary and secondary where colleagues are helping to shape curriculum and practice to ensure that we are providing our children with the best educational opportunities possible. It is pleasing that we have a variety of vehicles through which to drive these initiatives and practices.

I have also been impressed with the range and quality of CPD (Continuing Professional Development) offered through the FPMAT. Recent TeachMeets have proved very popular and the move to an online platform for these has been one of the 'Covid Keeps'. By moving online, we have been able to widen the audience and reduce commute time and carbon footprint at the same time - surely a positive!

Schools are busy places and I am sure that like me that was one of the aspects that attracted you to work in education! However, it is also important that we take time to recharge our batteries, spend time off line—with our families, alone or doing what we enjoy. I would like to thank you all for your hard work and commitment, as ever, and I encourage you to 'switch off' and enjoy the Easter break.

I wish all of you and your families a restful break over the Easter holiday.

**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.

In this edition there are a range of excellent examples from across our schools of the move from blended learning to schools being fully open to all children. Inevitably staff have juggled re-establishing routines, identifying gaps in knowledge and revising the curriculum to meet the needs of all children. Running alongside this staff have been working to support the mental health and wellbeing of children. Having visited several of our schools over the last few weeks, I share your excitement about having all children back. One thing that has really struck me is how resilient we are—children and staff. The adjustments that have been made, not only physically with masks and one way systems, but with social interactions as well as teaching and learning have been impressive.

At a time when it would be easy to put staff development on the back burner and focus on other priorities, it has been incredibly impressive to see that the opposite is true. This half term alone has been jam packed with CPD and training opportunities for staff. Not only has the CPD programme continued to thrive, it has been in the large part run 'in house' by FPMAT colleagues—something that is not to be underestimated.

It was a pleasure to host two Lion Alliance TeachMeets in March. The first focused on SEND, with three presenters from across the FPMAT. The sessions were not only informative, but offered a range of 'take aways' that staff

could apply to their own practice:

- ◆ Behaviour management of students with SEND—Liz Gaynon (Lyng Hall)
- ◆ Making sense of sensory needs—Claire Greig (Lillington)
- ◆ Building resilience—Laura Francioso (Finham Primary)

Our second TeachMeet was an equally important subject—'Supporting our Mental Health and Wellbeing'. Again, practical tips and strategies as well as signposting for further support was shared:

- ◆ Practical tips for good Mental Health—Jane Burton (Lyng Hall)
- ◆ How to lead on staff wellbeing—Suzie Green (Finham Park)
- ◆ Daily wellbeing for classroom teachers—Suzie Green (Finham Park)

Thank you to all who contributed and led sessions as well as all who attended. All our TeachMeets are online via Teams and are completely free to all staff within the FPMAT—please do look out for future sessions . As part of our CPD programme, we will be extending our offer of online module training through iHasco which is free and open to all staff. Our Collaborative Development Groups are well under way too, alongside co-construction work on areas within the curriculum and practice—just some examples of the work on school improvement within FPMAT.

I wish you a restful and peaceful Easter break.

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



## MAT Development Groups



We are delighted to launch the FPMAT Collaborative Development Groups. This is a great opportunity for colleagues to research and help shape key areas within the FPMAT.

- ◆ SEND
- ◆ Reading and Literacy
- ◆ Student Leadership
- ◆ Mental Health and Wellbeing
- ◆ Diagnostic Questioning

Groups were open to all colleagues who expressed an interest in joining one of the particular groups. Each group has their own foci and will be feeding back to the Strategic Operations Group in the Summer Term to share their findings, plans and recommendations.

I have started to meet with each group, initially at the start of this launch, and have then handed over leadership to each group. They have selected a group leader who will help co-ordinate meetings and be responsible for feeding back to myself and headteachers. I have been really pleased with the make up of the groups with a good representation from support and teaching staff from primary and secondary. I look forward to sharing their work later in the Summer Term.

**Bernadette Pettman**

## Twitter Talent

If you're a novice or seasoned Tweeter, it is always useful to look for top teaching talent to follow. This 'Periodic Table of UK Primary Educators' has kindly been compiled by Mark Anderson AKA @ICTEvangelist

Why not check out some of his recommendations?



Don't forget to follow, like and retweet some of our own FPMAT Tweeters:

@Finham	@FinhamPark2	@FP2_Science	@LizSaddler
@Bpettman	@FinhamParkMAT	@FP2Computing	@lynghallmfltefl
@DandT_FP2	@FinhamParkMusic	@FP2English	@lynghallmusic
@ECDFP2	@FinhamParkRE	@Fp2Languages	@LyngHallPE
@englishlynghall	@FinhamParkSci	@FP2Library	@LyngHallSchool
@Finham6thForm	@FinhamPE	@FP2MFL	@LyngMaths
@FinhamPark	@FinhamPrimary	@FPMATJobs	@mflfinham
@FinhamDandT	@FinhampSports	@FPS_MFL	@PearlHydeSchool
@FinhamDrama	@FinhamT	@GeogFP2	@plestered
@FinhamEnglish	@FP2_Art	@Lhsixthform	@TLP21
@finhamoutcomes	@FP2_Drama	@lion_alliance	@WhitleyAcademy1

### Using Formative Assessment to respond to learning after a global pandemic



Responsive Teaching is a book written by Harry Fletcher-Wood. Finham Park MAT have been focusing on applying elements of Responsive Teaching within classrooms for the last few years. The book is founded upon six key challenges that educators face within the classroom. It comprises of the theory behind how students learn, cognitive science, and

the effective use of formative assessment to help improve students' learning.

In its simplest form, Responsive Teaching requires teachers to be able to identify what children have learned and then adapt their teaching accordingly.

#### Key Principles of Responsive Teaching

- ◆ Responsive Teaching uses assessments for formative purposes to help identify what students have learned.
- ◆ Responsive Teaching recognises that skill and success rely on what students know. This entails:
  1. Identifying what students already know.
  2. Planning and sequencing learning based on the knowledge we hope the students will gain.
- ◆ Responsive Teaching focuses on the principles of formative assessment, not the techniques.

## Current Educational Climate...The importance of being Responsive



The entire world has been affected by the COVID-19 pandemic. The country has been placed into multiple lockdowns and schools have had to react and produce remote learning provision for the children that they provide for. Whilst the first round of remote learning looked at 'recapping previous learning', the latest lockdown progressed to teaching 'new learning'.

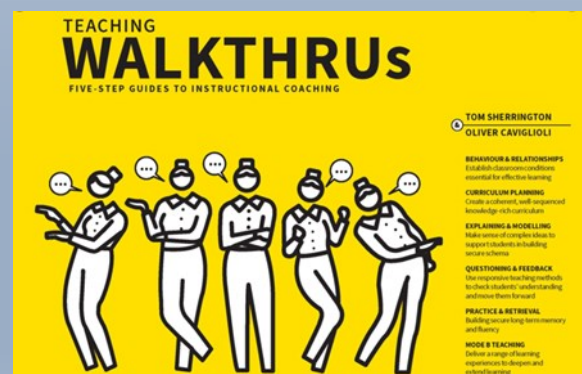
After a period of 10 weeks of learning from home, Finham has set out the importance of formative assessment in the lead up to summative testing at Easter. The main aim is that teachers can begin to identify what students know and after analysing this, adapt the sequence of learning to help limit and close the inevitable attainment gap.



### How can we tell what students learned In the lesson?

Ultimately, the core principles of Responsive Teaching and the main aims of Finham Primary School (in the immediacy after the lockdown) are completely aligned. As alluded earlier, Responsive Teaching focuses on six endemic problems. This CPD session will focus primarily on the 4<sup>th</sup> endemic problem:

*'How we can tell what students learned in the lesson?'*



In order to do this I would like to talk to you about some formative assessment techniques that can be used in your classrooms.

### **Formative Techniques: Cold Calling** **(page 90)**



- ◆ Cold calling is a technique where you question everyone in the room. No hands up, no volunteers. You pose the question, give thinking time and select someone to respond.
- ◆ The two main purposes of cold calling are to make all students think and to provide the teacher with feedback in relation to how well things are going.
- ◆ In order to understand where your students are, you need to involve them all in the thinking before sampling responses.
- ◆ Make it safe for errors, doubts and misconceptions to surface.
- ◆ You can repeat the response process multiple times until you have enough feedback to proceed or re-teach
- ◆ Cold calling allows you to choose who answers, keeping the whole class involved and giving you better information from which to plan your next responsive steps.

### **Formative Techniques: Think, Pair, Share (page 92)**

- ◆ Think, Pair, Share allows the opportunity for children to engage in structured discussion. Children are placed into pairs around the classroom and are set a task to complete in a short timeframe.
- ◆ Pairs are one of the most powerful ways to involve all children in the sharing of ideas as part of the flow of responsive teaching. Masters research found the significance of cooperative learning and how the children preferred learning and discussing with their peers.
- ◆ It is important that the teacher is able to circle the room and listen. Allows teachers to pick up interesting ideas and misconceptions.
- ◆ Switching between whole-class discussion and paired discussion provides the opportunity for all students to discuss their learning in a productive manner.

## **Formative Techniques: Show me Boards**

(Page 96)

- ◆ Another way to quickly sample the responses from a whole class is to use mini-whiteboards. Otherwise referred to as 'Show-Me Boards'.
- ◆ The class teacher poses a question, the children answer on their white boards and wait for the signal from the teacher to show their responses.
- ◆ Once shown, the teacher receives a big hit of feedback where they can scan boards for correct and incorrect responses or common errors or misconceptions.
- ◆ It is important to then engage in discussion with the students to help, consolidate or deepen their understanding.



Responsive Teachers assess students learning and adapt accordingly

- ◆ After gathering information in relation to understanding through the techniques shown previously or through an array of other formative techniques:
- ◆ End of lesson tasks e.g. mastery challenges.
- ◆ Examining students work e.g. scanning completed work.
- ◆ Exit tickets e.g. small sets of questions that assess students understanding of the lesson objective.
- ◆ Teachers must crucially then respond to their learners needs – this is a key principle of being responsive!

## **Divide, DIG and DECIDE HOW TO Respond...**

First we must divide our learners into the students who have a firm understanding and those who don't. We must then dig a little further. What are the main misconceptions? Are there any common errors? Where have the students struggled?

Then we must decide how best to respond. This depends on the context of the lesson. If everyone did well, you can move on. If everyone does poorly (don't cry), prepare to re-teach. But typically, there will be a mix, some who have got it right and some who have got it wrong.

## **DECIDING HOW TO RESPOND...What Might this look like?**

- ◆ Revise key points at the start of the next lesson – e.g. one common error was...
- ◆ Model success to students: sharing a model answer from the previous lesson, sharing a partial answer and improving collectively.
- ◆ Give students an answer and ask them to revise and extend the answer that is given.
- ◆ Work with students according to their needs: sitting with students who struggled (and excelled) at a planned point in the lesson or even setting students different tasks depending on the most suitable next steps.
- ◆ Responding is typically a case of reviewing what the main misconceptions were and consolidating the students' understanding.

## **When to move on?**

- ◆ Teachers may be confused how long they should spend reviewing content.
- ◆ Should the teacher accept that some students won't 'get it' and move on, or risk wasting the time of the students who have 'got it'?

- ◆ How long you spend reviewing the previous lesson, depends on how important the key concepts are to your unit plan.
- ◆ Where possible, we need to try to make sure that the students have a good understanding of key objectives – especially in cumulative subjects like maths.
- ◆ This doesn't have to be a whole lesson, but you may instead decide to drip feed certain skills in short, sharp pockets multiple times in a week.
- ◆ Children who have 'got it' can be challenged to deepen their understanding. Additional practice will promote practice beyond mastery, which improves retention in the long term – or simply put, slows down forgetting.

#### Key things to Remember...

- ◆ Responsive Teachers are able to gather information through formative assessment techniques to help gain an insight into their students understanding.
- ◆ These formative techniques themselves are useless, unless the teacher is able to dig for misconceptions and respond to then support the students in their learning.
- ◆ Once you have identified where the students are with their learning, teachers can then adapt their planning to move the students towards the desired level of understanding.
- ◆ Responding through recapping, modelling, discussing misconceptions and focus groups are key techniques that you can use in order to become a Responsive Teacher.

**Conor Fitzhugh**



## Robust Vocabulary Instruction

Vocabulary—a component of every subject that we teach. Yet one that can pose innumerable limitations for our student population if not intentionally focused on where we are delivering our lessons or shaping our curriculums.

How consciously do we consider the words that we use in our teacher dialogue, in our presentation materials, or more specifically the core vocabulary that we teach?

When I refer to vocabulary, I am referring to ‘learning meanings of new words’. This concept of ‘meaning vocabulary’ is a powerful asset for students to nurture. It can be the key for them being able to not just read material, but more significantly to comprehend its context and be able to apply it in tasks. This focus moves beyond just raising reading ages of students, but making them adept interpreters of vocabulary and their subject specific contexts.

Like a scaffold, our meaning vocabulary needs to be the skeletal framework we build our learning intentions up from. They will become the puppet masters of how we develop our curriculum pathways. What vocabulary is non-negotiable? What vocabulary creates the cornerstone for comprehension in your subject area? Once this baseline is established, you can explore ways to layer exposure to this core vocabulary. It is in this next step that the robust richness of this practice is found.

There are a number of books I would recommend:



# Robust Vocabulary : The Mechanics

The foundation of Robust Instruction is on the repeated exposure of vocabulary; development concentrates on the building of Tier 2 vocabulary.

The methodology capitalises on some of our central school priorities. By its very nature, the instruction is a process of interleaving over time in order to repeatedly retrieve vocabulary and build on conceptual understanding further.

**Stage 4 –**  
Knows it well  
Child has a rich, decontextualised knowledge of the word

**Stage 3 –**  
Recognises it within a limited context  
Child knows "it has something to do with..."

**Stage 2 –**  
Heard it, but limited understanding  
Child has a 'general' sense of the word

**Stage 1 –**  
No Knowledge  
Child has never seen the word before

By dual coding through imagery, and concrete contextual examples, students are able to securely build a schema around high stakes vocabulary.

Additionally the enriched investment in vocabulary supports their confidence in being able to read, decode and develop; strengthening their opportunities in all aspects of the curriculum. Reading is framed as a universal skill rather than a habit in English class.



Lesson 2 – placing in topic context

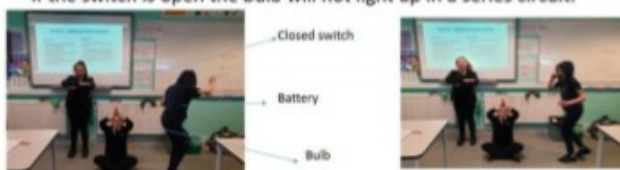
<b>Context</b>	The word of <i>erosion</i> caused by recent extreme weather has been 'sample today', according to the National Trust.
<b>Student-friendly explanation:</b>	A bit gradually breaking away is a process called <i>erosion</i> .
<b>Additional context:</b>	In December, we had two years of <i>erosion</i> in one afternoon and we're working hard to look at how we manage the winter change at a much faster pace of the <i>erosion</i> as it's not too fast and some points become more difficult to manage.
<b>Opportunity to interact:</b>	If I say something that could be an example of <i>erosion</i> , say 'erosion' if not, don't say anything. I will ask why! <ul style="list-style-type: none"> <li>A bit gradually breaking away</li> <li>Wearing away of a rock over time</li> <li>An erosion gradually disappearing</li> <li>Your relationship with someone transforming your <i>erosion</i></li> </ul>

**Your question to your partner next lesson:** what's the word that means "the gradual destruction of something."

You would do this structure for 2 or 3 vocabulary choices that are thematically linked, for example, physical processes or geology.

## Guess the circuit and components game

- Students from a particular group had to decide if they want to be a parallel or series circuit and which part of the component they will be in order for the circuit to be complete ( the current to flow)
- If the switch is open the bulb will not light up in a series circuit.



**Phase 1** of the project focused on practical workshops that developed the working party's understanding of Robust Instruction.

**Phase 2** then integrated practical workshops, with the implementation and evaluation of it in classroom practice.

**Phase 3** involved observations of practice by myself, and the AHTs connected with the evaluation process. Initial observations, prior to closure, demonstrated the foundational understanding of the instruction taking root.

The initial projection of Phase 3 had been to sustain the practical implementation process and evaluation for 2 months; building in one-to-one feedback with staff as they journeyed through their development.

# Robust Vocabulary : Adaption to Closure

Closures interrupted the progress of Phase 3. it was placed on standby. The working party were still encouraged to develop practice online and in 'at home' work booklets.

However, in Phase 4 the emphasis was reframed with long-term strategy in mind. We looked at integrating robust instruction in medium term planning to maximise both exposure to high stakes vocabulary and retrieval of it at the crucial KS4 stage. Staff within the working party have begun to cascade their understanding into their directorates. As a consequence, the instruction is becoming more embedded. This allows for one of the core principles—repeated exposure—to have the greatest impact.

**OVERVIEW OF POWER, PEOPLE & POSSIBILITIES**

In this unit, students will explore the **robust vocabulary** related to the **History, People and Possibilities** scheme of learning in part of a **powerful** and **powerful** **first** **second** curriculum journey. Students will be encouraged to challenge learning opportunities with the overarching aim of equipping their development as **successful** **human** **confident** **individuals** and **responsible** **active** **citizens** capable of making a positive contribution to society equipped with the necessary **knowledge**, **skills** and **understanding** of **historical** and **contemporary** events. Students will explore the **experience**, **influence** and **impact** of **democracy**, **suffrage**, **citizenship** and **power** with reference to **prominent** key figures and their work to enhance social and moral progress. Students will engage with the **core concepts** of **democracy** and the **principles** that underpin the form of government, the impact of **voting** leading to **equal** voting rights, **citizenship** and such as **power** and the **power** of **citizenship** as a **living** force for change.

**KEY CONCEPTS:**  
Students will explore 4 core concepts of the **History, People and Possibilities** scheme of learning.

- 1.1 **DEMOCRACY**  
(Is a **system** for the people, by the people?)
- 1.2 **SUFFRAGE**  
(Why is **suffrage** an important part of our British history?)
- 1.3 **CITIZENSHIP**  
(How can we **engage** for change?)
- 1.4 **POWER**  
(Do we live in an **equal** society today and nobody is more **powerful** than anyone else?)

**ROBUST VOCABULARY:**  
Within each lesson, students will explore the **robust** **concepts** of **each** **robust** **vocabulary**. Students will strengthen their understanding of each key word through the **powerful** **application** of a series of **PEEL**, **Thinking** **How?** strategies and **retrieval** techniques to further **consolidate** their **recall** and **recall** **recognition** and **recall**.

**ASSESSMENT OBJECTIVES:**  
Students will be assessed on their **knowledge**, **understanding** and the **skills** **related** to the **robust** **concepts** of **each** **robust** **vocabulary**. Given the **focus** on **democracy** within the scheme of learning, students will be assessed against the end of year **assessment** **objectives** for **democracy** in a series of short **assessment** **tasks** **eg** **short** **writing**, **speaking**, **reading** **and** **listening** **tasks** **based** on the **core** **concepts**.

**CITIZENSHIP:** **Democracy** **knowledge** and **understanding** of **democracy**, **government** in the United Kingdom, including the **roles**, **rights** and **responsibilities** of **citizens**.  
Students may be presented with opportunities to develop **Research** **skills** and **recognition** of **evidence**, **analysing** and **evaluating** **evidence**, **presenting** **research** **arguments** and **take** **action** **action**.

**Powerful for scheme - how is it closing the gap? why is it an important foundation for learning?**

**Reduce it to CORE concepts and then CORE vocabulary**

**Developing Vocabulary Pedagogy**

**What this task is all about?**

**Stages of Robust vocabulary instruction (for use)**

**Stages of Robust vocabulary instruction (for use)**

**Session 1 - what's the rest of history?**

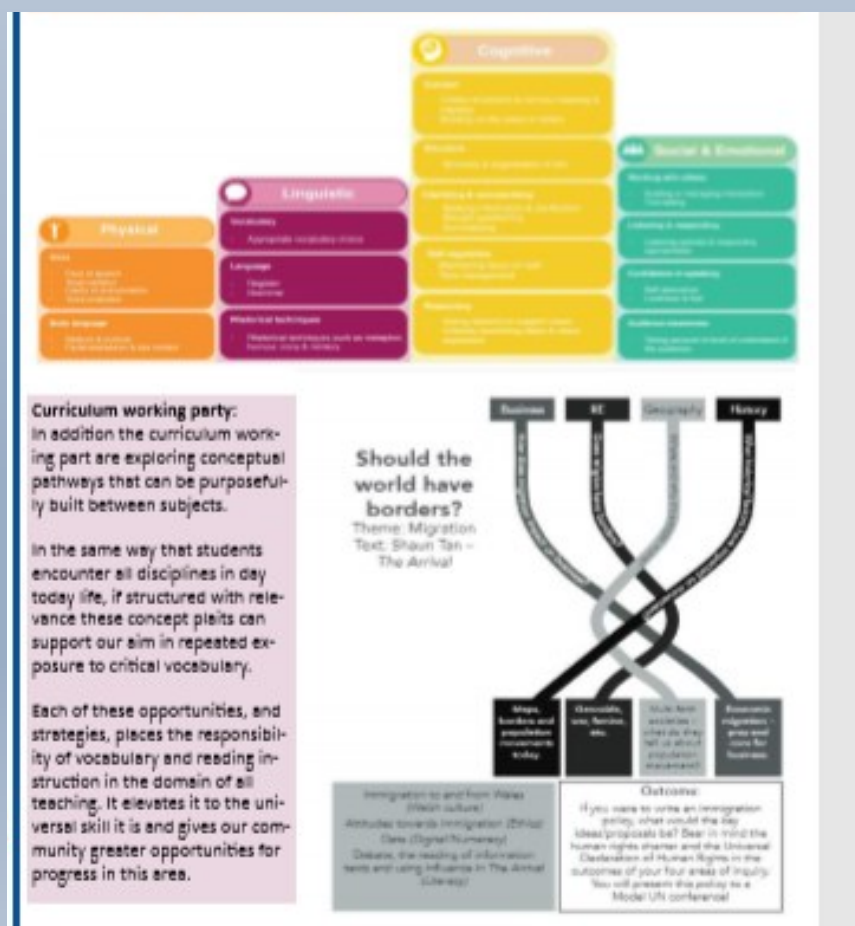
This exemplar from Humanities illustrates a number of key developments:

1. Deepened understanding of the purpose of robust instruction
2. Strategic application to close gaps in a specific subject area
3. Secure interleaving between English and Humanities' to deepen exposure to vocabulary and strengthen impact of Robust Instruction.



Working alongside Finham Park 2, we are developing oracy practice with a priority focus on the level of our vocabulary. At Lyng Hall we are prioritising this practice with KS4 groups, whilst FP2 are developing with their KS5 groups.

Using the benchmarks below, this practice can help to remove some of the barriers students experience in recognising vocabulary. The initial priority is on knowing it and talking about it. This bank of vocabulary can build up and support their access to texts they come across. By encountering vocabulary orally, as well as in the written word, the repeated exposure will increase students' probability of recalling and, with time, comprehending. This concept of layering is the key to break down the limitations.





## Shared Reading

Shared reading is designed to be a step between reading aloud to the class and guided reading. In guided reading, children often practise key skills independently. Shared reading helps the children to learn those skills with you, before they have a go on their own.

Shared reading sessions are based around the teacher reading from a large copy of the book/text so that everyone can see and follow along. The teacher reads to the students enthusiastically and with expression to demonstrate what fluent reading sounds like. Using a pen or pointer to track the words as you read them is really beneficial, and for younger children you can track individual sounds to model decoding skills. You can also demonstrate skills such as comprehension, recognising punctuation etc

Once children are familiar with the text, they are encouraged to read along, make predictions and repeat familiar words or phrases etc. An example of an activity which supports these skills further is to have a sticky note covering one of the words. You can read the text together then stop at the sticky note and discuss what the word might be, encouraging children to use the clues from the text. This is a good activity for children to develop the skill of making an appropriate guess when they come across a word that they cannot read independently.

Shared reading is also a good opportunity to teach children how to navigate the punctuation in texts. During shared reading, you can 'think out loud' as you read. For example, when coming across a piece of punctuation, the teacher can begin a discussion about what that punctuation means, and how it changes the meaning of the text or how it needs to be read. As children become familiar with these thought processes, they will begin to apply them in their own independent reading.

These sessions only need to last around 15 minutes, but you can focus on the same text over the course of a week to make it more in depth. I have practised a very simplified version of a session in Reception and the children really enjoyed it. It was great for demonstrating decoding skills and the thinking that they need to do to apply their phonic knowledge.

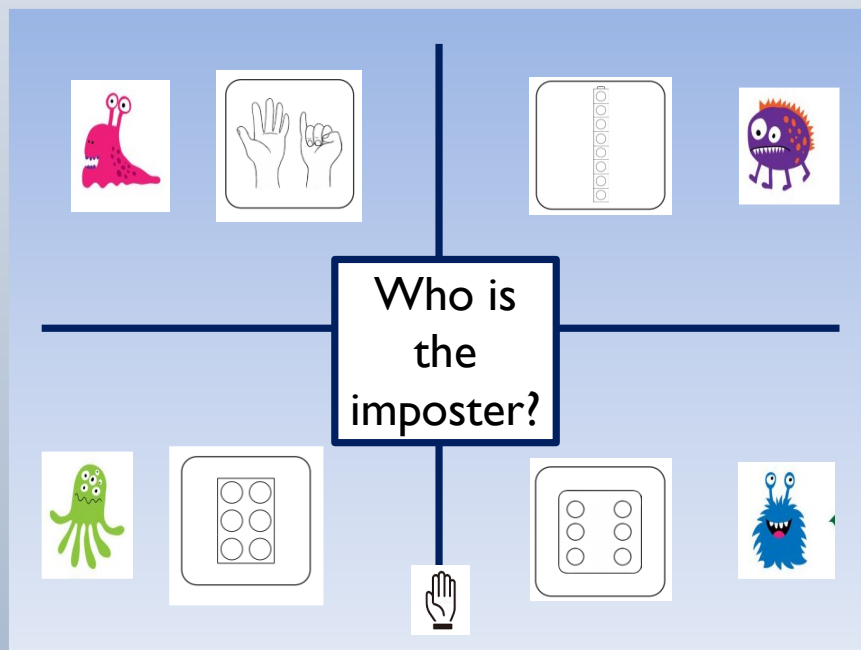
**Katie Baker**

## Imposter



**Monday**  
**Are you  
ready to  
find the  
imposters?**

In reception, both online, in packs and in class we have been playing a new game as a starter for maths. The game is called 'imposter' where the children are presented with a grid of 4 aliens. The “imposter” is the answer which is different to the rest.



I have found that this was great for promoting conversation and using mathematical language and reasoning and I can imagine it would be easy to adapt across the whole school. My children are used to doing 'odd one out' type questions (as we do these regularly!), so it may take a little bit of explaining if your children are not familiar with odd one out questions. In the above example, there are different visual representations of 6 with one being wrong. I have adapted these for different areas of maths, for example 3 different sized squares and a rectangle, different representation of triangles, 10s frames with different representations of the same number etc.

**Charlie Pegg**

As we look forward to returning to the classroom and having students back to school, I am aware there will be a mixture of emotions that we are facing, from excitement to trepidation. We can only assume the same of our students as well. Bearing this in mind our priority must be to provide quality learning experiences that support the transition of students back into the classroom.

Quality first teaching will provide students with the platform they need to recover their educational motivation and aspiration.

Use the strategies shared by our lead partitions and Simon Tibki to support your planning for our much-awaited return to the classroom.

**Clare Jones**

Effective Recall starters.

**Recall it ...**

**Carley Latue**

The purpose of using recall questions at the beginning of lessons is two-fold: we can help aid long term retention of powerful knowledge by revising prior learning, and it supports us as responsive teachers as we can see what we may need to spend more time on in lessons. This is going to be vital with our return to school from March 8<sup>th</sup>, but the challenge will be stretching students who have engaged well with online learning alongside supporting those who may have not. With that in mind, I have highlighted some of the key features of excellent practice in recall that I have seen to support this:

- Effective use of pace by starting the recall with simpler questions (for the instant feeling of success and opportunities for teacher praise) but then increasing with challenge for those that need it.
- Having two different recall activities that students can choose between with one covering more basic skills and the other having an increased level of challenge.
- Having a scaffolding resource (physical or a support box on the board) that students can use to refer to when completing the recall task, only for those that need it.
- Using the recall as indicator of understanding of powerful knowledge. Students can then move on to an independent task whilst the teacher leads an intervention for those that need it. Having a scaffolding resource (physical or a support box on the board) that students can use to refer to when completing the recall task, only for those that need it.

## Re-establishing Routines to support learning

### Seher Tawfik

Students like to know what to anticipate in a lesson; it gives them confidence and it fosters both resilience and independence. Here are some strategies to establish routines.

Start with an easy routine that emphasises the importance of presentation and focuses students, so they are ready to learn

Ask them to write the date, title and start the Recall it.... Make the first recall it ... activity accessible to all students (see above from CLA) – keep it short but challenging (5-6 minutes).

Write the Powerful Knowledge live with the students (where possible) and only communicate the most crucial ideas and key vocabulary in the lesson (LEARN IT section)

In the KNOW IT part, try to include a chunk of the lesson where you read and discuss a text as a class – if possible, share the reading

When modelling your thoughts about a text/concept/content/exam question, use live exemplars. If not, talk through pre-prepared ones – breaking them down slowly and explaining how they hit the success criteria

Break down complex knowledge into easy steps– use a formulaic approach

Use questioning and reading checks to see if students understand before asking them to tackle the APPLY IT task independently – give them sufficient time and support

Return to the Powerful Knowledge (slide) at the end of the lesson in the REVIEW IT section – use the final stages of the lesson to ascertain if students have embedded the key knowledge in their work

Ask students to write a summary of the key lesson content and include reference to the Powerful Knowledge

## Positivity and Purpose for all students

### **Jo Woods**

We will face variation in the students' academic purpose when we return to the classroom. Some pupils will have attended remote lessons but still lack confidence about their learning during lockdown and some will not have engaged and therefore will have missed some if not more of these learning experiences.

We need to help all our students to reconnect with learning, school and ultimately themselves in the months to come.

### **Focus on nurture**

The learning space should first be a nurture space. Avoid deficit talk of "catching up", "being behind", or "missing work". Choose topics which are familiar to all students pre-lockdown, or new to all so that pupils don't feel disadvantaged. Small successes at the beginning of the return to school will engage and enthuse pupils.

### **Celebrate the small wins**

Use rewards, focus on the positive. Getting to school in the right uniform, a mask and bringing a pen might be a challenge for some. Use praise in lessons, use the school reward system, phone home about good work or behaviour to positively reinforce success.

# Engagement and personalised learning to support closing the 'engagement' gap from remote learning.

Ato Hammond

## Engagement strategies

- Responsive teaching (listen to your students and react to their needs)
- Clear learning intention and lesson structure
- Make success criteria explicit to students.
- Highlight key language and powerful knowledge and reinforce/review throughout the lesson
- Teacher modelling should enable students to understand the process and strategy which leads to an answer, not just the answer.
- Plan for key questions to support, challenge and assess learning
- Use low-stakes quizzes to embed/reinforce key skills and powerful knowledge especially content covered during the lock down.
- Establish high standards of behaviour from the beginning (Be very deliberate and elaborate on establishing expectations, skills and routines)
- Nip low-level disruptions in the bud
- Pre-empt difficult/challenging questions and plan to intervention when they arrive
- Use emotional intelligence and social cues to effectively manage disruptive behaviour (tactical ignoring of 'attention seekers' and highlighting/focusing on positive behaviour/outcomes)
- Reinforce classroom rules and consequences consistently.

## Lesson start

**An engaging lessons should have an excellent start**

This means..

- A prompt start is key!
- A timed Recall it task as students enter will keep students focused and minimize low level disruption
- Bridge knowledge gaps by interleaving content but differentiate to ensure all learning needs are met.
- Lots of positivity when you meet and greet at the start and feedback should be encouraging, focusing on positives.
- Be persistent with your expectations, don't let things go unchallenged. Remember it's your classroom and you are in control!
- Be calm, patient and flexible. Also be adaptable and responsive. Listen to your students and react to their needs.

## During Lesson

**An engaging lesson should have a clear lesson structure (remember lesson stamps)**

- Share learning intention
- Share learning success criteria.
- Chunk lesson into tasks whose outcomes can be evaluated against success criteria
- Use AFL throughout to assess progress and adjust teaching accordingly.
- Differentiation should account for the level of difficulty of the questions, hints, prompts/scaffolding resource-type, time allowed etc.
- During feedback, Involve other students e.g. think pair share etc.

## Remote learning ... what good practice can we take into the classroom?

### **Marc Skelton**

Many students and teachers are now practiced with learning techniques and engagement in ways we had not thought possible, or even considered 18 months ago. There is of course no substitute for being in the same room as pupils and connecting with them. However, there is huge potential for bringing some of the good practice from lockdown learning back to the classroom. Some of these relate to what we do as teachers (mechanisms, approaches etc.), some relate to student belief and capability. The mere fact that so many students now know how to log on to MS Teams with laptop or phone, or both affords great possibility. When you think back over the hours of online content created and the huge array of new skills that have been harnessed, it would be a shame to lose them.

### **MS Teams:**

- Use assignments for homework submissions (or at least give this as an alternative). It's so quick to set up an assignment and lots of students will find it easier to take a picture of homework on their phone and upload it using the Teams app.
- Upload resources / pdfs / PPTs etc. to the files section so students can access the material you've used later – lots of students will use this to double check what was taught in the day.
- Open the Teams App in class, hit record and create a video of part of the lesson. Most of the visualisers in the rooms have microphone and you can point the camera up at the board. Uploading these to the files section of Teams can give students a second chance to look at key information or could even be used to provide homework instructions.
- Setting an assignment after a lesson for students to take pictures of their classwork and upload. This could then be used as WAGOLs the next lesson. A lot of students would really engage with this.
- Using the Apps which Teams let you use projected onto the board in the classroom.

### **MS forms:**

- Using MS forms after a lesson can provide a quick exit ticket and something you can use to inform practice for the next lesson and be more responsive. If you set up a short MS Forms quiz as the students leave asking them how well they understood various concepts they can log on with their phone that evening (as many have been doing during lockdown learning) and fill it in ready for the next day to gather information before the next lesson or give feedback on that day.

### **Using online quiz platforms:**

- Don't dismiss the use of Quizziz, MS forms, Testportal, Kahoot etc. in the classroom. You can still project these in the class (not necessarily needing iPads) and use ABCD cards or get students to just write their own answers. The engagement created with a lot of these platforms is worth retaining.

### **Use collaborative work platforms for students to work on outside of class:**

- Wiki and other Apps within Teams can remain a great way for collaborative working.

### **Keeping touch with students and parents in a reliable way:**

- Many students and parents are now more comfortable with communication by email, Teams messages etc. These are great additions to our engagement toolkit.

## Re-engagement strategies

### Lesley Gale

As lockdown ends and normal school resumes the challenge for teachers is how to engage, motivate and reintegrate students back into their normal routines and classroom experience as smoothly as possible.

Here are some tips for all key stages that will help to get students back into the swing of things...

#### **Build a sense of community through questioning and discussion:**

This will help to engage all students and promote the social and emotional aspects of oracy. Working with others again through turn-taking and discussion will help to inspire confidence in students and allow them to feel part of the learning environment again. Invite students to contribute by asking them to do some of the explaining; use targeted questioning to keep everyone involved and motivated, and encourage every single student to participate by using RAG cards, mini whiteboards or exit passes – the choice is yours. The important thing is that what you do next in terms of responsive teaching is based on the learning needs of *all* of the students and not just those who are keen to get involved.

#### **Scaffold tasks with learning checkpoints:**

Encourage all students to get involved with their learning by providing a range of differentiated activities. Provide options for responses and design learning opportunities with a creative element in mind. Allow students to work at their own pace with periodic checks to monitor progress and pace, for example, “Do we need to go over this again a bit more slowly or are we all feeling confident and ready to move on?” Explain things slowly, explain things again; use patience and good humour and respond to and provide feedback. All of this will provide a welcome break from on-line learning by giving all students a ‘voice’ in the classroom which, again, will allow all of them to reengage and interact, not just with their learning but with each other as well.

#### **Be personable:**

Relationships are the pillars of lasting engagement in the classroom so get to know your students again and let them get to know you by using conversation, personal anecdote and, above all, a huge smile, so that every time your students walk into your classroom they will feel enthused and motivated to learn.

# Responsive Teaching

**Mat Gaynon**

With students having a variety of different experiences of lockdown lessons, we will need to use lots of our responsive teaching tools to quickly assess students understanding and use the information we receive from the students to inform the planning of our lessons. Consider trying the following responsive teaching techniques in the coming weeks as we return to the classroom.

1. Consider “whole class” responses : Quickly check the level of understanding for a topic by using a suitable whole class response. This could include “5 fingers”, “Thumbs up/down”, mini whiteboards, RAG cards. Tailor the task(s) that follows based on the responses. Don’t be afraid to go back and teach a topic again if they are not showing a good level of progress in a key piece of powerful knowledge.
2. Elicit possible misconceptions with a well-planned “Hinge Point”. Use a multiple-choice question as a starting point for a discussion. It can give the students and the teacher confidence in their learning as well as letting you know if they need to revisit powerful knowledge.
3. Use an exit task or exit ticket to highlight key areas and then use these to plan your recall activity. Try putting a key question based on the powerful knowledge in the lesson, on the board and ask students to answer on a post it and stick it on the board as they leave. You get a really good quick feedback sheet that you can easily use to highlight where to pitch your recall or tasks the following lesson.

## Responsive Teaching

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

## Supporting disadvantaged students as we return

### Simon Tibki

As we plan to return to school, it is clear to us all that our students will need to be supported with this transition in a variety of ways. Research suggests our most disadvantaged will have fallen further back than others. It is important we look at how we can all do our bit to support the students we teach before we return, so that we start on the right note, with a particular focus on our most disadvantaged.

### Before we return

- Remind yourself again, who are the disadvantaged students you teach, and who has been attending as many of your online lessons that you would have liked them too
- Consider how you can offer sustained support from lesson to lesson, properly informed as a result of effective diagnostic assessment, as this will be far more effective than “one-off” interventions or gestures

## When we return.

- Can you support students with equipment? They can collect while holding a sanitising wipe, and can wipe down and return it to you while holding a wipe – don't let it be an obstacle to learning if we can help it
- Make time to listen to them, whether talking about school or not, a few moments could make a massive amount of difference to their well-being – we must gain, re-build, and re-affirm their trust in us again
- Look for every opportunity to acknowledge our students and show them that you are always thinking of them, whether that is saying hello in the corridor, praising work they did last lesson, or sharing your hopes to them for next lesson
- Make sure you question them during the lessons – plan your opportunities and questions, and allow students the time to think so that they feel supported to be successful

The coming weeks will be hard for all of us, but we have the tools to deal with the unique situations we find ourselves in, whereas the majority of our students don't. This is where we all need to step in, and do our bit where we can. A quote from one of the articles linked below sums up what our approach needs to be in the coming weeks **“My main advice is take away the stresses of learning by praising, providing equipment, nurturing, developing trust, caring, praising some more and providing positive learning environments. Ultimately, treat your students as more than just a grade, greet them at the door, wish them a nice weekend and make sure the purpose of work and homework is clear. Remember, every child does matter not just every grade.”**

Let's support each other too in the coming weeks.

Articles referenced (please have a read, these individuals' words are far more eloquent than mine!)

<https://heathfieldteachshare.wordpress.com/2020/06/11/reflections-the-impact-of-school-closures-on-disadvantaged-students-and-the-attainment-gap/>

<https://www.missbsresources.com/teaching-and-learning/take-away-the-barriers>



FINHAM PARK  
SCHOOL

## Lessons from Lockdown

The return to classroom, face to face teaching is imminent, a fact that will be most welcome to many. There is bound to be some anxiety, however: Can I remember how to teach a physical lesson? Will the students have forgotten everything? And most pressingly: How will I fit back into my work trousers? Much as we have been looking forward to welcoming the students back, many teachers are also reflecting on what elements we can retain from our online teaching experience.

For example, independent learning activities have been revolutionized; interactive quizzing and Google forms mean that collating responses has become much quicker and easier; marking has also been made more efficient. Rather than focusing on the negatives emphasized in the recent media narrative, we should strive to 'keep the main thing the main thing' and focus on doing the best we can for our students in the time we have. The notion that we can make up for nearly a year of disruption in a few short weeks is unrealistic but we should aim to make the absolute most of the lessons we have learned and the technologies we have mastered. Integrating the best of remote learning into our curriculum and recognizing and celebrating the fact that many of our students have developed many new skills whilst learning at home will be key to the 'restart curriculum'.

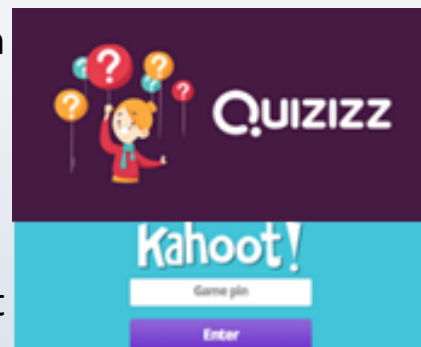
As Kristian Shanks says in this thought provoking blog ( <https://kristian-shanks.medium.com/why-im-not-worrying-too-much-about-covid-catch-up-b4c1077ffd69> ):

“What we’ll need to do are the usual building blocks of good teaching and good schools. What we do all the time.”

With the focus of the next few weeks very much on retrieval and assessment in low stakes, fun ways, if you haven't yet tried Kahoot or Quizziz for home learning, now is a great time to experiment. Students love the gaming element of both and they are both free and user friendly, not to mention that both provide and collate very useful data which you can use to assess where your classes are with their learning.

<https://kahoot.it/>

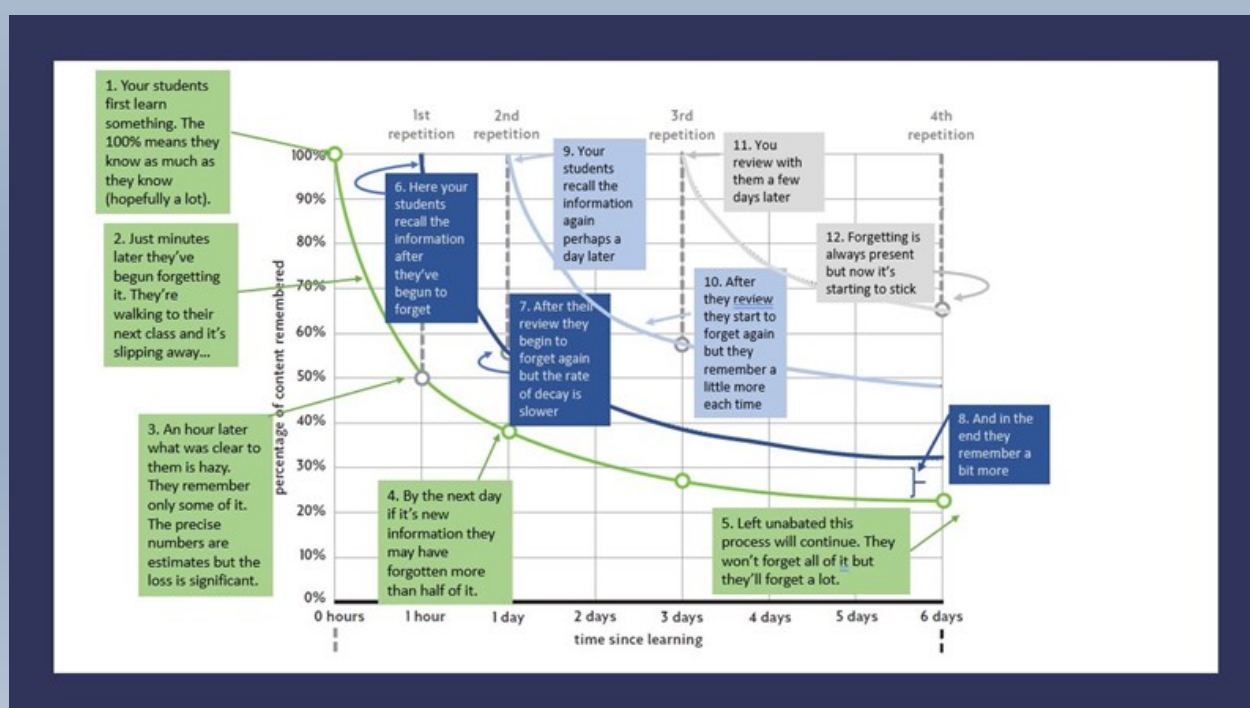
<https://quizizz.com/>



## Retrieval


One of our main priorities on the return to school, once we have settled the students back into school life, will be to consolidate the learning they have done in lockdown. Doug Lemov has captured the 'forgetting curve' beautifully showing that repetition of the powerful knowledge is absolutely essential.

Read more here: <https://teachlikeachampion.com/blog/an-annotated-forgetting-curve/>




And in our first few lessons, retrieval should begin with a lot of low stakes quizzing. This visual is from Tom Sherrington and Oliver Caviglioni's 'Teaching Walk Thrus' from which you will hear a great deal more over the coming weeks.....


**QUIZZING**
1 2 3 4 5




**SPECIFY THE MATERIAL IN ADVANCE**




**ASK A SET OF SHORT FACTUAL RECALL QUESTIONS, VARYING IN STYLE**




**GIVE ALL STUDENTS TIME TO ANSWER ALL OF THE QUESTIONS**



**PROVIDE THE ANSWERS FOR STUDENTS TO SELF OR PEER-CHECK**



**AFFIRM GOOD PERFORMANCE AND SEEK OUT WRONG ANSWERS**



- A routine quiz helps check that students have learned the material.
- Quizzing provides information to student and teacher about where gaps exist.
- It reinforces the retrieval strength of the material so it's easier to remember later.
- Quizzing is a form of practice; the more it is done, the more fluently students remember.

## Re-establishing Routines

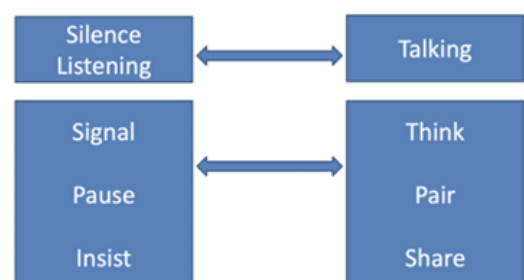
In my training this week, I referred to Tom Sherrington's excellent blog:

<https://teacherhead.com/2020/05/29/re-establishing-teaching-routines>

In this Sherrington argues that rehearsing and embedding the very basics of our classroom craft will be essential to settling students quickly and making our lessons efficient and effective. He suggests that priorities for return to school should be:

- Classroom Interaction
- Learning Goals
- Checking for Understanding
- Guided Practice

Two key strategies together.



Rather than bombarding classes with onerous tests from the first day back, questioning is our best method for establishing where students are with their understanding. We have looked at lots of different questioning strategies over the past few years. A useful summary of some of the kinds of questioning we can use is below.

It is very easy to take questioning for granted, especially if, like me, you have been teaching for a little while (!) but one thing online teaching has taught us is that planning opportunities for questioning – and the questions themselves – pays dividends and makes for a more effective learning experience. You should decide the following ahead of time:

- ◆ Who are you going to ask?
- ◆ When?
- ◆ Why?
- ◆ And How?

Questioning Techniques	
<b>Cold Call</b>	No hands up or calling out. Ask everyone → select who answers.
<b>No Opt Out</b>	If students get an answer wrong or don't know, go back to them to check that they now know the answer.
<b>Check for Understanding</b>	Ask a selection of students to relay back what they have understood about the question under discussion.
<b>Probing Questioning</b>	Make each question and answer exchange a mini dialogue, probing to explore student's understanding.
<b>Think Pair Share</b>	Allocate talk partners, set a question with a time limit, ask students to think, then discuss, then report back.
<b>Say it again better</b>	Accept students' first half-formed responses but then help them to reframe a better more complete response.
<b>Whole Class Response</b>	Use techniques like mini whiteboards or ABCD fingers to provide simultaneous responses from a whole class.

**Helen Cooke**



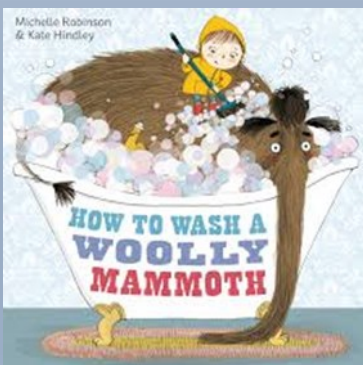
## Savage Stone Age



The start of term in January did not quite go as planned or as we had hoped, as another lockdown was announced. This meant we needed to quickly make sure our plans could be delivered both face-to-face to the children in school and online to the children learning from home. We pivoted to a hybrid approach.

We had an exciting curriculum planned, with learning in all areas based on the Stone Age. We wanted to ensure our children had a broad and balanced curriculum, with a core of English and Maths activities each day plus a range of practical activities that the children could do at home with their families.

We had planned to start our learning with the hook of a Forest School session, with the children whittling their own knives and spears but this was not possible to transfer online.



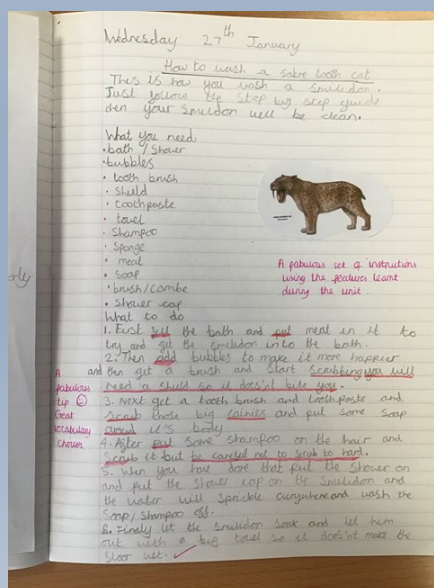
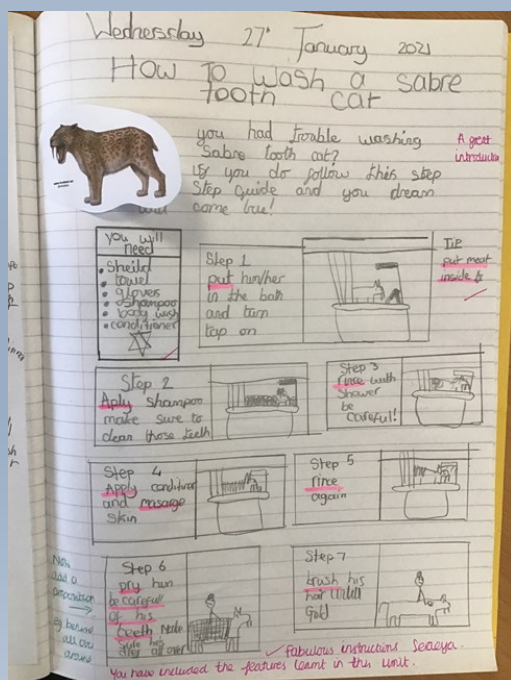
We did however use stories to engage and hook the children into their learning. *How to Wash a Woolly Mammoth* is a funny instruction manual, giving readers a step by step guide as to how to successfully bath a mammoth. But be warned! Be careful to make sure he doesn't get any soap in his eyes.

The children learnt a variety of skills such as the use of imperative verbs and prepositions to write a successful set of instructions. They had fun washing dirty toys to build up a word bank of useful imperative verbs.

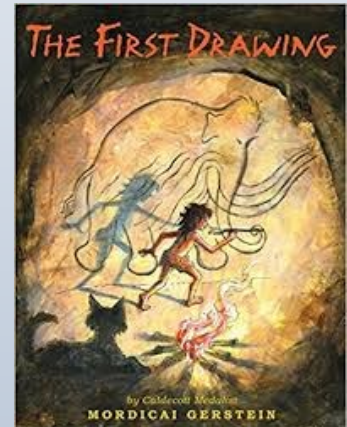
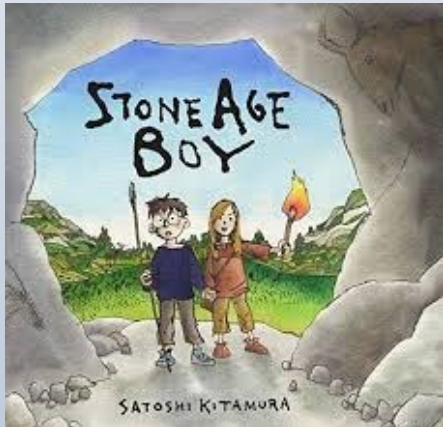
The children read, followed and evaluated a set of instructions as to how to make a model mammoth out of a milk carton. This activity hooked and engaged the children into the topic. The children at home were really creative, using different materials they had available to make their mammoths. They then used all these skills to write their own set of instructions of how to wash a woolly mammoth.



The children then independently wrote their own instructions for “how to wash your sabre-toothed cat”, which we used to assess their learning.



We also looked at narratives set in the Stone Age. Children wrote their own adventure stories based on *Stone Age Boy* by Satoshi Kitamura, imagining that they had travelled back in time to the Stone Age. They also studied the story *The First Drawing* by Mordicai Gerstein, exploring cave paintings and writing a diary entry and recount.



In the afternoons we planned a range of creative activities linked to the Stone Age. The children have enjoyed cooking, making a delicious authentic Stone Age stew, and making stone age necklaces and tools. When designing and building a Stone Age settlement, the children problem solved and persevered to design caves with different designs for stone age people.



History workshops on the Stone Age were arranged with Heritage Education and the Warwickshire museums staff. Children at home and in school accessed online workshops with experts on the Stone Age. The children in school were also able to access a loans box of artefacts to handle and explore. The children were excited to receive a video call from an archaeologist and help choose the artefacts for a new museum exhibit on pre-history.



As half term approached we organised a social activity where we linked up the children at home and the children in school for an online get-together. Everybody made rock cakes and on the last Friday afternoon we had a Google Meet where we met together for a catch-up, and shared an enjoyable chat and cake together.



**Emma O'Toole**

Since returning to face-to-face in school lessons for all students on the 8<sup>th</sup> March everyone has been working together on our Good to Great plans. We know we are a very good school, with a fabulous staff team and students. However, we are ambitious in our expectations of Teaching & Learning and school culture and are developing our policies and practices to be truly great. With several of our normal systems up in the air this last year has provided the perfect opportunity to look at what works really well, what doesn't and what will have the greatest positive impact (or leverage) for students.

We have started to develop best practice based on 'Leverage Leadership' by Paul Bambrick-Santoyo. This combined with reviewing potential 'Covid Keeps' as part of our strategic framework review will, we hope, really move us forward as a school. However, it is unlikely that many of the things we need to improve will change (the what), we certainly believe the plans we have in place (the how) need improving..



"IF WE CREATE A CULTURE WHERE EVERY TEACHER BELIEVES THEY NEED TO IMPROVE, NOT BECAUSE THEY ARE NOT GOOD ENOUGH, BUT BECAUSE THEY CAN BE EVEN BETTER, THERE IS NO LIMIT TO WHAT WE CAN ACHIEVE" ~ DYLAN WILIAM, UNIVERSITY OF LONDON

WHEN YOU THROW EVERYTHING UP IN THE AIR ANYTHING BECOMES POSSIBLE

SALMAN RUSHDIE

We are currently focusing on two areas as a trial for our new school improvement approach:

**Lining Up** (after social times)- to further develop a positive student culture

**Ends of Lessons**- to further develop excellent pedagogical practice *as well as* further develop a positive school culture

Lining up of students may not seem that important, and most staff would probably agree that it was a peripheral part of their day, if not a little irritating at times. We chose lining up as a focus a) to see what was possible when we raise expectations; b) as it is easily measurable and clear to see if it is working or not; c) as both teaching and support staff are involved.

Lining up of students during the Autumn half term was 'fine' if not a little ragged at times. However, our expectations of students to line up silently was 0%. Our expectations for lining up quickly was *probably* 80%- depending on each member of staff's level of expectation. With the above success criteria it was no surprise that on a good day 80% of students would rise to our expectations, but on a not so good day.... It was less! Our new plans are measurable and set the highest expectations of everyone- 100%. With 100% expectations from staff and students it is incredible to already see (in less than 2 weeks) what is possible!

We first shared the vision with staff about why this was important. Then extremely clear plans were shared with staff with daily *www/ebi* (what went well / even better it) feedback. The feedback comes from everyone in the school and helps us tighten up even more.

Getting lining up right is already helping us to ensure even calmer corridors and staircases and calmer and speedier starts to lessons leading to more learning time.

We have previously focused on starts of lessons and all teaching staff work hard to ensure there are 'Do Now Activities' so students can get straight on with learning. We recognised that the opportunity of a fresh start with returning to in school lessons gave us the chance to focus on our Ends of Lessons which we felt could be sharper.

We are aiming for:

100% of lessons have diagnostic questions at the end of the lesson to check for understanding and inform planning

100% of students are in silence to complete the end of lesson routine

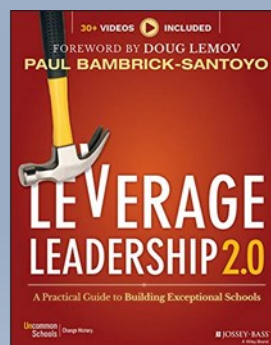
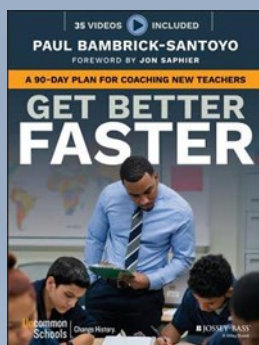
100% of staff follow a clear structure which provides routine and clarity for all students to help them be successful

These plans will all lead into our new, for September 2021, Instructional Coaching model which will aim to support teachers moving their T&L forward at a greater rate than currently possible.

**Great T&L in a great school** is the collective responsibility of our staff and student family and we will always aim for 100%.

*“The challenge is in the moment; the time is always now”*

Recommended reading:



Liz Allton

## Using Nearpod for Remote or In school Lesson

I have recently started using Nearpod for my lessons and it has been great. It is a brilliant way to make lessons interactive and means the students can complete the tasks live, so you can see when everyone has completed the task and then go through the answers before moving onto the next section. You can custom create your lessons with interactive activities which include quizzes, fill in the blanks, polls, collaborate boards and more! After you have finished the lesson you receive a summary report of student engagement and answers which is great way to track progress and identify who needs more support. The students have really enjoyed the variety of activities and the interactive element.

## Stephanie Beara – Drama



## Change in Early Years ...Is it for the better?

In September 2020 the DFE published 'Development Matters' to enable some Early Years settings to use the new documents before the EYFS Statutory Framework comes into effect in September 2021. At Finham Primary we became 'Early Adopters' and have been using the new documents this academic year.



Research undertaken in Early Years settings and the findings from 'Minds Matters' highlighted the problems with practitioner's workload involving the 'gathering of evidence' and 'inputting data'. The research undertaken by mind matters found that one of the top four stress identified by practitioners was paperwork and 25% of Early Years practitioners have thought about leaving the profession due to stress and mental health issues. An overwhelming number of practitioners felt that the Early Years Foundation Stage had become more about coverage of development matters to ensure that children moved from one aged band to the next so they were able to clearly see the 'points progress' of each individual child.

I, as an Early Year's teacher, had myself been in the cycle of assessment and next steps. A typical cycle for me was:

- ◆ Baseline data- broken down into age bands and then further to say if they were emerging, developing or secure
- ◆ Planning next steps and all learning to ensure that children moved on within the bands or onto the next band

- ◆ Ensure that evidence was collected for all areas of learning. Checking learning journals to assess coverage and if children had little evidence of a particular area, I would focus on this area of learning for that child
- ◆ Throughout the year I would continually be looking at on track children to reach GLD and what I could do to ensure the majority of children reached GLD
- ◆ As well as monitoring children on track to reach GLD I would be monitoring children that were my greater depth children and on track to reaching 'exceeding'.

First of all, I am not saying any of the above is 'bad practice' and many of the above are vital to ensure that children are challenged and gaps plugged. What I am saying is it's 'time consuming' and does the time spent on tracking data result in better outcomes for children?

Or would time be spent better playing and developing learning on the ground in the class room?

As Early Years teachers we know that we don't need evidence for everything- after all we know our children best. But the fear of external moderation and needing 'evidence' had taken many teachers, myself included at times, away from what we do best.

Playing with children. We know that children learn best through play and develop through the conversations and interactions with peers and adults but more and more practitioners felt that their time was being spent collecting evidence rather than doing just this... PLAYING.

The revised development matters and the work undertaken by 'Julian Grenier' wants to flip how teachers work within Early Years. It aims to take practitioners focus from, assessment, tracking & data and to the curriculum for the children that are in front of us in the classroom. Once teachers have in mind their curriculum and what they need for their children then they can think about key milestones for children in that curriculum e.g. If you want children to ride a bike at the end of Reception class- what key milestones would you want children to reach within along the way before they reach their end goal?

It seems to put the focus back on playing with children and being in the moment and puts an emphasis on practitioners knowing their children and not needed endless reams of evidence. Early Years Practitioners have a skilled understanding of child development. As early adopters we have looked at Early years with a fresh set of eyes and talked, as a team, about when to intervene, when to scaffold, when to support and when to let children fail. It has been refreshing to look at the children in our classes and decide what the curriculum should look like for our school.

The reason I decided to be a teacher in Early years was to support children to learn through play in a safe and stimulating environment where they are happy and confident to take risks and question one another.

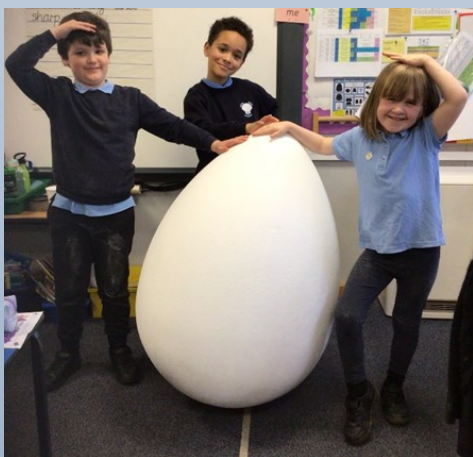
'Should we be spending masses of time tracking children and monitoring points progress?' Julian Grenier (2020)

**Sinead McGee**



## Egg-citing News!

At Pearl Hyde Primary we have some very egg-citing news! During our third lockdown the Lower Precinct Coventry announced their annual Easter Project. In the competition schools compete to create wonderful eggs based on a chosen theme. The theme for the EGG this year is 'Coventry' with this being the City of culture year. Our egg arrived on Thursday 4<sup>th</sup> March and the children were so excited for its arrival. As a whole school we are all working together to create a colourful piece of art that represents how we see Coventry. Once the Eggs are on display, they will sit on a branded plinth with ours and the other schools' names displayed and a QR code below. Shoppers will vote via a link for the egg they like best. We will also have this link in advance and would love some extra votes from our partner schools!



**Lindsey Pryke**



## Talk 4 Writing During Lockdown

With pupils returning to school, it seems an ideal time to reflect on the successes of lockdown learning. Teachers have adapted their teaching in a variety of exciting ways but it has also been important to keep some of our routines in place to give pupils a sense of familiarity while learning from home. One way teachers have been doing this is through using engaging

Talk 4 Writing techniques to support pupils with their written tasks.



### Provide a model

Teachers systematically model the speaking, listening, vocabulary and sentence patterns the students need.

### Facilitate oral rehearsal

Students internalise the pattern of language required—they talk the text before they write it.

### Make the learning visible

Display work in progress e.g. word bank, model text, boxed up structure to help students innovate on the pattern they have internalised.

### Co-construct the learning

The students are involved in activities that help them construct their learning and develop understanding.



The summary on the previous page gives an insight into how we can develop students to be independent thinkers, practitioners and writers.

**So with this in mind, how does this work while trying to teach pupils remotely?**

Keeping things simple and successful! Using the simple techniques we know are effective and adapting them to work online. So teachers have focused on using great models, simple key word tasks, magpie tasks and boxing up.

Some examples from a range staff:

**Boxing up: What should I write?**

Introduction:  
A short introduction of the artist you have chosen with one or two facts about them.  
What media do they use?  
Why did you choose their work?

Analysis 1:  
Analyse one of the artists pieces of work, describe how they have used some of the formal elements, you could discuss... colour, shape, composition, texture, pattern, mood.

Analysis 2:  
Analyse a second piece of the artists work, describe how they have used some of the formal elements, you could discuss... colour, shape, composition, texture, pattern, mood.

Conclusion:  
How does looking at this artists work inspire you?  
What ideas does it give you? What sort of shapes, motifs would you like to use in your own work?

**Magpie!**

- Colour
- Texture
- Shape
- Mood
- Composition
- Pattern
- Vivid
- Wild
- Random
- Delicate
- Detailed
- Fine
- Bold
- Abstract
- Traditional
- Motif
- Symmetry
- Bright
- Eye catching
- Calm
- Exciting

**Sentences ...**

For my project on patterns I am observing the work of....

The artists use of.....makes me feel.....because .....

I am most inspired by.....

To summarise I feel.....because.....

If I were to create my own pattern designs I would like to .....

You can use the template on the next page if you wish!

**Friday 5th Feb**

Laura Calderwood • Feb 5 (Edited Feb 5)

100 points

Yesterday you completed some research and found an artist of your own to inspire you.

Today you will use this artist and information to create an artist analysis page all about your artists work using the boxing up, magpie words and template attached to this assignment. These are ideas to guide and support you but you can also add your own ideas and presentation.

To limit your screen time slightly, I would like you to look at the assignment and then complete this on paper (don't worry if you cannot print and add images just leave space for them or even draw them in yourself)

Have fun, I would like this task completed by the end of lesson 4 (2pm) please submit a photograph of your completed work by this time.

**template writing pptx**  
PowerPoint

**Class comments**

**Artist's Name**

**Introduction...**

**Analysis 1...**

**Image 1**

**Image 2**

**Analysis 2...**

**Conclusion...**

**Art, Design, Technology—Laura Calderwood**

Both sources present inequalities relating to a woman's place in society, especially regarding their vulnerability due to destitution and deprivation. In source A, such ideas are presented through Elizabeth's role as a servant whom is a victim of men's prejudiced ignorance, where she has ended up forgotten. This is clearly demonstrated through the declarative sentence: 'Elizabeth has taken to her grave the name of the man who altered the course of her'. We can infer from this that working class women were exploited and perhaps 'coerced' into desperate situations in which they could not escape. Here, her destitution has resulted in death. It is also apparent, that men were suspects in which their vices were overlooked due to the patriarchy and their status which condoned the objectification of women. Similarly, in source B, the writer echoes a more disturbing attitude assuming that all Ripper victims were prostitutes. In particular reinforcing this notion that women living in deprivation and destitution hold lesser value than those of their social superior, and society in general. This is evident in the declarative sentence: 'It is only by bringing these women back to life that we can silence the Ripper and what he represents'. We can infer the powerlessness of destitute women as the Ripper paints a picture of male attitudes which left most women voiceless and invisible, like source A. However, in source B the writer attempts to provide a voice by addressing the inequalities women faced and thus placing a value on those most vulnerable. As such, the two sources similarly convey destitution and deprivation having the most impact on working class women's lives. Source A is entirely critical of the hierarchy and patriarchy involved in creating these inequalities, likewise source B focuses on the darker aspects of those without, each attempting to focus on addressing working class women as the most vulnerable.

However, both sources highlight the different attitudes in terms of...

## Let's deconstruct my model

Before you write your response, what is expected from us to make sure it is a success?

Write a summary on the different attitudes towards women living in destitution. [8]



Both sources present inequalities relating to a woman's place in society, especially regarding their vulnerability due to destitution and deprivation. In source A, such ideas are presented through Elizabeth's role as a servant whom is a victim of men's prejudiced ignorance, where she has ended up forgotten. This is clearly demonstrated through the declarative sentence: 'Elizabeth has taken to her grave the name of the man who altered the course of her'. We can infer from this that working class women were exploited and perhaps 'coerced' into desperate situations in which they could not escape. Here, her destitution has resulted in death. It is also apparent, that men were suspects in which their vices were overlooked due to the patriarchy and their status which condoned the objectification of women. Similarly, in source B, the writer echoes a more disturbing attitude assuming that all Ripper victims were prostitutes. In particular reinforcing this notion that women living in deprivation and destitution hold lesser value than those of their social superior, and society in general. This is evident in the declarative sentence: 'It is only by bringing these women back to life that we can silence the Ripper and what he represents'. We can infer the powerlessness of destitute women as the Ripper paints a picture of male attitudes which left most women voiceless and invisible, like source A. However, in source B the writer attempts to provide a voice by addressing the inequalities women faced and thus placing a value on those most vulnerable. As such, the two sources similarly convey destitution and deprivation having the most impact on working class women's lives. Source A is entirely critical of the hierarchy and patriarchy involved in creating these inequalities, likewise source B focuses on the darker aspects of those without, each attempting to focus on addressing working class women as the most vulnerable.

Point  
Evidence  
Inference  
Comparison  
Point  
Evidence  
Inference  
Comparison

Remember:  
ICE

However, both sources highlight the different attitudes in terms of...



Now find another quote from each source and write the rest of the response.

Sabrina Summon—English

**Kin-etic energy**

“kin” - meaning to move.

Think: telekinesis, kinaesthetic

What could “kinetic energy” mean?

- 11:43 energy of movement
- 11:43 its energy
- 11:43 oh sorry sir
- 11:43 Something to do with movement and velocity
- 1:43 movment

**Root words: Exothermic Reaction**

**Exo-thermic**

Exo is the Greek word for “outside”.

Think: “Exit”, “external”




Thermic

Think: “thermal” “heat”



Breaking down key words into root words is an invaluable way to introduce high stakes vocabulary, irrespective of the lesson being delivered online or in person. Students are given clues that enable them to grasp a fundamental understanding of root word:

‘kin’ - meaning to move or ‘exo’ meaning external

Students were able to deduce that ‘exoskeleton’ is the skeleton on the outside of a scorpion’s body.

**Shubham Kapoor—Science**



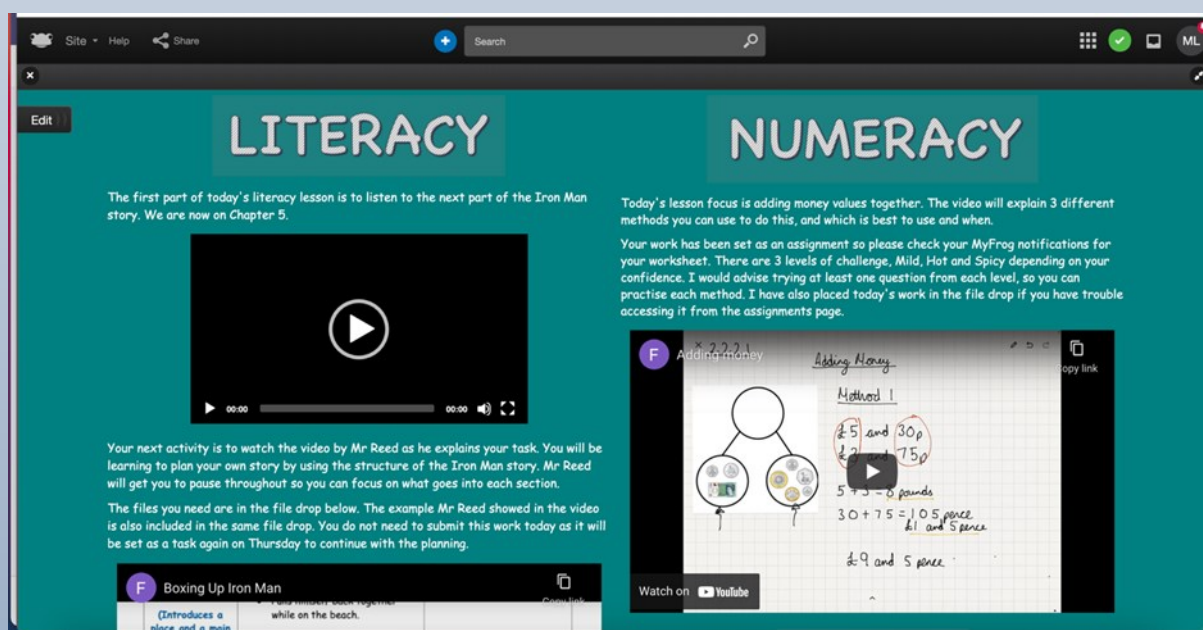
## Frog at Finham: We're Toad-ly Awesome

As we reached lockdown 3.0, many of us would have been apprehensive about the prospect of another slog of remote learning. As was the case at Finham Primary, the announcement of school closures left us with a single day's preparation for what would become a mammoth task for all levels of staff across the school. What followed was an immense collective effort, intertwined with the implementation of timely support systems and some much-needed time to hone our Frog skills.

Our success with remote learning lies not only with the effective application of useful Frog features, but also our wonderful staff's ability to learn so quickly! The day before we began our Home Learning journey, I introduced staff to the Assignments application on Frog. Having previously never used this as part of our normal practice, I quickly learnt the basics of this app from a session held on the MAT Training Day, and immediately disseminated this to our staff. Through using this feature of Frog, we were able to set work to children much easier and quicker than in the first lockdown's remote learning provision. We also had the ability to set work to individual students through their Frog account, allowing for greater differentiation and intervention possibilities. After setting the work through assignments, we made the most of the Markbook application to track children's work, and give instant feedback to them. We were also able to use this app to monitor user engagement, seeing which children were not accessing work and needed support completing work from home.

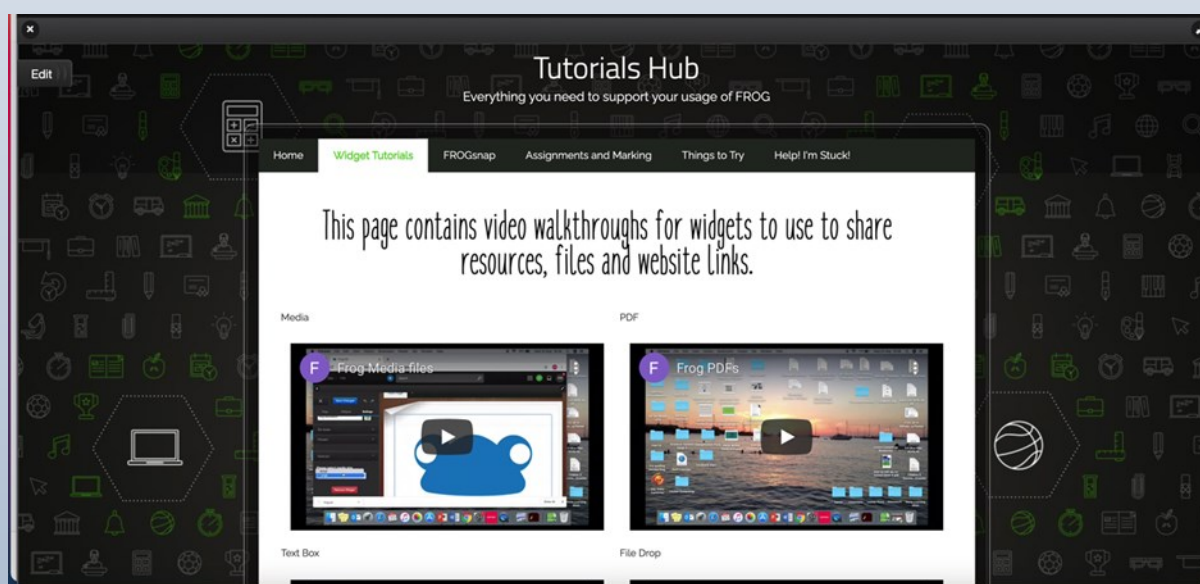
Markbook		Year 03 2020-21		2020/2021		Show Details		New Assignment	
Back	A/M	T/G							
85.1%	-	14/15	✓	✓	✓	✓	✓	✓	✓
-	-		✗	✗	✗	✗	✗	✗	✗
83.3%	-		✗	✗	✗	✗	✗	✗	✗
97%	-	15/15	✓	✓	✓	✓	✓	✓	✓
94.1%	-	14/15	✓	✓	✓	✓	✓	✓	✓
80.9%	-		✓	✓	✓	✓	✓	✓	✓
78.3%	-	14/15	✓	✓	✓	✓	✓	✓	✓
84.3%	-	15/15	✓	✓	✓	✓	✓	✓	✓
95.6%	-		✗	✗	✗	✗	✗	✗	✗

Another achievement I would like to celebrate was the variety and quality of content provided to children through our year group Frog pages. Staff quickly took on the task of creating brilliant videos for teaching input, and delivering fantastic resources of all kinds, so that all children could still access the curriculum that they deserve. We used existing features of Frog such as polls, walls, forums and noticeboards to maintain communication with children from home, offering a fun, exciting platform to engage the maximum number of children possible. This was hugely successful, and we received plenty of positive feedback from parents regarding our home learning provision, particularly the range of interesting and engaging content provided, and the ease of access for each day's lessons.



The final success story is our ability to upskill staff with their confidence and competence with Frog. Any school's Frog provision is only as good as the people that are using it, so we thought it was essential to focus on improving all staff's ability to create pages, experiment with new widgets, rearrange pages for easier navigation and feel empowered to learn independently. I created a 'Tutorials Hub' on Frog, which with help of Phil Reed, a brilliant teacher and all-round tech guru, provided staff with

tutorial videos of every widget used in Frog, how to use the Assignments application, how to digitally and instantly mark work through the Markbook application, amongst so many more useful and essential videos and tips. All of our staff found this incredibly useful and often relied on those videos to get out of a tricky situation or solve a tech problem. This considerably cut down time it may have taken to email someone for support, and allowed staff to find solutions themselves, which was noted by many as helping them with future problems.



Throughout the ever-changing dynamic of the last year and the constant evolution of our teaching practice, one thing than be certain: our staff have proven their incredible versatility, creativity and resilience beyond any doubt. And at Finham Primary School, we are all Frog Champions.

**Macaulay Ludgate**

What we do in the Smart School Council is really interesting. We will introduce you to who we are and what we do.

Because of Covid-19 has come we mixed some things around. For an example, we would normally go around the school and talk to some pupils of Finham Primary and discuss with them how are they feeling but now we send a question for children to answer and reply via a website link.



The School Council has lots of roles such as the Comms Team,

Poster Maker

Website Updater

Headteacher Updater

Question Maker

Question Uploader



As a School Council we like to ask questions to the school and gather people's opinions. It is quite important because we can then tell the Headteacher and they might change things to make people happier at school. We also do it to see what people think we can do to make the school better.

Smart School Council is different from a normal School Council because it listens to everyone's voices in school. Each class is asked their opinion and submit their results via the website.

**Year 5 Smart School Council, Finham Primary School**

*The Unforgettable Virtual Opportunity awarded by  
InvestIN Education*

**Written by Harry—Year 11, edited by Mrs Nguyen**



“The Young Leaders Global Summit gives students aged 12-18 a 360-degree experience of what it takes to be a successful leader in today’s globalised world.”  
*(InvestIN Education)*

Back in October 2020, I was informed that I was granted with a five-day virtual opportunity named The Young Leaders’ Global Summit to join in and work with young people around the world and some highly successful leaders in different fields, including our very own British astronaut Major Tim Peake. Needless to say, I was so thrilled and could not wait for the date. It was in December 2020.

**Saturday 19/12/2020**

### **Day ONE - NEGOTIATIONS & PUBLIC SPEAKING**

Our first day started at 11:00 with a briefing on the aims of the day and the activities we would do. Activities included team building and negotiating skills, critical thinking and strategic thinking, to name but a few. From this platform we spent time working on other issues such as communication; looking at the art of negotiation and attaining the knowledge we need to further advance our skills in life.

I was allocated to a group of six more young people who live across the United Kingdom: Ibai, Haruku, Georgia, Arushan, Nicole, Jessamy and me, - Harry from Whitley Academy in Coventry.

We were given a list of topics from which we could choose one for our speeches. One of these topics was the current mental health crisis in the world; this one attracted my attention. It was my chosen topic. After 10 minutes of preparation, we then turned on our microphones and presented the speeches to other members in our groups. After completing this task, we had one hour break which was followed by the

negotiation practice.

The way we practiced negotiation was by taking the roles of different countries involved in Brexit. My team was assigned as France. After going over certain amendments from the given documents, we decided as a team what we thought could be changed for the mutual benefits of both the EU and the U.K. We then virtually sent a speaker to the British team chat to negotiate with them. Our tactful negotiation was successful, and we got what we wanted.

It was after this that everyone came together to put forward ideas for amendments and all were requested to vote. At the end of this process the new amendments were agreed on and the day was finished with our guest speaker, former politician Caroline Flint. For your information, Caroline Flint is a British Labour Party politician who served as Member of Parliament from 1997 to 2019. In her working life as an MP, she served as a Minister in different governmental Departments. In her talk, Caroline shared with us stories about her time in Parliament and it was followed by a short Q&A.

**Sunday 20/12/2020**

## **DAY TWO - INNOVATION**

Today's focus was innovation. Specifically, it was about bringing new ideas to tackle some of the current global issues that our world was facing including famine and child poverty.

We were guided to work on and find a way to help bring improved education to the world. It's Goal four of the United Nations Sustainable Development Goal: providing quality education. Very soon we realised that this task has numerous targets that the U.N plans to reach by 2030 (the end of the program), and one that it plans to reach by 2020.

My group decided to focus on some developing countries instead of developed ones such as England or The United States of America. We then used our ideas to expand and develop pitches on these issues. We decided we would look for a way that governments would be able to support their citizens and give them the resources to become self-sustainable. One of our ideas was to promote the collaboration between the national charities in these countries and teachers at the two ends of the world. The charities could support these schools with free Wi-Fi and teachers from this end could virtually train, coach and support teachers here. This would result in benefits for young generations in the years to come.

It was issues like this that all groups had to tackle and what made the day so interesting. The day finished with a conversation from Charlie Robinson.

**Monday 21/12/2020**

### **DAY THREE - TEAM BUILDING & MOBILISATION**

Today we were practising leadership and organisation. We did this by starting two movements to either improve women's education or continue to address climate change and its negative impact by getting the UK government to stay in the Paris Climate Agreement which came into force in November 2016.

My group chose the second option and we decided to go with Greta Thunberg as our celebrity representative (not actually her being present with us). We were given the task of creating a pitch to make a benefactor give us £10,000 to aid in our movement over the other groups. This benefactor was represented by today's guest Liron Velleman. For your information, Liron Velleman is the Jewish Labour Movement Policy Officer and works for **HOPE not hate** as the Political Organiser. He is also a trustee of New North London Synagogue and a keen sports fan! He is an event organiser for many movements like the ones we have been organising today.

**Tuesday 22/12/2020**

### **DAY FOUR - STRATEGY & CRITICAL THINKING**

Today we were practising marketing.

We learnt things such as the 5Cs of marketing: company, customer, competition, collaboration and climate. After a short and sharp explanation from the speaker, things became much clearer to us all.

We then had to come up with a way of making an advertisement for vegan foods. We were given data for the sales of different foods over the last year and had to

decide which foods to sell in different places and where the best countries were to spread sales to using this data.

Throughout this exercise we had to think carefully about who our target customers were, who were our competitors in this field, the main suppliers for our products and the context, or conditions to further develop the company. In short, we spent time to work on the 5 Cs of marketing.

The day then finished with a Q&A session from Major Tim Peake.

**Wednesday 23/12/2020**

**DAY FIVE –FINAL DAY**

Today was a combination of all the skills we have learnt through the week. We were placed into a scenario where we have 10 years until earth is uninhabitable due to floods. Our task was to first convince the US government to join the global effort to stop floods using our negotiating skills. The rest of the day was us coming up with ideas to stop the flooding and then pitch these ideas again using the skills we had learnt in the week.

My favourite part of the week has been negotiating.

Now, as I am recalling the memories of the past five amazingly hectic days, I am so inspired to focus on what I want to do later on in life.

This pandemic of Covid-19 has brought too many changes to people's lives around the world; we are not alone. A year ago, I would never have thought that we have to be home again after Christmas break due to another national lockdown. Being away from my friends is of course not an easy thing to cope with. However, this amazing virtual opportunity has brought me new friends, the young people I have never met before. We discussed, we talked about different issues that have affected people on a large scale. We shared laughter and thoughts. The world seems more reachable to me.

My sincere THANKS to InvestIN Education for this unforgettable experience.

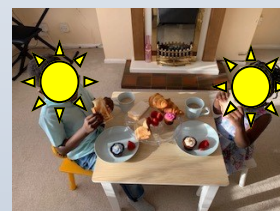
**“Leaders are made, they are not born. They are made by hard effort, which is the price which all of us must pay to achieve any goal that is worthwhile.”**

**Vince Lombardi (American Football Coach)**

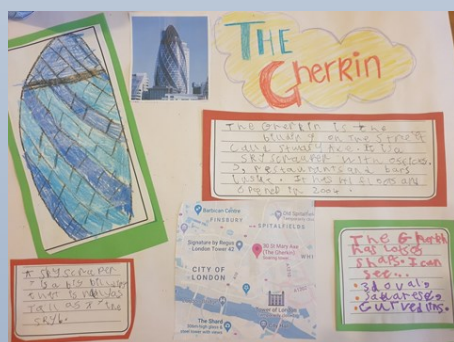


## Big Lights, Big City!

In Years 1 and 2 last term our Cornerstones topic was 'Bright Lights, Big City' – a topic with a main geography focus about London. Our beginning wow was a Royal tea party, which we did in school and many children did at home with their families



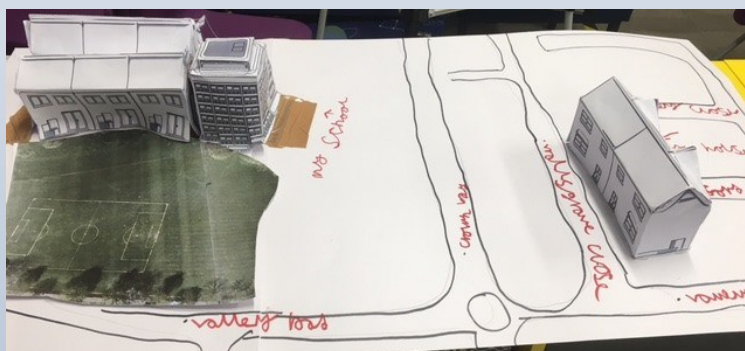
We have studied major London landmarks, resulting in some fantastic artwork and research.



When I zoomed in on London I saw a splat shape on the map.  
The first airport I found was on the West of the capital called Heathrow.  
I spotted the River Thames that was shaped like a snake.  
Buckingham Palace is surrounded by plants and parks.  
I found 10 Downing Street where the prime minister works.  
I found letter H that is the sign for hospitals.

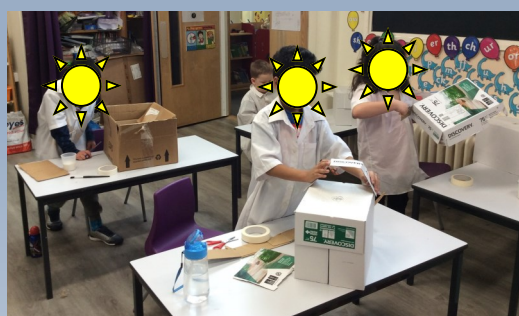
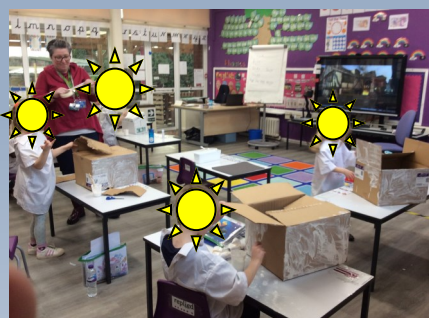


The children have studied physical and human features and made maps of their local areas.



We have studied aerial photographs and one child made lego models of London landmarks at home and took his own aerial photos.

We then moved on to studying some history of London, starting with the monument for the Great Fire of London. We watched a short information video and a short film called Pudding Lane. The children were able to remember all the important facts and create a timeline of what happened. We then made Tudor houses to recreate the fire and see for ourselves how the fire spread.





We set up the houses in the playground and set light to the bakery. We watched the fire spread and the children could tell us why it happened in the way it did. We also invited reception to join us as they had been studying the role of firefighters as part of their topic.

Lastly we created collages of the fire.



These were created by our home learners.

This is the display of children's work - some done in school and some from home learners. We are so proud of the effort they have all put in and how much detail their work contains. We were disappointed at first that this topic would have to be taught remotely but the children (and their parents) have more than exceeded our expectations. This is all in addition to their amazing efforts in all the other areas of the curriculum!

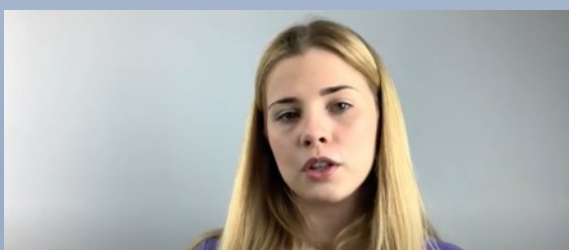
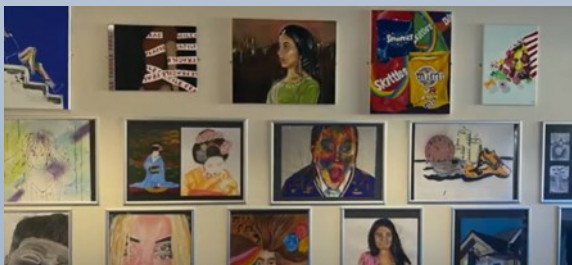


**Jo Radcliffe**

## Starting the City of Culture Celebrations Early!

Ahead of the official launch of the Coventry City of Culture celebrations in May, FP2 was asked to provide some headline entertainment for an online prelude to the event in a show to be streamed online. We, of course jumped at the opportunity to show off the diverse mix of talents within our student body! Mrs Kerr worked extremely hard to turn around a 30-minute performance in just 48 hours! The actual event itself suffered from a catastrophic power failure and media outage meaning that we were not able to showcase our students' talents, but we were not perturbed!

The brilliant Miss O'Donnell set about making our own in-house City of Culture production for release on You Tube later in the term. The extravaganza combines many expressions of creativity, including guitar playing, singing, painting, drawing, tabla drumming, acting, dancing, gymnastics, clay work and so much more. There is also a feature from our MFL department welcoming people to our fabulous city.



Following the preliminary viewing of the video, the BBC are keen to feature it on Midlands Today nearer to the City of Culture launch. Watch this space for further details!

If you would like a sneak preview of the video, click this link;

<https://youtu.be/Yuuf6RN5-80>

**Rebecca O'Donnell**



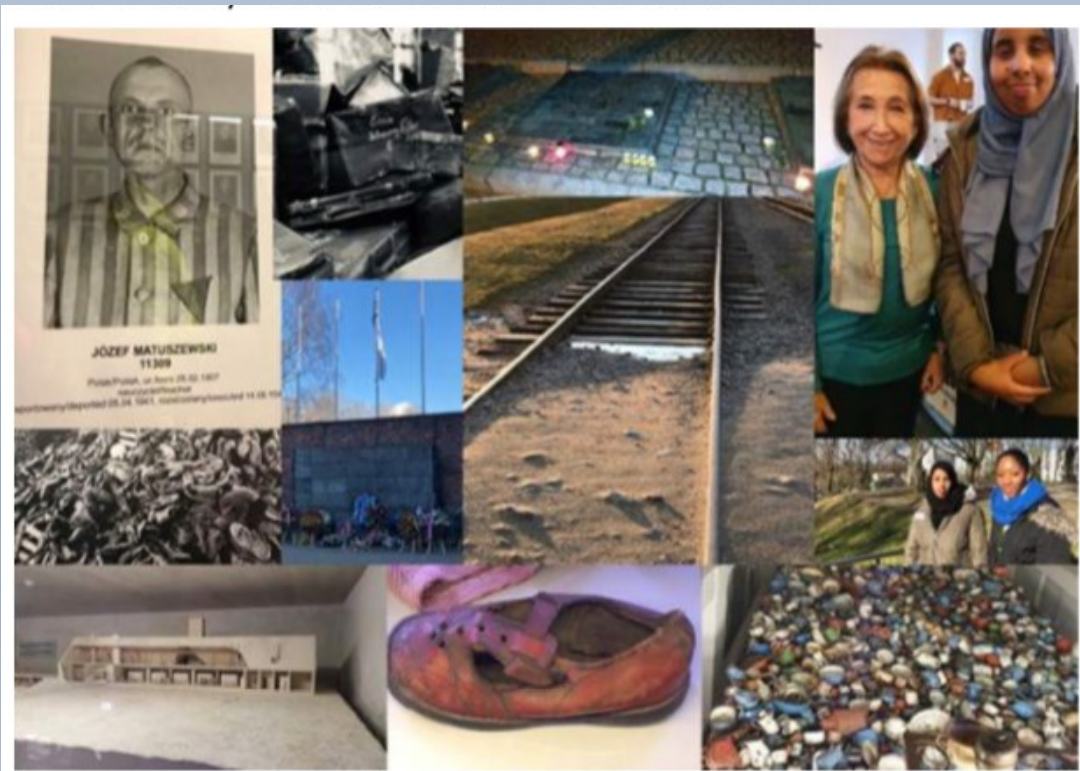
## Be the Light

I have been an ambassador of the Holocaust Education Trust for almost 17 years now. It was a journey that began when I was in secondary school. I met Auschwitz-Birkenau survivor Kitty Hart-Moxon and still remember her words:

*‘There is so much strength to be found in the human spirit’.*

The opportunities we have at present to teach this history will unfortunately not always be at our disposal—only last year we commemorated the loss of two more Holocaust survivors that were known to myself and students, with a number of our Yr10s attending Gena Turgel’s memorial in London.

Our responsibility to be witnesses is one our school has always taken seriously and it is a passion recognised by The Holocaust Education Trust, and organisation who tirelessly work towards raising awareness.



**Lisa Hagan**

*'Here at the Holocaust Education Trust, we are always incredibly impressed with the hard work and efforts that our Ambassadors put into their Next Steps as part of the Lessons from Auschwitz Project.*

*As time moves on we enter into a new era of Holocaust memory and we have a greater responsibility than ever to ensure that the past is not forgotten and that future generations continue to learn about this period of history. Through the Lessons from Auschwitz Project, it is clear that this is a responsibility that Naomi, Ilwad and Lisa have taken to heart.*

*Our thanks therefore goes to Naomi and Ilwad for this incredible and ambitious 'Interactive Corridor' that they have worked so hard alongside their teacher, Lisa, someone with whom the Holocaust Education Trust has worked closely with since she participated herself as a student on the Lessons from Auschwitz Project 16 years ago.*

*On behalf of the Lessons from Auschwitz team and everyone at the Holocaust Education Trust, thank you Naomi, Ilwas and Lisa for all that you have done for your Next Steps and all that you continue to do as Ambassadors.'*

**Anita Parmar, Head of the Lessons from Auschwitz Project**

On Tuesday 26th January 2021, staff and students across all year groups tuned in from their respective homes to hear a live survivor webcast. It is so easy for us to see the number, the scale, the statistics, the method, without truly knowing the individuals behind. Hearing a survivor, learning about the life that came before, can help us have a more robust understanding of what was taken away.

These authentic photographs provide a snapshot of the real lives that existed before, indeed in our own homes we may have family photographs that will capture similar moments in time. It is this removal of everyday life that is the raw tragedy of what the Holocaust did.



Our school had the privilege to hear from 90 year old Eve Kugler. From the beginning you were captivated by the profound strength in her spirit.

Eva was born in 1931 in Halle, a medium sized German city where her father owned a small department store. She grew up alongside her sisters Ruth and Lea, in a period of ever increasing difficulty for Jews; terrified by uniformed Nazis who seemed to her to be everywhere. Though her father applied for a visa to Palestine in 1935, the family was repeatedly passed over by Jewish officials in favour of others in imminent danger. 'Nothing will happen to you', they said to Eve's father. 'You're just a businessman'. But listening to her testimony exposed that this reassuring claim was profoundly untrue.

We looked at some of the laws put in place and how they impacted on her life:



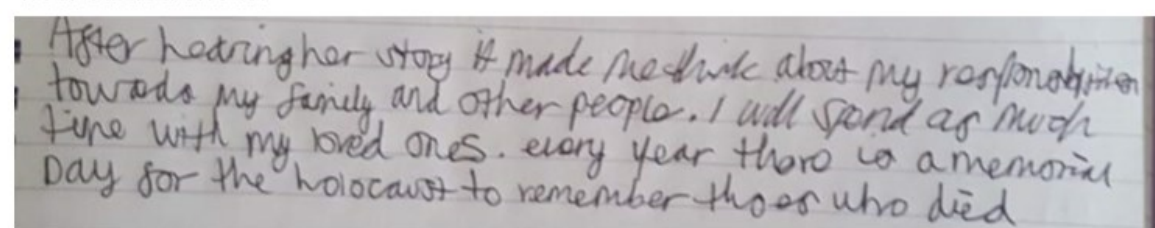
I was moved by her story—her inspiring resilience, compassion and humility resonate even more sharply in our current climate.

Listening to Eve's testimony, students asked questions and reflected on not only how and why the Holocaust happened, but what we can and should learn from it, including:

'Are there any patterns in current world politics?'

'Did anybody wonder, in the early stages, why Jews were being targeted?'

Students also reflected on Eve's testimony which they found very thought provoking. Some were moved to write to Eve to thank her for sharing her story and to explain how inspired they had been.



After hearing her story it made me think about my responsibilities towards my family and other people. I will spend as much time with my loved ones. every year there is a memorial day for the holocaust to remember those who died

Dear Eve,

It was great to hear from you and a real opportunity. It's not every day you get to hear from survivors. It was a really moving experience that will be staying with me for the rest of my life; it's also put a new perspective on what I thought I knew about the Holocaust.

I want to try and help people who don't realise it that we still need to be hearing about the tragedy that was the Holocaust today. Considering the countless innocent lives lost to the destructive power of Hitler and the Nazis because there are so many people who forget that it happened and I find it important that they know about it.

Many reflected on how fortunate they were:

*The interview strengthened my will to live on and appreciate every second I live on this earth. It made me realise that if I was born around a century earlier, I might not be alive today. I might not be breathing the air I do and eating the food I do. I might not have a family to call my own and I might not have the strength and courage I do to live every day. I might have become a shell of myself. Living each day with no regards to others. Believing that nothing matters anymore, believing that I don't matter anymore.*

*Hearing Eve made we want to take life by the horns and push forward as it pushes back.*

When the first lockdown forced our schools to close (to the majority of children) people were forced to adapt. This is especially true for teachers. The way we planned our lessons. The way we modified our curriculum plans. The way we communicated with children and parents. One major obstacle to being able to adapt was the staff's ability to use technology.

Yet, one year on from the first day into England's lockdown and the change in the teachers' abilities to use technology is remarkable! The majority of the teachers, at Finham Primary School, would be happy to admit their capabilities with using Frog, to deliver and inspire learning left much to be desired. How has it changed so much, I hear you ask?

Historically, training to use Frog has been delivered through staggered CPD sessions. These sessions were very useful but unless you possessed the confidence to use a range of technology these skills failed to make the leap into long term memory.

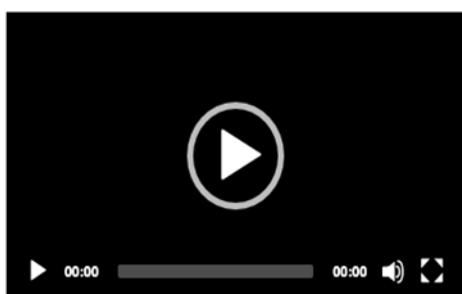
Also, when our school recruited new teachers, they would be unfamiliar with the virtual platform and needed the training again. Timing restraints and work load prevented people from being able to receive the same quality of support each time the training was delivered.

The pandemic created an atmosphere which required staff to be apart yet still need to come together for training. This is why I took the decision to move our training online by creating 'How To' videos. The short videos contained easy to follow steps, which used a mix of screen recordings and audio explanations.

The initial feedback came from staff new to the school. They stated that the short guides were straight to the point and easy to follow. The ability to go back and re-watch the clips made learning the processes easier.

As the demands on home learning developed, more staff turned to the instructional videos in order to adapt their delivery on Frog. People were looking to include polls to encourage children to log into Frog each morning. The use of 'walls' became a necessity to allow children to contact their peers and voice concerns to their teachers. Pictures uploaded to the site made the experience of accessing activities more welcoming. Teachers used the training videos to set up different ways of delivering resources so issues with children's technology could be resolved.

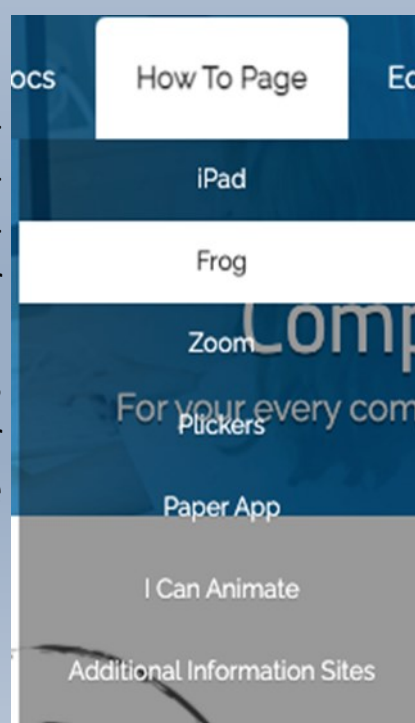
### How To Frog



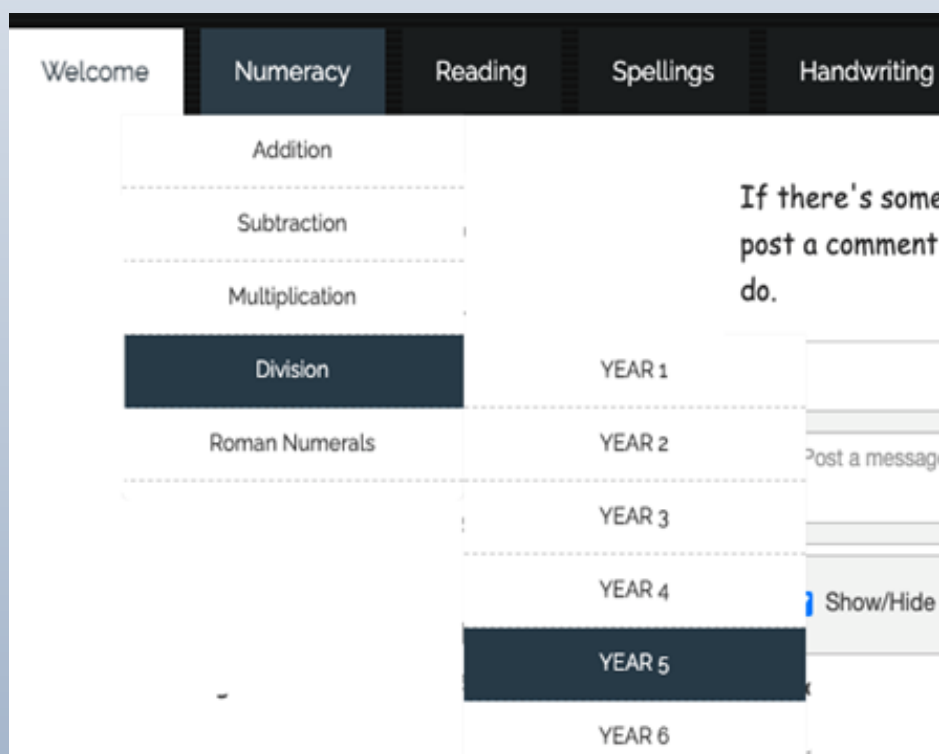
Creating a Frog Page - This video will talk you through how to create your own Frog page within a site or by creating a new site altogether.

The success of the training has been down to its accessibility, availability, simplicity and due to the teachers' willingness to use it. These videos will continue to be useful as a revision tool and as a training tool for future staff too.

Moving forward with this style of flexible CPD delivery is something we are preparing to grow within our school. I have already uploaded more training videos on how teachers could use a wider range of technology to support their lessons. These include, iPad skills, apps such as Plickers and Paper. This means as teachers move year groups and deliver different topics, they will be able learn new skills instead of them being taken to a different year group.



The next step is to use the already extensive amount of content created by teachers during lockdown to populate the site with the school's agreed approaches to learning. That way, parents and children can continue to understand how we are delivering content across the school. Any child who is given a target to work on at home, could be remotely supported by their teacher. Whether it is with handwriting, numeracy or literacy, they could log in to Frog and select the ability level they need and practise.

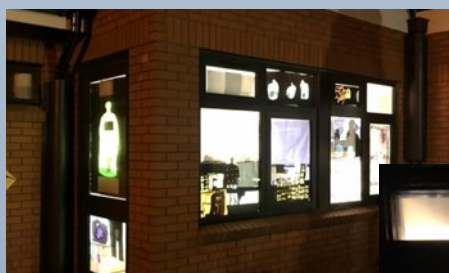
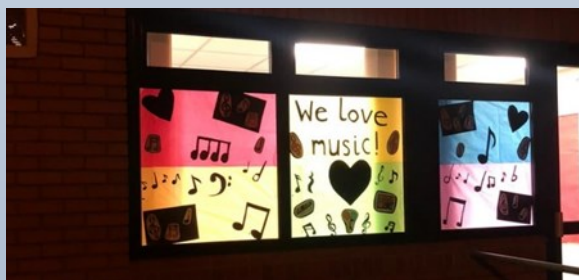
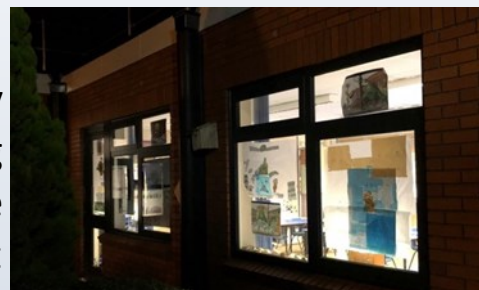


Forging opportunities from obscurities is a skill many teachers are good at. In this situation we have gone from being plunged into the unknown, with staff's confidence of using technology at a low. To upskilling our teachers to a point where they are talented enough to produce excellent education through a virtual platform. This was unimaginable a year ago. The teacher's willingness to try new things allowed a huge shift towards something which could have taken years to occur. From this point, we can only go from strength to strength!

**Phil Reed**

## Walking in a Window Wanderland!

Among the many initiatives that are taking place this year that are helping to celebrate the amazing fact that Coventry is the City of Culture in 2021, 'Window Wanderland' has to be one of the loveliest! As a school, we decided to take part in this wonderful initiative. Based on books that we have been reading in school, the children at Finham Primary created art work to decorate our school windows. In the evenings for a week, we threw our gates open so that people from our local community could walk by (whilst socially distanced of course), and peruse our art work displayed in the glowing windows. Here are some of our windows for you to look at too.





The year 12 Geographers are exploring the future of food and as part of this module they have got to have a knowledge of how food is produced and how it gets from farms to our plates. In normal circumstances we may have done this by completing a farm visit but this is unfortunately not an option this year.

I invited a guest speaker to join us from Northern Ireland where she is president of the Young Farmers association and works in the food industry as well as living on a dairy farm. She was able to talk to our students about milk production and also the supply chain, bringing it to life with photos and personal experiences. Our guest speaker was also able to talk to them about wide number of career pathways in the food business.

Tre Students were able to ask questions about what they had heard and then we had a seminar style lesson where we discussed the issues raised in the talk. These discussions were wide ranging and moved from the rise of veganism, robotic milking and the impact of small farmers having to compete in a global market. The talk really helped widen their understanding and gave them a much better understanding of a topic which many of our students would have had no first-hand experience of.

I would really recommend to staff that whilst we may be limited in getting students out on field trips they should look for opportunities such as guest speakers to widen student's horizons and bring learning to life.

## Staff Wellbeing

After the first lockdown the importance of student and staff mental and physical wellbeing was more important than ever.

At Finham Park 2 the staff wellbeing team have pulled out all of the stops to ensure that a variety of activities and events have taken place to provide fun, laughter and inclusivity.

### Book Club

The Book Club meets virtually once every half term and has proven popular with a wide variety of staff, both teaching and non-teaching. We have started by 'reading our way around the world' – voyages from your arm-chair. Thus far we have read books from Rio de Janeiro, Paris and Tokyo. Our next offering hails from North America. Book packs are sold once every half term and include the book, a bookmark, tea and coffee, and a sweet treat from the country of origin of the book.

### Wine Club

Using the expertise of our in house sommelier and head of languages, Richard Wiggins, we are treated once every half term to an educational tour of table wines, and their region of production. The evening is interspersed with quizzes and the ever popular 'wine bingo'. Each club member pays for their pack which is collected before the Friday Zoom meet up. The pack includes a bottle of red and white wine, snacks and tasting notes. Much fun is had, even though we are not meeting in person!

### Craft Club

So many people have taken up crafts during these Covid times, and the staff at FP2 are no exception! Once a month Craft Club packs are bought and new crafts experienced together online. It has been really nice to see a number of staff and their family members, sharing their talents, and

also all having a go at something we have never tried before. We have made bath bombs, Christmas decorations, pen pots, rag-rug brooches and so much more.

## Yoga

Our resident yoga expert and PE teacher Rebecca O'Donnell hosts weekly yoga sessions online/ in person depending on government guidelines at the time. These are really relaxing sessions and a perfect end to the working day.

## Other Activities

Quiz nights – traditional and 100 question Kahoots, hosted by many including Mr Ditch and Miss Hopkins

Birthday cards – every staff member receives a card and sweets on their birthday

Christmas fun – Each staff member received an 'FP2' advent calendar with activities and treats behind every door.

Staff discounts – Discounts and offers which have been negotiated by and for staff are displayed on our Staff Wellbeing notice board.



## Some quotes from staff about our wellbeing activities

*Craft club has been amazing!! It is quality time I can spend creating with my children as well as seeing and talking to like minded adults, Win Win*

*Book club has really taken me out of my usual reading comfort zone and forced me to be more open to different genres which I am thankful for. I am not usually a big reader, however in our reflection meetings all opinions are welcomed/encouraged and it is super empowering. I can't wait to continue my round the world tour.*

*With an October Birthday in the longest half term, as work is busy it is a wonderful surprise to be delivered a birthday card. It shows your are remembered by others even when they are busy. The sweet treat that's included was an added bonus.*

*In the strange circumstances we find ourselves in and as a new member of staff where I have not been able to meet many staff and socialise, the staff activities have been a great way to try something new, have a laugh and meet a wider variety of staff from across the school. The ingenuity, time and efforts are much appreciated by myself and the others. Thanks very much.*

**Jo Kerr**



## World Book Day

Although Covid 19 has prevented us from celebrating World Book Day in typical form, we have not allowed it to prevent us from celebrating entirely and we took our celebration online.

This year we have focused on the history of books. From stone tablets to the digital tablets we use today, our students were given an insight into how the way we communicate information has changed over time. Through Google Arts and Culture, pupils were taken on a journey through history and explored the development of the book up to the present day.

The focus then shifted to a great tale from history, 'Jason and the Golden Fleece'. After reading and understanding the story pupils were asked to create book covers for a competition being run by Bedrock Learning.

**Steph Gater**

### **Cambridge Poetry Workshops**

As an alumni, I was given the opportunity to not just attend the poetry workshops but also open up the experience to KS4 students who are aspiring Literature academics or authors. The workshops were once a month on a Wednesday evening and challenged us to explore poetry as a form, then once conventions were established, prompted us to break them with intention. We moved into exploring eco-poetry and crafted pieces that had a social consciousness. It was a rich experience both in terms of the teaching offered and the chance to get critical feedback from leading academics and current undergraduates, post-graduates or alumni from the University.

**Lisa Hagan**

## .Literature Festival

From the 2nd to the 12th February, our students were able to participate in a unique opportunity thanks to the ingenuity of Bishop's Stortford College. The Literature Festival took place for the first time online—bringing together acclaimed authors, illustrators, and poets to inspire both students and teachers to read for pleasure.

Joseph Coelho, Emily Hanna-Grazebrook and Anthony McGowan, to name a few, spoke to our students. Each speaker brought a new dimension to students' understanding of what it means to be an author, what can inspire us to write and the power we can find from reading. Building on from these live sessions, students explored these ideas further in their own lessons. It was an opportunity that was experienced by classes from year 7 right through to year 10. Writing is a form that has the power to reach learners of all ages—reading is not an exclusive habit. The rainbow of opportunity means that it is accessible to all 0 you just need to find the style that speaks to you.

Lisa Hagan

Pupils were so inspired by the speakers, that they created their own writing:

### As Poseidon, God of the Seas:

When I saw Poseidon the God of seas I was **shocked** and **scared**, his power was so **incredible**. He is the **calm waters** of Eva's but then a strong tide comes and waves become too big. When I saw the body of Eva, less than 10 minute Poseidon came and took **her** soul away, as soon as **he** touched her, **he disappeared**. I was trying to hide but after I saw the inspector coming and I ran away, I tried to run fast as I could but while I was running I was feeling a strong noise of a **sea wind running** at my back loudly. Every time I took a step this noise became **louder and louder** so I decided to turn around and I saw Poseidon the **God of seas** behind **me**. He looked at **me** and **he** disappeared again.

### As Zeus, God of the Skies:

Looking down upon the layers of privilege, I observed their ignorance. They didn't know I was coming. But their time was upon them.

I felt something **faint** in **my hands**, it was like a **small shock**... It was demise.

A **kind soul** has passed but no one recognised. They didn't see the excellence of her **inclination**, her place in this world. However, I did. I saw the fight inside her, and the correction she lost.

Her life **was nothing but dread**. Trying to survive with what **she earned** The Birlings are nothing but selfish.

I could feel all kinds of emotions like **regret and sadness**.

### As Apollo, God of Healing:

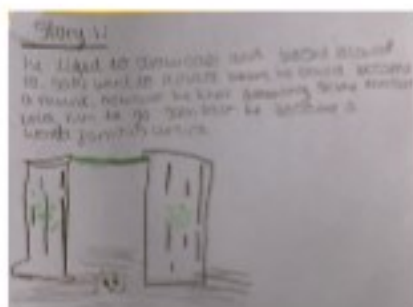
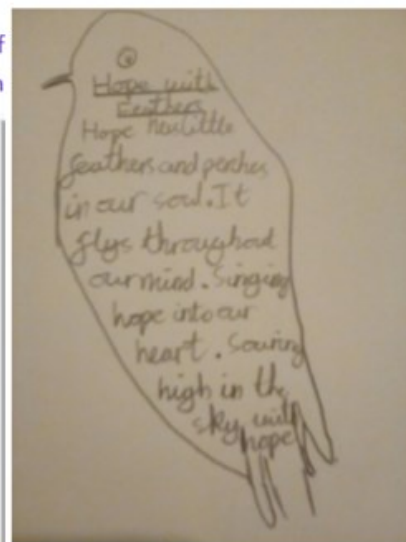
Looking down upon them, ignorance is all I see, but karma they will receive. Their time was to come...

I felt the power within me to heal the broken and set the people who were wrongly treated free. I will shine the sun on those who have suffered by the people who have taken their privilege for granted.

They didn't see she was trying to bring light to those who didn't have the privilege. I saw it within her. I saw she wanted to make things right to help those who needed it most. But they didn't see that they just saw trouble.

They will understand that they were responsible for what happened and they will pay for their wrongdoing.

Light will shine down on their ignorants and the sun will beam once again.  
I





Over the half term, we set our students numerous challenges such as 'Build The School', FP2 Bake Off, and the Book Cover competition, to encourage a screen free half term after a long term of online learning. Students were competing for college points that will see them be crowned the top college at the end of the school year, and earn them a big celebration party (COVID permitting). We had countless entries displaying our students' abundance of creativeness and clever interpretations. It really blew us away!

Our FP2 Bake Off saw our students putting on their chef hats and channeling their inner Paul Hollywood and Mary Berry to showcase their take on biscuits. They were briefed to create 12 identical biscuits with a tasty twist. Our winner baked some 'Valentines Day Gingerbread biscuits', but other entries saw 'Vanilla and Chocolate Swirl biscuits', and 'Dark Chocolate Dipped Orange biscuits'. The only downside of this competition is that we couldn't taste test!



The build the school competition was truly mind blowing! The competition itself was requested by our own students and they definitely delivered! Entries saw ultra-realistic models of the school, as well as a school made out of cake!



Our book cover competition was suggested by FP2's lovely English department to prepare for World Book day, and our students did not disappoint! We had entries that featured a huge range of book genres and the recreations were done in multiple incredibly creative ways. The entries were shown as part of our World Book Day assembly and will be displayed within our school library!



We are so incredibly proud of students and their creativity, and are so impressed that they took time away from screens over the half term to re-charge their batteries (and their eyes) to take part in such fun and creative challenges. Some of our entries are being displayed around the school, and we are planning new and exciting competitions for this term that will push their creativity even further!

**Kat Monkton**

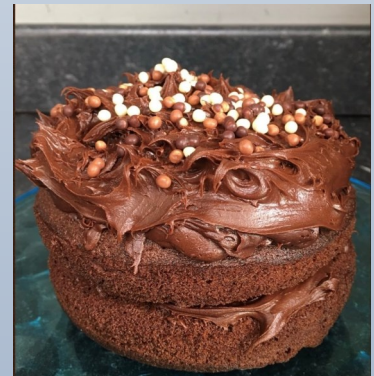


FINHAM PARK  
SCHOOL

## No Screen Day

In response to feedback from parents and students and as part of Mental Health Awareness Week, we held a successful No Screen Day on Thursday 11 February.

Students chose a range of activities from the selection attached to include creative, outdoor, community, literacy and eco tasks. Many sent photos of the things they had made and done including a large number of delicious looking cakes! Winners were chosen from each year group and these students were rewarded with vouchers and prizes on their return to school. In school, the keyworker groups also had a day away from their screens and participated in orienteering, chess tournaments, reading, art and PE.



No Screen Day		pick 'n' mix activities: choose at least 1 activity from each colour category							
1 1 minute challenge How many can you complete of each exercise (one minute each) Sit ups/ Press ups/Squat thrusts/ Squats/ Knee tucks	2 Find a new route or walk in your local area and create a map to show where you went	3 Handwrite a diary entry about how lockdown is making you feel. Put it in an envelope and seal it to read when it is over.	4 Draw a floor plan of your bedroom or a room in your house to scale. Include items in the room such as furniture. EXT: Say which scale you used	5 Bake a cake or some biscuits EXT: decorate your creation	6 Read your favourite book and design a new front cover for it.	7 Interview a person in your house (or phone someone) about their life and write an article about them	8 In Memorial Park, there are 100m sprint posts. Can you do an interval session for 15 minutes, where you warm-up with slow jog then sprint 100m, jog/walk 100m	9 Design some artwork based on the theme of animals and put in your front window- for Anthony Gormley's Great Big Art Exhibition (see details)	10 Learn/create a dance routine EXT: perform it for someone in your house
11 Choose a famous person and write a diary extract from their point of view from an important event in their life.	12 Check in on a friend or family member to see how they are doing today or do a good deed for a neighbour. (socially distanced)	13 Design your own stained glass window and paint or draw it	14 Write a letter (or a postcard) to someone you haven't been able to see recently. Go out and post it	15 Learn a card game (Hearts, Cheat, Go Fish are all good choices) - teach someone in your family and play it!	16 Collect at least 5 different kinds of leaves and other natural materials and create a collage	17 Clean/organise your bedroom	18 Recreate a classic work of art using unusual materials (see Artwork on Toast!)	19 Design a healthy menu for a meal for your family. EXT: go and buy the ingredients and make it.	20 What's your favourite song? Cut up all the words and make a new one. EXT: record yourself singing or playing it
21 Watch out of your window or go outside and identify at least 3 different species of bird in your garden (see RSPB checklist)	22 Listen to an audiobook and write down 5 questions you have for the author.	23 Do some tidying in your garden - eg gather dead leaves, cutting back foliage (with supervision!) or planting seeds and bulbs	24 Homemade bowling. Empty plastic bottles: fill to various levels a small amount of water. Use a ball and add up the amount knocked down or a strike.	25 Make something new out of recycled materials: eg a hat, piece of clothing, a model or even a robot!	26 Create a poster to encourage people to help protect the environment.	27 Obstacle course Using different equipment in your house or garden make an obstacle course - time yourself completing it	28 Discover a new album/piece of music - write a review persuading someone else to listen to it	29 'Inter-College Step Challenge'. How many steps can you do in a single 24-hour period? Send your results once done.	30 Go for a walk and photograph some natural images (see winter watch checklist)

## In praise of the mini whiteboard

Low stakes quizzing is perhaps our most effective assessment tool in these first few lessons of face to face teaching and so mini whiteboards are a great way to ensure all students are accountable as well as replicating some of the most popular aspects of lockdown learning.

As students at Finham Park returned to school, each class was asked to participate in a wellbeing survey covering issues such as how they had adapted to online lessons and how they feel about the return to school. One of the most useful polls was finding out what students had enjoyed about their online lessons; in order to make the restart curriculum as effective as it can be, we really want to utilise those things that have worked well in remote teaching. As you can see on the slide below, students really enjoyed those things that made lessons interactive as the social aspect of school was the thing that they most missed. The chat function on Google Meets is something that has proved extremely popular, especially with students who are not naturally confident in speaking in front of the class and we have found that some of our quieter students have really thrown themselves into online lessons using this feature. Also featuring in the top 5 answers were online whiteboards such as Spiral. In a lesson I observed this week, a teacher using mini whiteboards in an RE lesson cleverly transferred this aspect of online learning to ensure that all students participated and answered every question. It was great to see how the students who had been used to answering in this way online eagerly joined in the class discussion.

So if you haven't used your mini whiteboards for a while, now is a great time to dig them out!



**Helen Cooke**



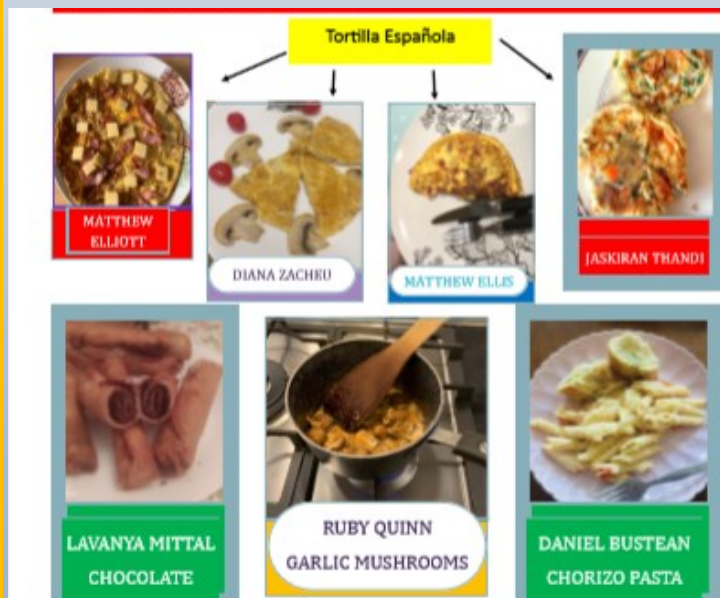
During Mental Health week, staff and students at Lyng Hall

School were challenged to find more creative ways of learning, including a no screen day. Here are just some examples of their very creative and fun ways of learning, for students who were either in school or learning from home.

## Creative Learning



### Year 9 Spanish Cooking!



### Foundation Big Bake!



### Year 7 History



### TEFL



## Drama



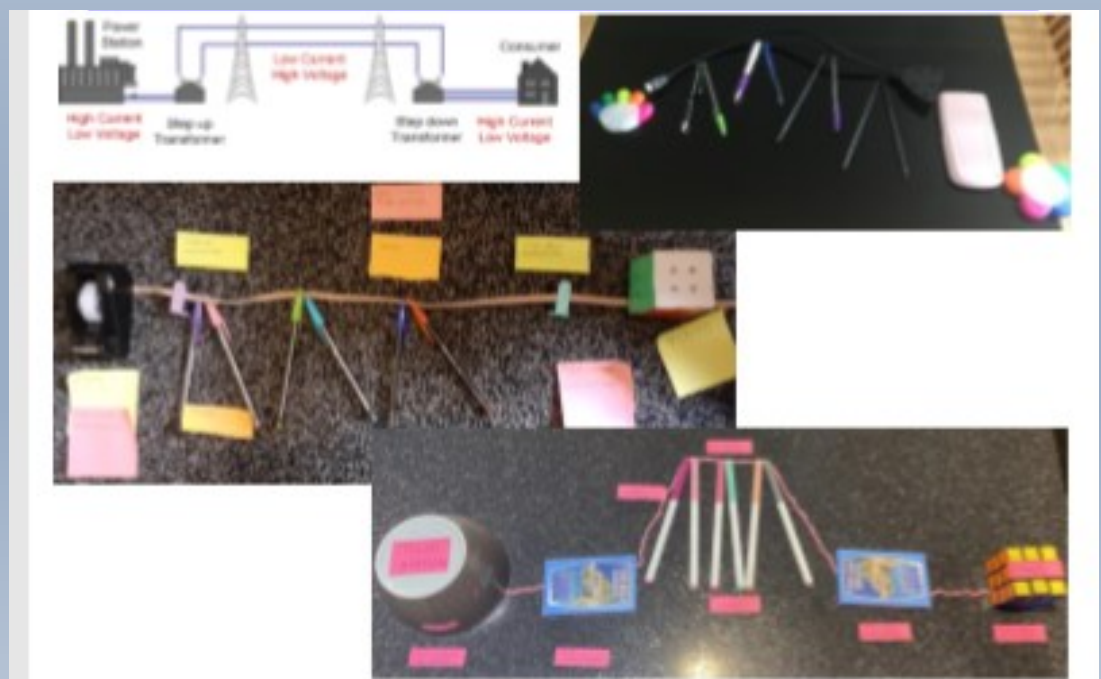
## Sociology



## English



## Science





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](http://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>

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Chair of Trustees: Peter Burns MBE JP