

Finham Park Multi Academy Trust

World Class News

March 2021

Edition 17



FINHAM PARK
MULTI ACADEMY TRUST

FPMAT

Young Leaders' Global Summit



Holocaust Education Trust



Savage Stone Age



City of Culture



Welcome from Mark Bailie



Dear Parent / Members of the Community

Welcome to the latest edition of World Class News.

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 we 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 our staff 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 staff 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.

Children within the FPMAT have access to a wide range of opportunities: educational, vocational, and cultural. I was very interested to read about Harry's opportunity to take part in the Young Leaders' Global Summit. We have strong links locally, nationally and internationally and I would strongly encourage all of our children to take part in opportunities when they are offered. In a time pre-Covid, some of these global opportunities have included the Mandarin Excellence Programme where students learn Mandarin and have in the past visited China to enhance their learning and understanding. Students have also worked on community projects in Uganda. In addition, there are normally a whole host of educational and cultural visits to choose from. Whilst many of these have had to be put on hold, due to the pandemic, staff have been creative in finding solutions to these barriers. The use of Zoom and Teams have meant that children have still had access, albeit remotely, to these experiences.

Schools are busy places and I am sure that like me that was one of the aspects that attracted our staff to work in education! However, it is also important that we all take time to recharge our batteries, spend time off line—with our families, alone or doing what we enjoy. I would like to thank staff and children for their 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 the 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, 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. Our staff are often at the forefront of action research and educational developments, which ultimately impacts positively on the experiences and opportunities for children in our schools.

In addition to our own MAT CPD, all schools have access to our Teaching School, The Lion Alliance. It was a pleasure to host two Lion Alliance Teach-Meets in March, where we could once again share best practice for staff.

The first TeachMeet 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.

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.

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 .

We believe that one of our biggest assets is our staff. We have recently launched our Collaborative Development Groups. These are led by staff and explore key areas in education, seeking to find innovative strategies and solutions to issues facing schools both locally and nationally. I am pleased to say that the Development Groups are well under way and I look forward to sharing some of their findings in future editions. Alongside the Development Groups, co-construction work continues on areas within the curriculum and educational practice.

These are 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

Co– Construction: How this benefits students

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

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

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

Co– Construction: How this benefits students

Assessment Progression

Subjects have completed an assessment overview from Nursery – GCSE.

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

Moderation as a MAT

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

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

Finham Park MAT Student Leadership

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

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



MAT Development Groups



We are delighted to launch the FPMAT Collaborative Development Groups. This is a great opportunity for staff from across the Finham Park MAT to research and help shape key areas of education.

- ◆ 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.

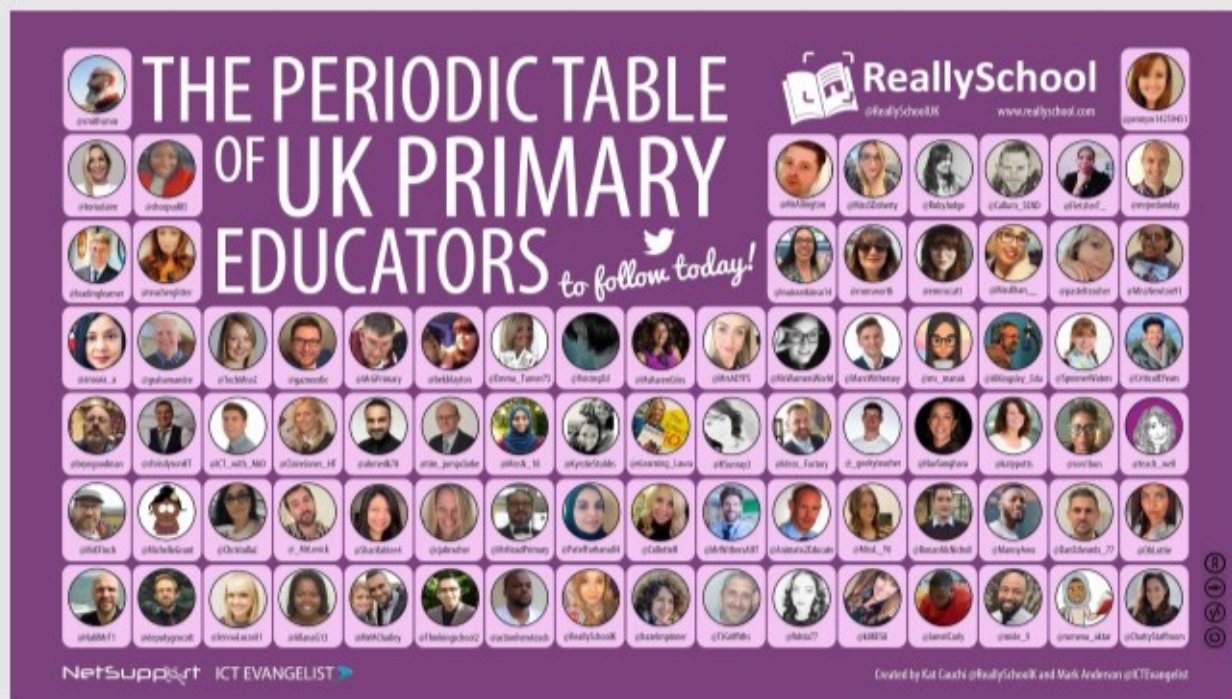
I have started to meet with each group, initially at the start of this launch, and have then handed over leadership to each group. They have selected a group leader who will help co-ordinate meetings and be responsible for feeding back to myself and headteachers. I have been really pleased with the make 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

*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)



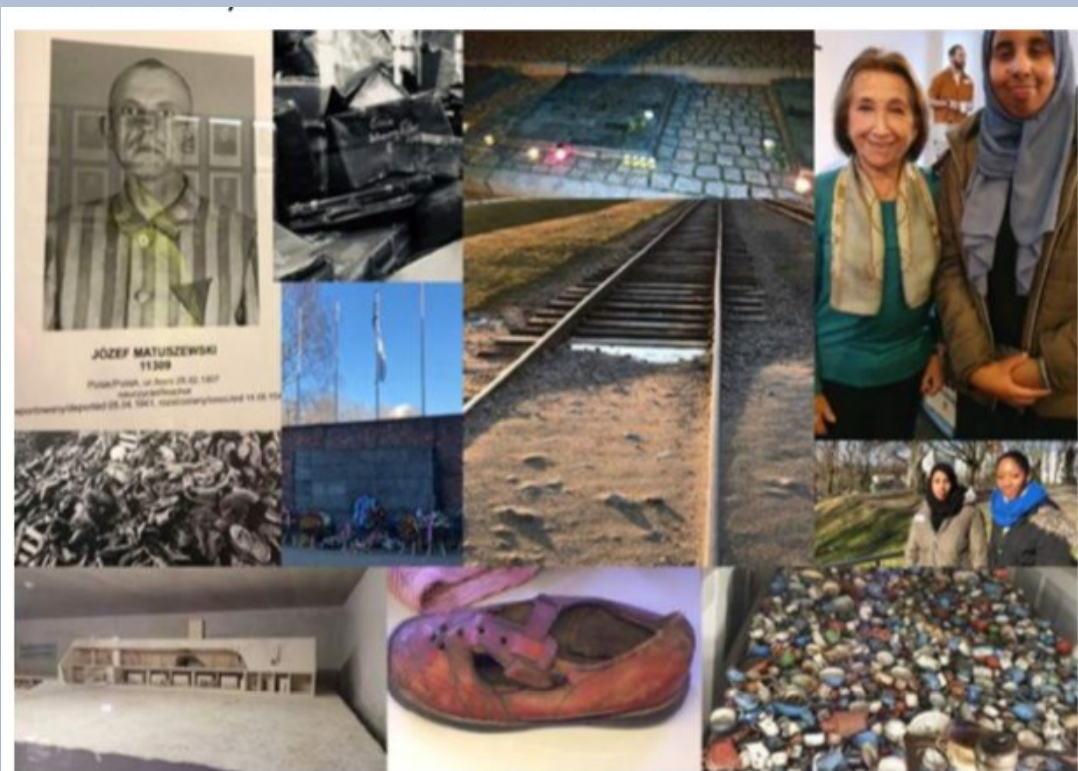
Be the Light

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:



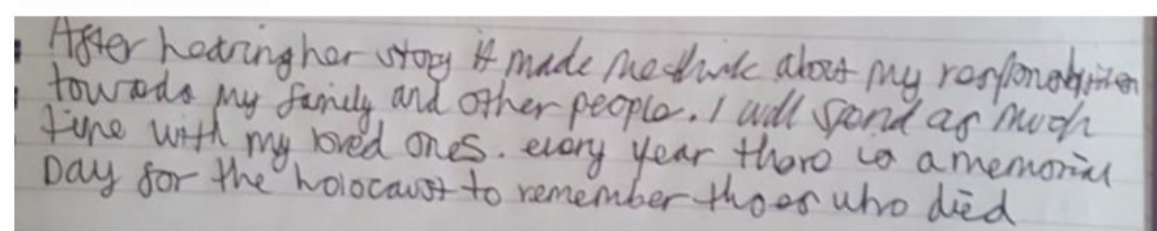
I was moved by her story—her inspiring resilience, compassion and humility resonate even more sharply in our current climate.

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.



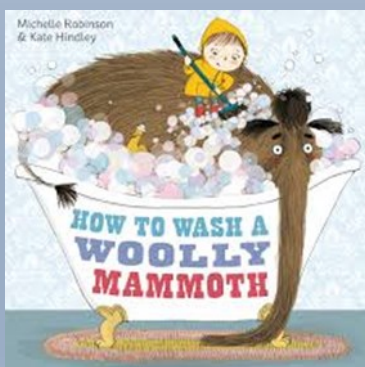
Savage Stone Age

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.



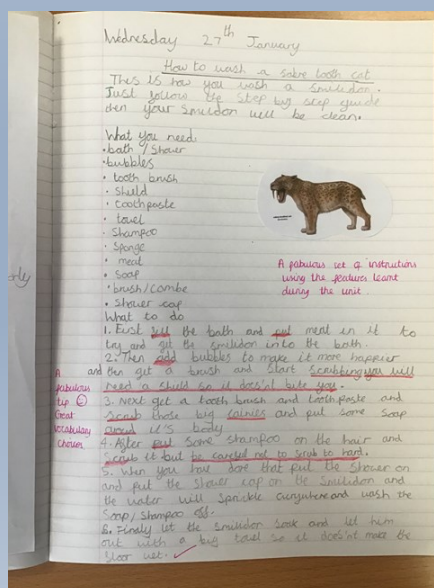
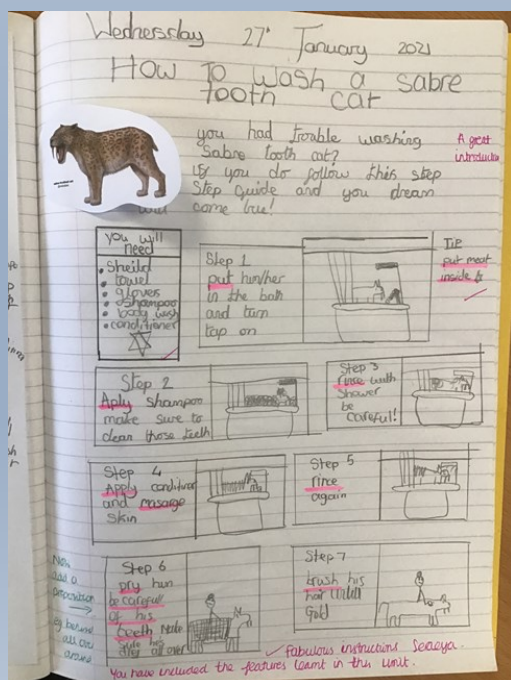
We did however use stories to engage and hook the children into their learning. *How to Wash a Woolly Mammoth* is a funny instruction manual, giving readers a step by step guide as to how to successfully bath a mammoth. But be warned! Be careful to make sure he doesn't get any soap in his eyes.

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.

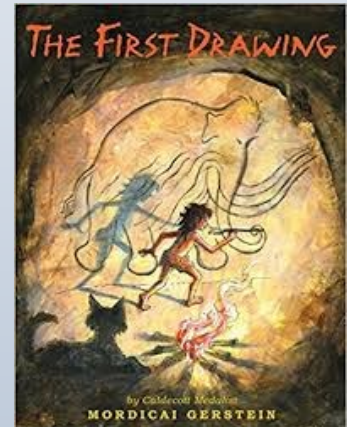
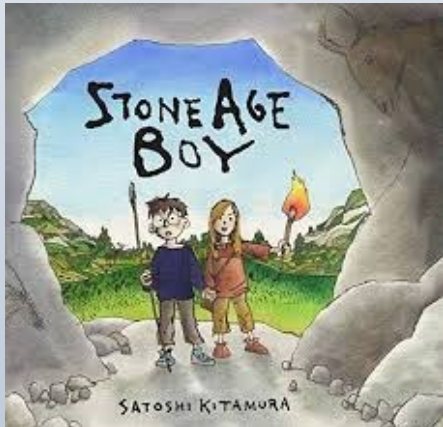
The children read, followed and evaluated a set of instructions as to how to make a model mammoth out of a milk carton. This activity hooked and engaged the children into the topic. The children at home were really creative, using different materials they had available to make their mammoths. They then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



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)



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.

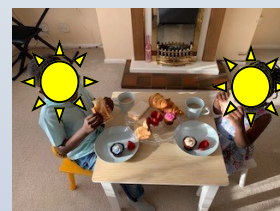
I would really recommend to staff that whilst we may be limited in getting students out on field trips they should look for opportunities such as guest speakers to widen student's horizons and bring learning to life.

Mrs Brake - Geography

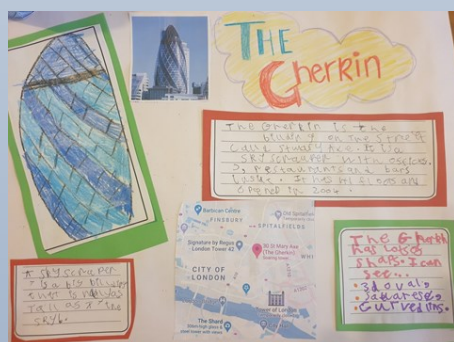


Big Lights, Big City!

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



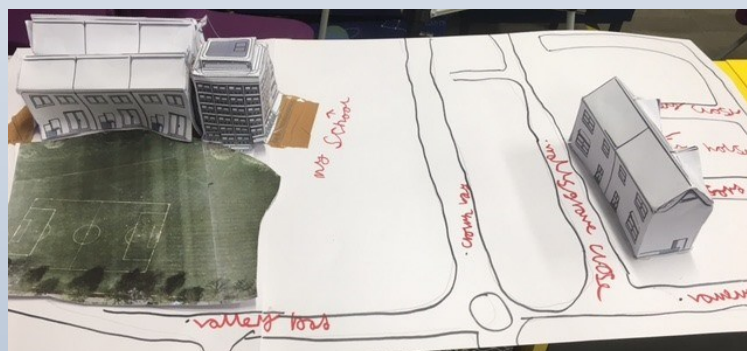
We have studied major London landmarks, resulting in some fantastic artwork and research.



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 a letter H that is the sign for hospitals.

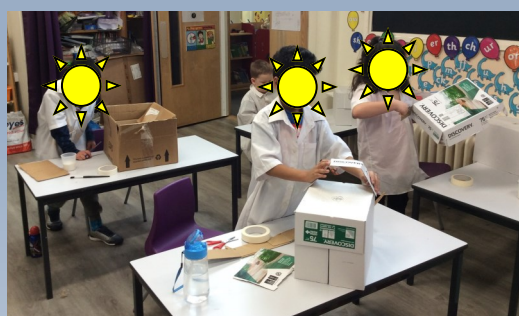
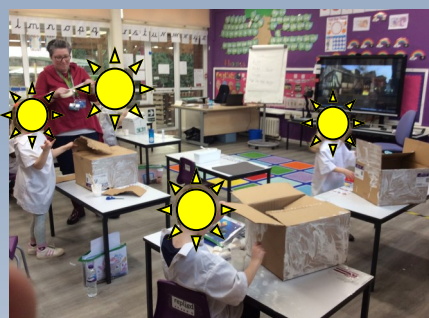


The children have studied physical and human features and made maps of their local areas.



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!

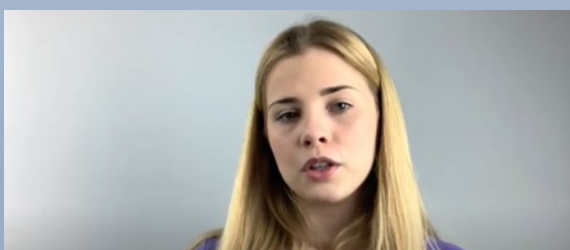


Jo Radcliffe

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

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.

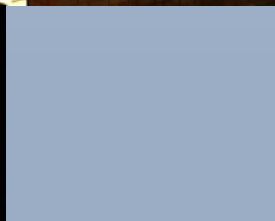
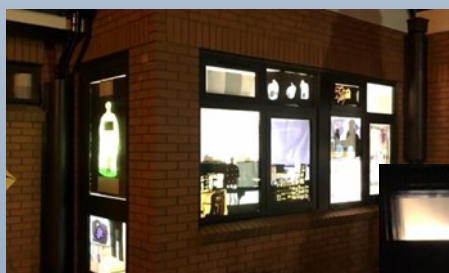
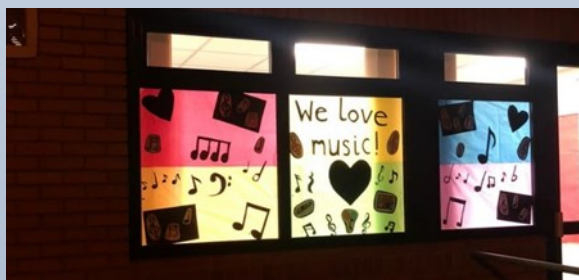
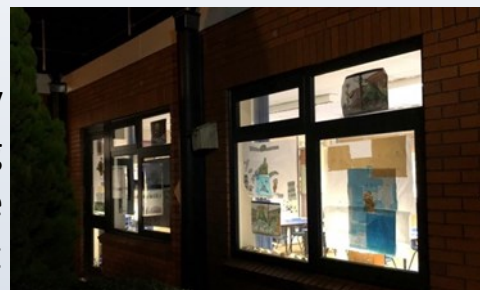
Smart School Council is different from a normal School Council because it listens to everyone's voices in school. Each class is asked their opinion and submit their results via the website.

Year 5 Smart School Council, Finham Primary School



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.





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

Books are a way to escape.
To let your imagination run free.
You can be the ruler of your own
Kingdom.
You can be whoever you want to be.

Books are a thrilling adventure.
An undiscovered universe,
Full of mysterious things.
It's a story yet to be told.

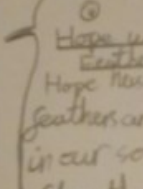


Music

Music is the language of ears,
 it speaks through the heart
 and spreads through the world.

It gives you vibrations like no
 other, it makes you feel like a
 feather.

Flying in the wind, high
 in the sky, floating like a bird,
 dancing like a flower.




③
Hope with
feathers
Hope Newcastle
feathers and perches
in our soul. It
flies throughout
our mind. Singing
hope into our
heart. Soaring
high in the
sky with
hope.



July 31

We had to demolish our garden shed
in order to build a house on the site. The
house was built on the site of the shed.
The house was built on the site of the shed.
The house was built on the site of the shed.



LinkedIn Feedback Survey 2 - notes and questions

What's needed to influence HR for the greater good, when that is influenced by HR? (company's style)? What's needed for greater good to be influenced by HR? (company's style)?

What happens and begins with the HR? What happens when HR is not involved? What happens when HR is not involved? What happens when HR is not involved?

What happens when HR is not involved? What happens when HR is not involved? What happens when HR is not involved?

What happens when HR is not involved? What happens when HR is not involved? What happens when HR is not involved?

What happens when HR is not involved? What happens when HR is not involved? What happens when HR is not involved?

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



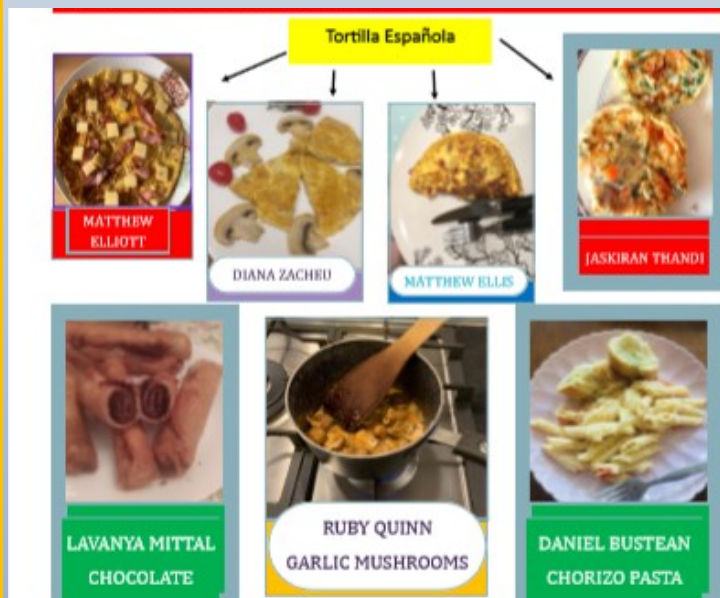
During Mental Health week, staff and students at Lyng Hall

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



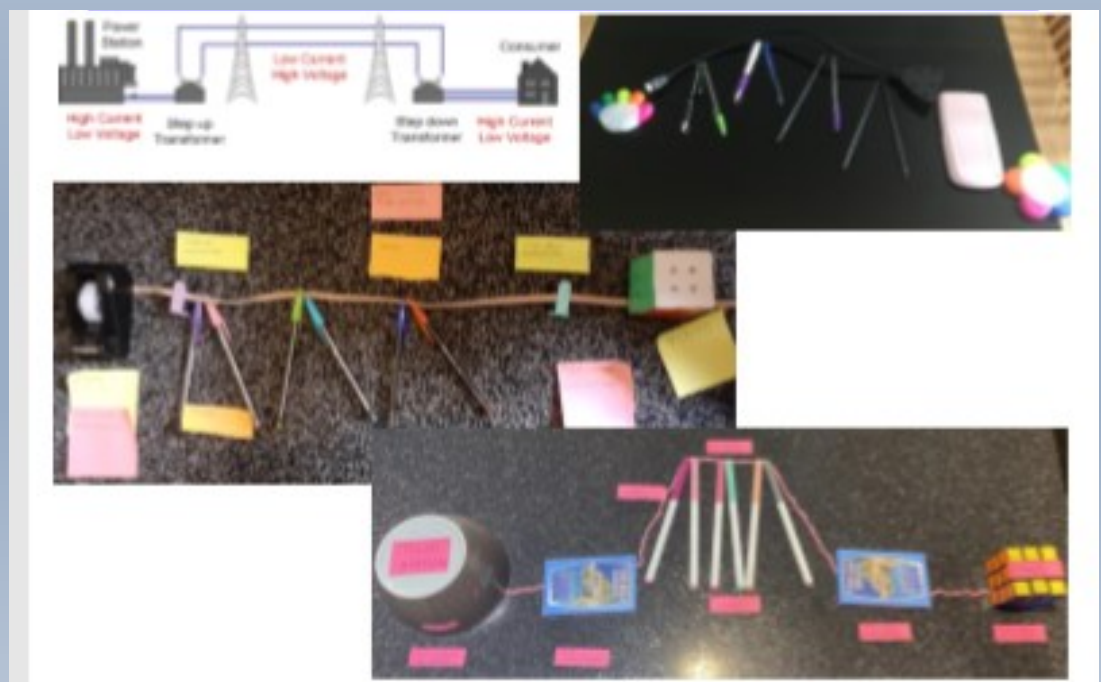
Sociology



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 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

Tel: 024 7641 8135

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

Finham Park Multi Academy Trust

World Class Education

Follow us on Twitter:

@FinhamParkMAT



FINHAM PARK
MULTI ACADEMY TRUST



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

Tel: 024 7641 8135
Fax: 024 7684 0803
Email: executiveheadteacher@finhampark.co.uk
www.finhampark.co.uk



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