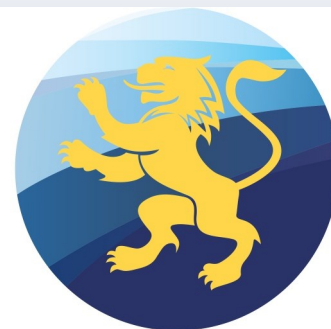


Finham Park Multi Academy Trust

World Class Education

May 2021

Edition 18



FINHAM PARK
MULTI ACADEMY TRUST

FPMAT

Dr Debra Kidd



Instructional Coaching

GOOD → GREAT

FINHAM PARK 2



Instructional Coaching

Why Instructional Coaching now?

- Impact on the quality of T&L pedagogy
- Helping ITT/ECT to develop (from September for everyone)
- Research shows effective T&L development
- Traditional T&L CPD not having as much impact due to lack of practice/modelling – overwrite/upgrade habits to avoid plateau after first 3 years

Girls on Board



**English Speaking Union
Churchill Public Speaking**



Welcome from Mark Bailie



Dear Colleague,

Welcome to the latest edition of World Class Education.

This edition is packed with more examples of the World Class experiences available for staff and children in our schools. I am always incredibly proud when I see the commitment you offer to our students.

Secondary schools have been working on Teacher Assessed Grades (TAGs) and Centre Assessed Grades (CAGs). As part of this process, colleagues from all subjects across all 4 secondary schools came together for moderation. This is important work and will help ensure that students receive grades which reflect their achievements in GCSEs and A Levels and enable them to progress further in education and beyond.

Whilst this has been an unusual year, to say the least, I know that you have been working hard to support Year 13, Year 11 and Year 6 prepare for the next stage of their education. The 'normal' transition experiences, whether from primary to secondary or from Year 11 to Sixth Form, have had to be adapted. I never fail to be impressed with your resourceful and willingness to implement new initiatives or approaches in the best interests of the children. I am sure that while many will remember this academic year for some reasons, such as the pandemic, many more will remember the support they received at school. I would like to thank you for your hard work and commitment.

Next academic year there will be even more opportunities for colleagues across primary and secondary to collaborate and co-construct. School calendars will be more closely aligned, and more co-construction time will be given for colleagues to share best practice. For example, there is a second MAT training day planned in February where colleagues will work together. This will ultimately result in greater opportunities for all children in the Finham Park Multi Academy Trust.

There are some exciting CPD (Continuing Professional Development) opportunities in the final Summer half term. These include a Lion Alliance Teach-Meet for Newly Qualified Teachers (NQTs) which focuses on preparing for the next stage of your career. There will also be sessions for NQTs who are joining the FPMAT. In addition, there are two Meet the Expert days with nationally acclaimed speakers in education:



June 14th 2021– Dr Debra Kidd

and

June 21st 2021 – Oliver Caviglioli



These are great opportunities for colleagues and are made available through our work as a Multi Academy Trust and as a Teaching Alliance.

As we approach Whitsun, I know that many of you will be looking forward to spending time with friends and family. I hope that, whatever your plans, you make the most of what will hopefully be a drier week than recently!

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

Mark Bailie
Executive Headteacher
Finham Park Multi Academy Trust

School Improvement



Thank you to everyone who has contributed to the latest editions of FPMAT World Class Education and FPMAT World Class News.

This edition features just some of the highlights from across the schools in the Finham Park Multi Academy Trust. It is always a pleasure to receive articles for World Class Education and to see the range of experiences on offer for both staff and children.

As you will be aware, Finham Park MAT embeds a 3 year Teaching and Learning cycle across our schools. Our current cycle, Responsive Teaching, is coming to a close at the end of this academic year. This has been one of our most successful cycles yet and it has been exciting to see colleagues using Responsive Teaching strategies in practice. Many of you will have been conducting action research, and applying what you have learnt into practice. Please do remember to share your findings through World Class Education and on our FPMAT Frog Connect site.

Due to the success and relevance of Responsive Teaching, we will develop this further in our next 3 year teaching and learning cycle. To move Responsive Teaching to the next stage, we will be introducing Instructional Coaching. This is a very exciting development and something that all 7 schools in the FPMAT have committed to. In this edition, you will see that Finham Park 2 have been trialling this and has seen many benefits.

Further details of Instructional Coaching will follow, and will feature in CPD over the course of the next academic year.

Earlier this year we launched our FPMAT Development Groups. I am pleased that they are progressing well and there are some interesting work being conducted by colleagues. The next edition of World Class Education will provide an update, including some great news for Student Leadership.

Although it only seems a short while ago that we hosted our annual FPMAT Training Day in January, work is under way for our next day. I can confirm that the next FPMAT Training Day will be on Tuesday 4th January 2022.

Following the positive feedback received, and whilst we are moving forward in the pandemic, we have decided to host the next event online. You will have, as usual, a range of workshops to select from, along with key note speakers and co-construction time. Details, along with the booking form, will be shared in the Autumn.

Following feedback from you, I am pleased to confirm that the headteachers across all 7 schools have agreed to have common meeting nights. This will provide opportunities for colleagues to come together at points throughout the year and for even more collaborative CPD. Recently, a good example of collaboration was the moderation of GCSE assessments. Colleagues from all 4 secondary schools came together at Finham Park 2. The CPD leads and I are meeting in June to look further at the school calendars and map CPD across the next academic year.

So whilst we have not completed this year, you can see that we are already working on making 2021/22 a great year.

I wish you a restful and peaceful Half Term break.

Bernadette Pettman
MAT Senior School Improvement Leader



FINHAM PARK
MULTI ACADEMY TRUST

Mandarin

We are excited to launch the first edition of the FPMAT Mandarin Newsletter—look out for the full edition—extracts below. **Vanessa Priest**



FINHAM PARK
MULTI ACADEMY TRUST

MAT 3031

Finham Park MAT

Mandarin Newsletter



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Huānyíng 欢迎 Welcome...

...to the first edition of the **Finham Park MAT Mandarin Newsletter**

In this newsletter we celebrate the successes of our students studying Mandarin in the MEF (Mandarin Excellence Programme) classes within our Multi Academy Trust schools.

Studying Mandarin gives pupils the opportunity for a world class education and an experience of the world.

You can see the creativity in teaching, the enjoyment in learning and the successful acquisition of the Chinese language.



MAT MEF students outside a Buddhist temple during residential trip to Shanghai. Over 18% of the population of China are thought to be Buddhists.

The rich Mandarin curriculum is delivered by skilled linguists and experienced teachers, underpinned by the **UCL IGE Confucius Institute for Schools** via the **DfE** and the **British Council**.

The curriculum focuses on the academic skills of speaking, listening, reading and writing (in Pinyin and characters), as well as widening cultural knowledge and experiences.

Through intensive learning days, visits, competitions, cultural celebrations and activities such as song writing, tai chi and calligraphy we provide real life language learning to support students to become Global Citizens.

FINALIST

LYNG HALL STUDENT THROUGH TO THE FINAL OF THE BRITISH COUNCIL MANDARIN SPEAKING COMPETITION.

PAGE 2



Mandarin Excellence Programme

THE YEAR OF THE OX

CHINESE NEW YEAR CELEBRATIONS CONTINUE DESPITE LOCKDOWN 3.

PAGE 3 & 4



WHAT'S GOING ON?

KEEP UP TO DATE WITH CELEBRATIONS AND EVENTS IN THE MAT MANDARIN CALENDAR

PAGE 15

January	February	March
一月 1st	二月 2nd	三月 3rd
April	May	June
四月 4th	五月 5th	六月 6th
July	August	September
七月 7th	八月 8th	九月 9th
October	November	December
十月 10th	十一月 11th	十二月 12th

HSBC Mandarin Speaking Competition:

Each year the MEP hold a HSBC Mandarin Speaking competition and this year was no exception. Usually held at the British Council in London, this year the competition is being held on line. It is the second time Ling Hall school has entered a pupil. Adam Yeh is the Intermediate + category, as how did he go on? Find out below.



Why enter the competition?

The competition offers a fun opportunity for secondary school students to practice and improve their Mandarin Chinese language skills, with the aim of encouraging greater interest in Chinese language and culture. Taking part helps to raise students' confidence in their speaking skills, develops their vocabulary, and improves their pronunciation.

Was Adam successful?

YES! On the 25th March 2021 Adam successfully made it through to the final of the HSBC Mandarin Speaking Competition. The final is on Wednesday 5th May 2021. Well done Adam we are all very proud of you.



FINHAM PARK MAT MANDARIN NEWSLETTER

What do participants have to do?

- The competition is in 2 rounds. A knockout stage and then the final. For both rounds pupils have to:
 - Prepare a 3 minute presentation on a topic: 'Introducing Country'
 - Translate text from Mandarin to English or vice versa.
 - Discuss a scenario chosen by the judges: 'Daily routine and school'

"Adam demonstrated dedication, and his profound knowledge in Mandarin. He performed impressively under pressure". Miss Luo

Chinese New Year celebrations: Ling Hall

Throughout the year Finham Park MAT hold intensive Learning days. This is where students are off timetable for the whole day and spend it putting into practice what they have learnt in the classroom, through cultural and real life experiences. This year this has been happening on line. This year, kick-started at Ling Hall School, celebrating the Chinese New Year.



Student Resource Pack

Letters were sent to parents and students were sent activity resource packs through the post in preparation for Chinese New Year Intensive Learning Day. These included, a fan, a post (Chinese festival), a calligraphy brush pen, character template sheets, red and yellow card and glue.

The itinerary for the day

09:15-09:30	Ms. Luo	Introduction
09:30-10:15	Ms. Luo	Countdown song
10:15-10:30	Ms. Luo	Chinese New Year story
10:30-10:45	Ms. Luo	Chinese New Year song
10:45-11:00	Ms. Luo	Chinese New Year song
11:00-11:15	Ms. Luo	Chinese New Year song
11:15-11:30	Ms. Luo	Chinese New Year song
11:30-11:45	Ms. Luo	Chinese New Year song
11:45-12:00	Ms. Luo	Chinese New Year song

The day was carefully planned and delivered by the Mandarin department. Miss Luo, Miss Wang and Mrs. Priest. With cross curricular lessons with Miss Scott (Drama), Mr. Leach-Smith (PE), Miss Stock (Maths)

"I loved learning about calligraphy and having my own pen to write characters"

Chinese New Year celebrations: Ling Hall

The collaboration of teachers and administrative staff delivered an exciting program of events for students to participate in. Active activities are pupils learn about the cultural aspects in China, and then get a chance to participate themselves. Celebrating their accomplishments in a closing ceremony at the end of the day.



Fan Dancing-Isabella

Students learnt about the traditions of Fan dancing and a routine to perform.

Chinese football challenge-Muhammad

Mrs Priest and Mr Leach-Smith set the challenge to see how many times pupils could keep the Jiao (Chinese Football) off the ground. They both watched and pupils watched their attempts... they were not very good! Only managing 3 touches.

Chinese Lantern Making-Muhammad & Natan

After each lesson activity students were given a Chinese character. At the end of the day these made a message that students sent via teams during the closing ceremony and received a New Year Chocolate!

Calligraphy-Isabella

Students learnt about the traditions of Calligraphy and a routine to perform.

Creative Teaching: Lockdown learning

The participation and creativity of our students is so pleasing to see. It was important to see practical activities to provide variation in learning and time away from looking at a screen. Cooking Chinese food was the perfect complement to the Food and Drink topic.



Year 8 West Coventry Academy made Chinese dishes when they learned the topic of 'Food and drink'. Some had great ideas to combine Chinese and western food together. They also designed a school menu in Chinese and presented it via Teams during lockdown.



WCA 星期三菜单

星期三菜单

吃 喝

饺子 水

羊肉 茶

牛肉 牛奶

米饭 可乐

Hot pot (火锅) is the most popular food in China. It is usually eaten 'shared' or 'communal'. You choose a broth (beef, lamb, chicken, etc.) and then add various meats, vegetables, and other ingredients to cook in the hot broth and eat.

FINHAM PARK MAT MANDARIN NEWSLETTER

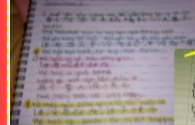
Creative Teaching: Lockdown learning

Each of our Finham Park MAT Schools took a variety of approaches to distance learning. Live lessons via Microsoft Teams was essential in continuing the learning of Mandarin.



With the first snow falling

Y7 Year 7 pupils took to writing along the snowy theme in Mandarin.



Y7 were set a task to produce mini books about likes and dislikes.



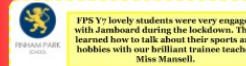
Year 7 Mandarin Curriculum: Unit 3 Hobbies 爱好



FINHAM PARK MAT MANDARIN NEWSLETTER

Creative Teaching: Lockdown learning

Despite the various lockdowns, MEP Mandarin students across the MAT have been learning in very creative ways. Via online live and recorded lessons, through Google classroom, they have continued to make excellent progress.



FPS Y7 lovely students

very engaged with Jamboard during the lockdown. They learned how to talk about their sports and hobbies with our brilliant trainee teacher Miss Mansell.



Year 7 Mandarin Curriculum: Unit 4 Family and Home 家

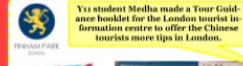


Y7 student Sara has a very cute bird and she even used Chinese to introduce him to us.

FINHAM PARK MAT MANDARIN NEWSLETTER

Creative Teaching: Lockdown learning

Year 10 and 11 students show how they are independent learners and have motivation to keep on learning at home.



Y11 student Medha made a Tour Guide booklet for the London tourist information centre to offer the Chinese tourists more tips in London.

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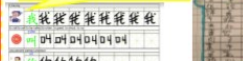
Y11 student Medha made a Tour Guide booklet for the London tourist information centre to offer the Chinese tourists more tips in London.

Creative Teaching: Lockdown learning

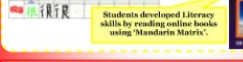
Both students and teachers increased the use of ICT learning platforms to continue learning the curriculum. The variety of platforms allowed for teachers to be able to teach and assess during the same live lesson.



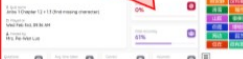
Here Year 7 students sent photos of their completed character writing.



Students developed Literacy skills by reading online books using 'Mandarin Matrix'.



Quizizz and Wordwall were very popular with all years to revise and check the learning, also to play competitively with other class members. Contact was vital.



Year 8 student Haleema designed her own revision game.



Year 7 designed colourful, personalised lollipop sticks. Great for selecting pupils to answer questions, choosing individual students and picking teams/groups. A great way to encourage fair participation.

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Creative Teaching: In the classroom

Year 7 at Finham Park 2 have been getting creative in their learning and learning about Chinese traditions.



Year 7 designed colourful, personalised lollipop sticks. Great for selecting pupils to answer questions, choosing individual students and picking teams/groups. A great way to encourage fair participation.



Year 7 student Haleema designed her own revision game.



Year 7 Chinese character drawings



Mid autumn paper plate design



Dragon boats is a symbol of hard work and prosperity in Chinese culture and it is usually made to be very complex, colorful and very long and decorated with lanterns and flags. Some dragon boats are so big that more people must carry them.

Dragon boats is a symbol of hard work and prosperity in Chinese culture and it is usually made to be very complex, colorful and very long and decorated with lanterns and flags. Some dragon boats are so big that more people must carry them.



Ends of Lessons – Good to Great

This half term we have continued with our push for 'Good to Great' ends of lessons. Our focus is:

Ends of Lessons – 100% expectations for all Y7-12 lessons

- 100% of lessons - Routine starts 10mins from the end
 - 100% of lessons - Diagnostic questions/Checking for understanding or progress to inform planning and track student progress
 - 100% of students in silence for the routine
 - 100% of students pack away as instructed by their teacher – pass books to ends of rows, only a couple of students allowed out of seats etc... to pack away equipment
- 100% of students stay sitting in silence (reading if staying for next lesson) until the teacher dismisses their row. Only dismiss one row at a time – chairs under, uniform checked/masks on, sanitise hands and leave

As with our Good to Great lining up routines this whole school focus is helping to improve what we all do not because we weren't good before, but because we can be even better.

We are not at 100% yet, but the focus so far has definitely helped us to improve from where we were and many staff have said that it has helped them refresh their thinking about diagnostic questions/checking for understanding at the end of lessons as well as helping them with follow up planning to be more focused and responsive.

Student feedback shows that they like the consistency of routines across all lessons and calmness in the corridors leaving lessons as they go to other classes or to break/lunch.

Responsive Teaching


FINHAM PARK 2 

Exit Tickets – Not all are created equal
(TLAC 2.0 Page 190-195)

End each class with an explicit assessment of your objective that you can use to evaluate your (and your students') success.
'You have taught the lesson, but how many have learnt what you wanted them to?'


By using exit tickets we hope to know:

- What percentage of our students correctly answered key questions measuring the lesson objective?
- Which of them didn't get it and what mistake did those who got it wrong make?
- Does the data back up our 'gut' feeling about how the lesson went?
- How effective was the lesson? What have they learnt from it?
- How we should refine our next lesson/s and not be 'flying blind'

FINHAM PARK 2 

Good to Great...Ends of Lessons

WHY?



We need to start small and then build on our success.

As detailed mentioned last week we will not apologise for sharing what we need to do in the clearest possible way and what may sound obvious. There will be things that you may think are obvious but may be far from it - we don't want to leave anything to interpretation.

- We need to **end** **Ends of Lessons** - this was an area identified for improvement in the Autumn term for classes.
- We all know that calmness ends of lessons leads to calmer starts to other lessons/breaks and lunches; less hearing time being wasted; calmer corridors and less interruptions of other lessons; improved behaviour in lessons; improved relationships for staff and students in corridors.
- But to really nail this (like with lining up) we ALL have to play our part. If any of us do not it will not work. I mean ALL of us. 100%.

We are already a really good school - now let's make our school a truly great one - for our students, staff and our community.

Instructional Coaching Trial

We have started our Instructional Coaching trial for the summer term which will help us plan for the first phase of roll out for all teaching staff in September.

Using the resources shared by Uncommon Schools and from Leverage Leadership/Get Better

Faster books we are developing our observation and feedback process to focus on action steps from fortnightly lesson observations that are modelled and practiced with a coach before being implemented into lessons.

Using a 'See It, Name It, Do It' model of feedback ensures that feedback is planned and scripted to ensure the clear messages and WALKTHRU's will be used as Action Steps to aid common understanding through shared language.

GOOD → GREAT

FINHAM PARK 2

Instructional Coaching

Why Instructional Coaching now?

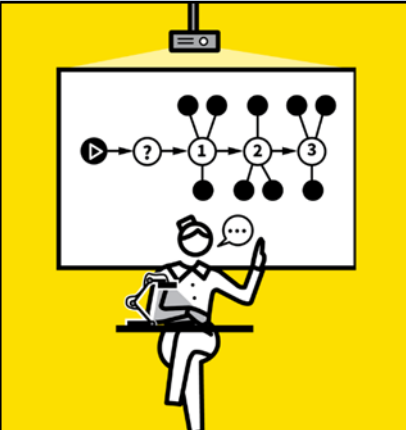
- Impact on the quality of T&L pedagogy
- Helping ITT/ECT to develop (from September for everyone)
- Research shows effective T&L development
- Traditional T&L CPD not having as much impact due to lack of practice/modelling – overwrite/upgrade habits to avoid plateau after first 3 years

WALKTHRU's

We continue to use WALKTHRU's resources to support professional development. We are refocusing this term on 10 core WALKTHRU's for whole school improvement and then each department working on 3 that fit their specific areas for develop-


ment either from the core 10 or others from the book as appropriate.

Feedback for Lesson Reflections this term will begin again for all staff (some paused in the Spring term due to remote learning) and WALKTHRU's will be used as part of the areas for developments and next steps.



10 CORE WALKTHRU's

- 1 POSITIVE RELATIONSHIPS
- 2 ESTABLISH YOUR EXPECTATIONS
- 3 SEQUENCE CONCEPTS IN SMALL STEPS
- 4 LIVE MODELLING
- 5 SCAFFOLDING
- 6 COLD CALLING
- 7 CHECK FOR UNDERSTANDING
- 8 QUIZZING
- 9 WEEKLY & MONTHLY REVIEW
- 10 GUIDED PRACTICE

 WALKTHRU A/D/A/P/T

Some feedback from NQTs/ITT on using WALKTHRU's this year:

"At meetings [with my Subject Mentor] we have used the walkthrus book to help pick a focus (e.g. my first focus was positive relationships and expectations)" FP2 NQT

"The whole section on questioning and feedback I have found to be particularly useful as they are clear and actionable examples that can be applied to a range of classes. In particular, 'Say it again better' and 'Show-me boards' are techniques that I have used a lot with Year 8 and 10 and they work very well to ensure the whole class is fully engaged."

FP2 Trainee

"Live Modelling: It helped me in my TALK group. This year I wanted to start and use the visualiser more so looking at different modelling techniques has been very useful"

FP2 NQT

"Walkthrus have been really useful to act as a guide to support the coaching provided by my mentor or other classroom teachers. The step-by-step actions mean that a lot can be taken in very quickly meaning that it doesn't feel like a task to refer to it which is really appreciated. As the sections are so short I find myself easily flicking between different ideas resulting in finding new techniques that I realise I could use in the classroom. Initially, it feels like a very passive form of CPD but it has a significant amount of impact when these ideas I have stumbled across are put into practice in the classroom."

FP2 Trainee

Subject Specific WALKTHRU: Department Focus 2020-21			
Subject	1	2	3
English	Sequence concepts in small steps	Scaffolding	Check for understanding
Mathematics	Establishing expectations	Checking for understanding	Guided practice
Science	Positive Relationships	Establish your expectations	Live Modelling
MFL	Positive Relationships	Show me boards	Quizzing
History	Signpost Hinterland	Plan for Reading	Pitch it up
Geography	Signpost Hinterland	Plan for Reading	Pitch it up
RE/PSHE	Signpost Hinterland	Plan for Reading	Pitch it up
D&T/Engineering/Food	Feedback as actions P106	WCF P108	Check for understanding P96
Art/Photography	Feedback as actions P106	WCF P108	Live Modelling
IT/Computing	Positive relationships	Modelling	Quizzing
Business	Positive relationships	Modelling	Quizzing
Psych/Sociology	Positive relationships	Modelling	Quizzing
PE	Positive Relationships	Establish your expectations	Live Modelling
Drama	Establish expectations	Check for understanding	Guided practice
Music	Establish expectations	Check for understanding	Guided practice

Liz Allton

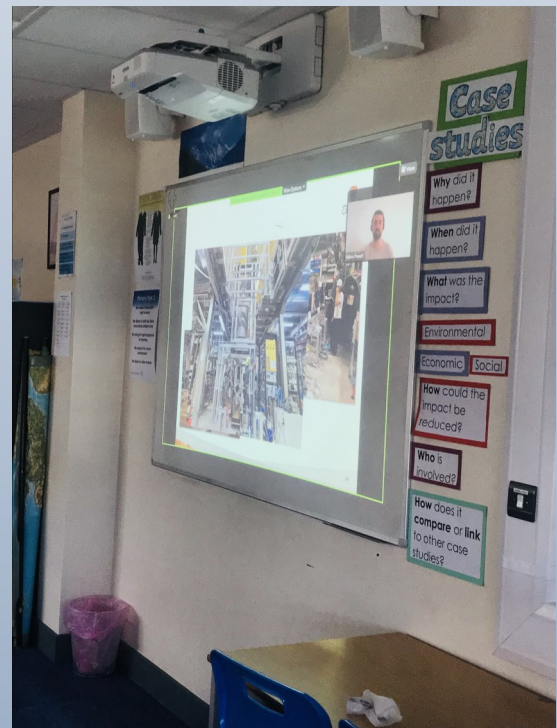


Since January, three teams of Year 8 girls have turned in to computing wizards and taken part in the GCHQ CyberFirst competition.

I am delighted to report that one of our teams made it through to the nationwide semi-final (no easy task!) and competed fabulously.

Sadly our journey ended after that round, but the girls all received badges and certificates for getting so far. An amazing feat for Laura, Hannah, Hope and Ruby.

This term we were lucky enough to have a CERN physicist give a talk exclusively for our 6th form physics students during careers week.



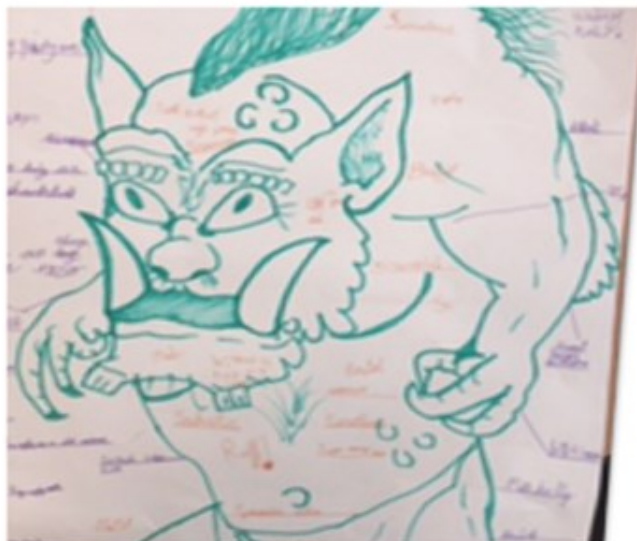
The talk didn't stop at science careers either - we were given a virtual tour of CERN, and the students had a Q&A session after. Our students thought it was absolutely brilliant, and one of them 'kind of wants to do Physics at university now' (probably as enthusiastic as 17 year olds get!). I couldn't have been more proud of them for their attitude and engagement during the session.

Rebecca Mack



Drew Class: *Exploring how the arts can deepen children's immersion, engagement and comprehension of new texts*

With the aim of improving children's immersion, engagement and comprehension of new texts, both the teachers and children pooled a wide range of popular, creative activities from across the arts. For example: charades, Write Dance and expressive movement to genre specific soundtracks; illustrated glossaries; hot-seating; conscience alley; responding to illustrations and music; role on the wall; readers' theatre and even puppetry!



PIC • COLLAGE

The children are currently responding brilliantly and have shown real motivation in participating and taking ownership of the strategies. This has also enabled us, as a key stage, to additionally address and facilitate the children's social skills after such prolonged periods of time out of school and/or in isolation. Consequently, the children's understanding of new texts and related vocabulary - across all subjects – is currently showing accelerated progress in both their reading and writing.

Most importantly though, they're having fun!



Responsive Teaching – Next Steps

As we enter the summer term – let's take the next steps in Responsive Teaching. We have seen some great and effective use of powerful knowledge and formative feedback strategies so time to extend our repertoire.

Showing students what success looks like – not a new concept, but a new approach maybe?

“Students who know what success looks like have a goal and know how to achieve it. Goals increase motivation and belief” (Locke and Latham, 2002)

Demonstrating what students have learnt – building on and using formative assessments.

Changing what and how we do something can be a scary challenge, but trialling it with one class might be insightful and informative. Take a risk, try something new and you might find it works.

“Good teaching is $\frac{1}{4}$ preparation and $\frac{3}{4}$ pure theatre.”
Gail Goodwin

“Education is not the filling of a pail, but the lighting of a fire.”
William B Yeats

Showing students what success looks like.

If students see only good models, it can be hard to distinguish what makes them effective: comparing contrasting models allows them to identify what differentiates excellence from mediocrity (Lin Siegler et al., 2015).

Checking whether students can identify the next step also provides a rapid test of prior knowledge (Kalyuga and Sweller, 2004).

There's compelling evidence that having students evaluate the merits of contrasting models may be sufficient without additional teacher explanation (Renkl, Hilbert and Schworm, 2008; Wittwer and Renkl, 2010)

Craig Barton modified his use of models to take account of this: after presenting each worked example, he invites students to work out what has happened themselves – silently – before their own attempt (2018, p.209)

Stop Talking, Start Influencing: 12 insights from brain science to make your message stick.

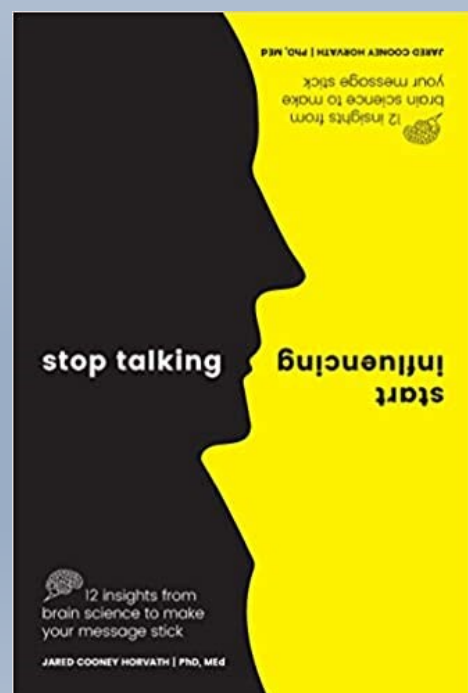
Jared Cooney Horvath PhD MEd

Practical strategies with the understanding of how the brain works and why.

Question:

How will you put your new knowledge of the brain to the best use in your classroom?

Now available for you from Minh in the LRC!



Finham Primary have adopted an approach that empowers girls in school to navigate the choppy waters of friendship for themselves.

We are all aware that when girls fall out with each other at school it can be tough for the girls, but also for the teachers and parents who try to support them. Teachers can spend many hours a week trying to unpick the problems and issues that lead to relationship conflict between girls, but with only limited success. The problem is that the issues involved are very fluid and hard to express precisely. Girls in school say that things usually get worse when the adults get involved in their friendship issues.

Girls on Board offers a different way of supporting girls and has been adopted in dozens of schools by hundreds of teachers helping thousands of girls across the UK including Finham Primary School. It is a research-based approach and is developed by Andrew Hampton, Headteacher of Thorpe Hall School in Essex, this approach has been shortlisted for the TES Independent Schools Award for Wellbeing Initiative of the Year 2019 and 2020 and has been shortlisted again for 2021.

Unless there is specific wrong-doing or bullying taking place, *Girls on Board* replaces the 'justice tools' approach usually adopted by teachers to investigate conflict. A *Girls on Board* session brings all the girls in a school year group together to explore and re-enforce the key principles:

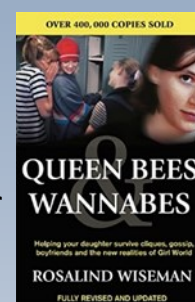
- All girls fear having no friends.
- Adults can only help in very limited ways.

A girl without a friendship group is a problem for *everyone* because whichever group she eventually joins will be changed in some way by her arrival.

Once girls begin to see and understand that they nearly *all* feel this way, then rifts between them naturally start to heal and they start to bond with each other again. Using the *Girls on Board* approach, teachers help the girls build healing empathy and then let that empathy do its work. With hit points throughout the session it brings more and more girls on board until by the end every girl not only understands the importance of remembering that every girl needs a friend, but the school also understands that. The girls gain trust in the facilitator as they are the person who has pointed out the truths about them, which no adult has possibly articulated before. Once girls begin to see and understand that they nearly *all* feel this way, then rifts between them naturally start to heal and they start to bond with each other again. Using the *Girls on Board* approach, teachers help the girls build healing empathy and then let that empathy do its work. With hit points throughout the session it brings more and more girls on board until by the end every girl not only understands the importance of remembering that every girl needs a friend, but the school also understands that. The girls gain trust in the facilitator as they are the person who has pointed out the truths about them, which no adult has possibly articulated before.

Girls on Board sessions look at the dynamics of group sizes, different types of girl behaviour, managing parent reactions and includes role play. If you are familiar with the film *Mean Girls*, you will recognise many of the girl behaviours. If you have girls yourself, it may be worth reading 'Queen Bees and Wannabees: Helping your daughter survive the Cliques, gossip, boyfriends and the new realities of girl world' by Rosalind Wiseman as the film was inspired by this book. Wiseman describes the different roles girls play in and outside of cliques as Queen Bees, Targets, and Bystanders, and how this defines how they and others are treated.

A session may possibly address a friendship issue head on, but more usually a session will remain at the level of principle. The teacher's role is to remain largely recessive and act as facilitator in holding up a mirror which reflects the girls' behaviour and attitudes. A session may possibly address a friendship issue



head on, but more usually a session will remain at the level of principle. The teacher's role is to remain largely recessive and act as facilitator in holding up a mirror which reflects the girls' behaviour and attitudes.

There are six hit points in total these include:

HIT POINT 1-Every girl needs a friend.

HIT POINT 2-Every group of girls need something to bond over

HIT POINT 3-Everybody feels insecure about their friendship

HIT POINT 4-Girls worry about what other people are saying about them.

HIT POINT 5a-Girls tell lies because they don't want to be told off by their parents.

HIT POINT 5b-There are consequences to not telling the truth to your parents.

HIT POINT 6-When grown-ups get involved in girl conflict, things get worse.

This approach is delivered as a single workshop session and reactive sessions can be called as and when required providing that the issue has been explored to rule out bullying. All girls in Key Stage 2 of Finham Primary have had this delivered to them and the light bulb moment when they realised that they feel the same about friendships was a great experience. They particularly enjoyed the role play and opportunities to talk openly about their friendships.

Emma Whittle
Learning Mentor

During this term at Finham Primary we held an MFL week across the school. This created a huge buzz around languages especially Spanish. Children across the school completed a number of activities ranging from food tasting, dancing the flamenco, holding conversations and looking at other countries traditions and beliefs. We held a whole school assembly where clues were planted in each classroom and the children had to guess what our theme was this week. When going into each classroom and speaking to children about what they have enjoyed this week, this is the feedback I received

"I love learning about Spain and when I go on holiday I can speak to other people in their language"

"Learning Spanish is fun but learning the flamenco is really hard"

"Learning Spanish will help me in the future and I like learning about other countries"

This is just a snippet of what children have said but it was a fantastic week and the amount of MFL objectives that teachers can hit in that week has been really beneficial, especially to see progression.

National Day of Remembrance

On Tuesday 23rd March, we joined in the National Day of Remembrance. We



started the day with an assembly and we decided as a whole school to draw around our hands to reflect on the first day of Lockdown. Everyone coloured in a hand and we joined them together to show that we were all in it together as a team. They are displayed in the Finham Primary corridors.



We decided that it was hard times for us, but we pushed through it!

By Finham Primary School Council



FINHAM PARK
SCHOOL

Teaching and Learning

‘Lessons from Lockdown’

After a well deserved break, staff are continuing to embed the strategies and resources we developed in lockdown.

In music, Jo Sharkey has been encouraging students in all years to develop their composition skills both at home and in lessons through the use of Flat.io which she first used in lockdown but has proven so effective that she has embedded it into the curriculum of all key stages. I saw a fabulous year 8 lesson where the students were all working independently at their own pace through tasks which built up to them composing a score for a ‘Haunted House’ movie. In Music lessons students continue to use Google Classroom, utilising the interactivity and personalisation which worked so well in remote learning and is now even better when they can be supervised on the classroom computers by their teacher who supports where needed.

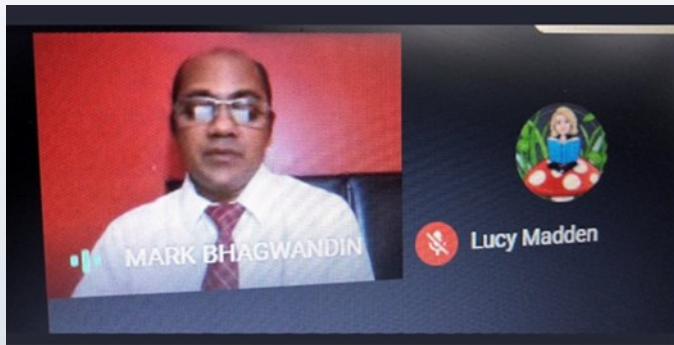


Ancient Greek Influences How high can you score?

List three qualities of the forms.	What is meant by a priori?	List three qualities of the Prime Mover.	Describe Aristotle's Third Man Argument.
What does Plato mean by anamnesis?	List Aristotle's four causes.	What is meant by a posteriori?	Describe Plato's chariot analogy.
List three features of the Allegory of the Cave	What is the soul according to Aristotle?	What analogy does Gerry Hughes use to describe the Prime Mover?	What is a valid argument?
Last lesson (1) Aristotle	Last week (2) Plato	Last unit (3) Mind, Body, Soul	Further back (4) Introduction

In RE Lucy Madden is focussing on retrieval and retention: “I think that one of the most important things that I have learnt during remote learning is an even more pressing need to ensure that students can recall learning from previous lessons. I’ve

used retrieval grids with Sixth Form to check their prior learning. These would be used at the start of a lesson and will be something I will continue to use now we are back in the classroom. Also holding screens which are a way of providing an immediate starter which don’t rely on bits of paper put out on student desks. Oh and of course mote!”



RE, among several other departments, have also embraced their new confidence with technology, using TEAMS to invite guest speakers in to talk to students. PE have invited some ex students, one of whom is now a professional foot-

baller, to give talks to their year 11 classes and English plan to do the same to encourage more students to consider taking the subject at A Level.

In Drama, Google classroom is being used effectively to support home study: “We have absolutely embraced the use of Google classroom as a shared space to set HW assignments, collect work, share resources and see progress at a glance. We’ve also loved using mote and will continue to do this to offer students quick verbal feedback. Finally, we created new schemes to support students working from home and as a result have some thought-provoking resources on World War 1 hero, Noel Chavasse, and Womens’ rights activist, Malala Yousafzai – schemes we shall adapt to the classroom for future students to be inspired by!”

Costume design no.2-after Malala had successfully got free education for all girls

Happy facial expression which shows she loves what she is doing and has a choice.

Head scarf to show that even though she is famous she still is proud of who she is and to be a role model for all religious people.

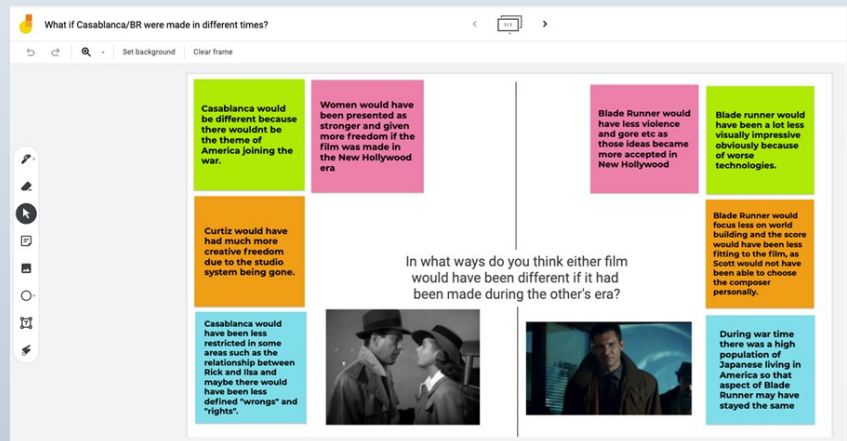


Colourful clothes to show that she believes in herself and wants to be noticed not hidden

She is confident in herself and safe and comfortable no matter what she does.

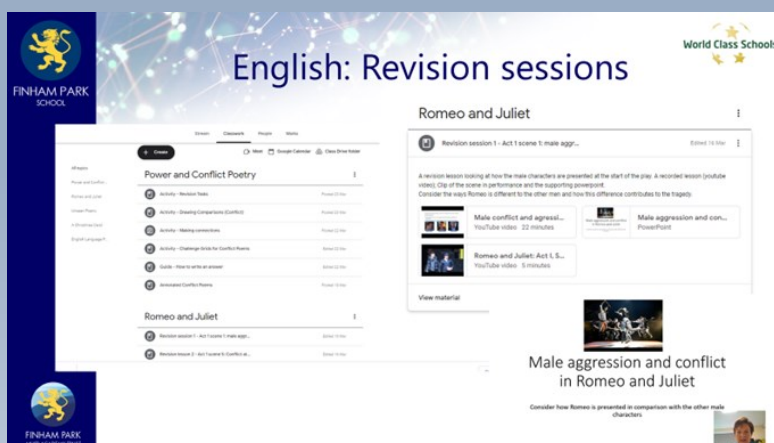
Mike Gunn in Media is skilled in the use of Google classroom for flipped learning activities such as the distribution of resources prior to lessons so has continued to embed this into his curriculum. In addition, Media students submit of all their work via Google Classroom; they use Spiral for formative assessment of all students and Jamboard for shared online mind-maps and brain dumps.

Many departments utilised the power of Google classroom to set revision activities for year 11 and year 13 in the run up to their summer assessments.



The facility to replay recorded lessons and revision sessions was very highly prized by a number of students as well as being able to find knowledge organisers, past papers and exemplar responses. English set up a GCSE revision Classroom for the whole of year 11 which allowed them to pool and curate the essential resources and revision sessions as well as a suggested, hyperlinked timetable for students to follow.

So despite the many disadvantages we have all suffered this year, the relentless and sustained focus on good teaching and evaluating what works in lessons and for home learning has led to many improvements in our classrooms and particularly in how we set and structure home learning activities.



Helen Cooke



Year 1 Finham Primary



Last week we went for a walk to have a look at our local environment. We walked across to Droylsdon Park and looked at the seasonal changes.

We spotted Daffodils starting to grow and blossom forming on the trees. We stood under the tree and looked at where the blossom had formed on the branches.

We spotted human features in our local environment such as roads, shops, the library and houses. We talked about who had visited the library and what they had done when they were there. We talked about how libraries are brilliant because we can look at lots of different books, borrow them and take them back after we had read them.

When we got back to school we compared maps of Finham over time. We looked at a map from 1886, 1901, 1920, 1946 and one from today and observed changes. We saw that in the earlier maps most of the Finham area were fields and farmland and there were very few manmade roads. As the maps progressed through time, we could see houses being built and there were fewer fields. We talked about the need for shops to be built as more people were living in the area and they would need shops locally. We really enjoyed looking at Finham in the past and comparing it to Finham today and we were very excited to see all of the signs of spring in our local area.

Natalie Russell

Year 1 Finham Primary School



FINHAM PARK
SCHOOL

COVID KEEPERS

Design and Technology



- **Continual use of Google Classroom at all key stages**
- **Use of visualisers to help demonstrate practical elements and drawing skills**
- **Creation of Loom videos to help students understand key concepts recording lesson content so students can refer to it at a later date**
- **Assessment of work using comments on live Google documents including Slides and Docs.**
- **Verbal feedback using Mote**
- **New thinking and creation of materials to aid student independence**

The visualiser & Google Classroom:

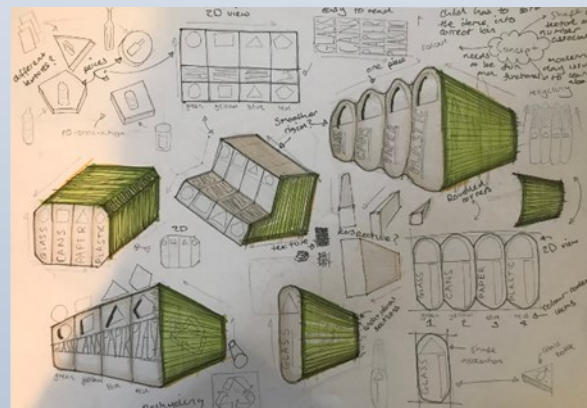
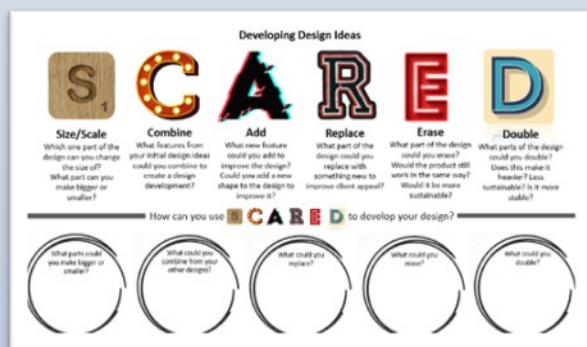
This simple but effect tool has allowed the practical elements of the subject to fully continue. The demonstrations of high level skills have meant that students have not missed out on learning this.

The ability to upload to each class their specific demonstration has shown engagement of all students. With the demonstrations being specific to each class, when students have watched the uploaded demonstrations in their own time to follow. They are then reminded of the specific language engagement taken place of questioning.

Year 11 demonstration in lockdown for their NEA 2 high skilled practical session upon alternatives with a bread mixture.

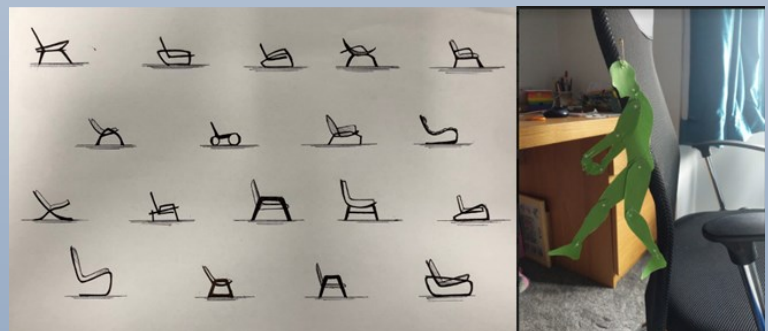


Creation of new materials to help with the independence of lockdown/remote learning. The examples below see a worksheet designed to aid students when developing their design ideas. This was used in collaboration with KS4 and KS5 to help students refine and iterate design work. Looking at the acronym SCARED – Size/Scale, Combine, Add, Replace, Erase and Double so students were able to improve designs looking at specific technical terms. Used in conjunction with visualiser and teacher demonstrations using the help sheet.

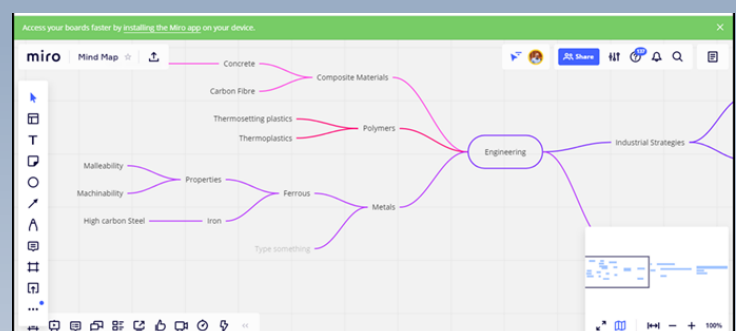


The Images here show an example of a design sheet created in real time during a remote lesson with the visualiser to aid student responses. For the lockdown KS3 project:

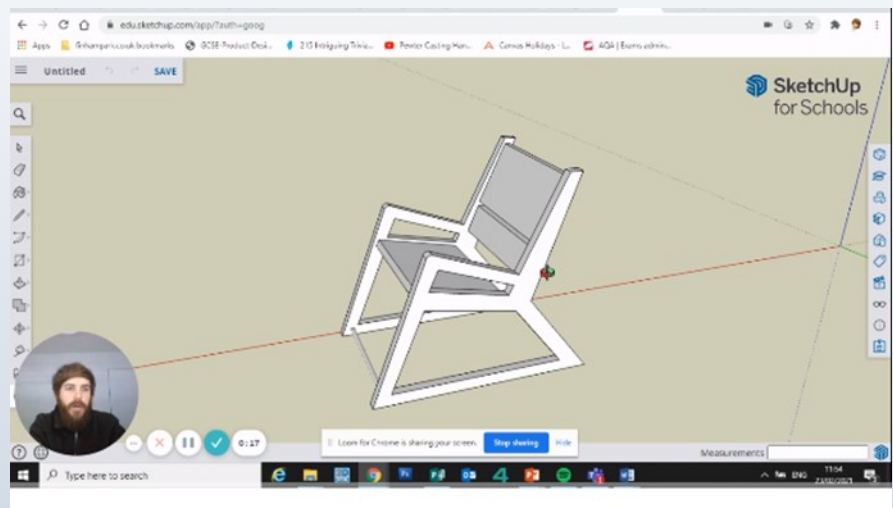
“Are you sitting comfortably” linked to Anthropometrics and Ergonomics. During one lesson we created a live practical Ergonome to help students design with ergonomics in mind.



Miro – used for visual collaboration for KS4 looking at Key themes and monitoring whole class understanding and knowledge of key topics.



Loom video to help students to understand different concepts. The screenshot here shows a video looking at some of the basics of looking at Sketchup to create a working drawing.



Note – for verbal feedback that the students can easily access and replay at their own leisure to reiterate the assessment points that have been made.

operation	equipment	time	health/safety
Parting. The steel rod should be supported so that the next few steps can take place	Right handed turning tool, steel rod, lathe	8	PPE Check, chuck key not checked so it isn't launched
Part drilling then full drilling, drill to size specified in plan	Centre drill, 8 mm drill, lathe, stock	4	PPE check, chuck key not checked so that it isn't launched. Don't touch the headstock lathe with the drill base, could send sparks.
Create an internal and external chamfer with a chamfering tool on both sides which must be good	Lathe, stock, form tool	8	PPE check, chuck key not checked to make sure it's launched.
ing off the parted s to ensure quality	lathe, stock, chuck key	4	PPE check, lathe check, chuck key is removed.
sure final product for working ing to ensure they	Product, drawing, rule	2	Don't cut yourself on any edges, wash hands so you end up with metal dust in

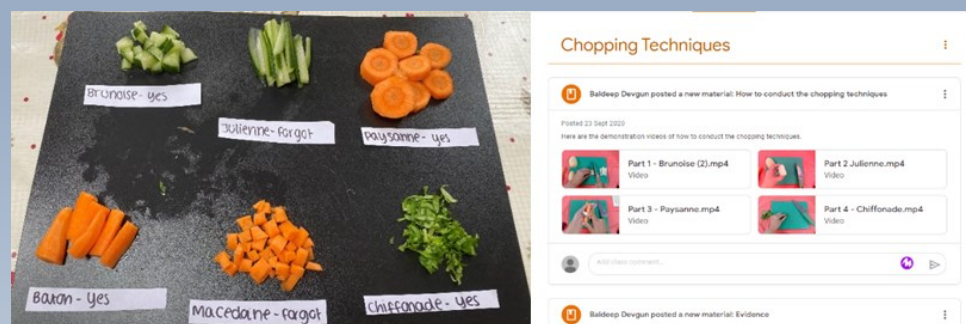
Comments:

- Richard Elliott** (2:35 PM Jan 14): You need to review the WAGOLL write ups for the CAD work to make sure that your heading in the write direction with these Ben. The work your completing is of a good standard but we need to make sure that these areas are being fully completed quickly.
- Pete Maguire** (9:49 AM Feb 23): hacksawed. Click to hear my voice note... <https://mote.fyi/ea5apqt>
- Pete Maguire** (9:48 AM Feb 23): File down the. Click to hear my voice note... <https://mote.fyi/g7u88z7>

Assessment comments on Google Drive using Slides and Docs to mark students work. Particularly good when you can see that the student has resolved a comments and made relevant changes to their work.

Year 9 – Chopping skills: The ability of the dual practical when some are isolating.

Non practical use of the visualiser



Exam question techniques and student WAGOLLS

Natural and artificial food additives are commonly used in the production of various food products. EVALUATE the advantages and disadvantages of using food additives in the production of food. (10 marks)

ADS	Dis-AD
<p><u>Prolong the shelf life</u></p> <p>E.g. - Bread - bakery with have a short shelf life</p> <p>Processed bread loaves will have a longer shelf life due to the additives.</p> <p><u>Prevent Spoilage</u></p> <p>As bacteria needs warmth, food, time and moisture to grow. Artificial food additives do not have these conditions</p> <p><u>Improve nutritional content</u></p> <p>Increase Vitamin C and E via antioxidants</p>	<p><u>Allergic reaction</u></p> <p>Sulphites can cause the allergic reaction</p> <p><u>Alter flavour & taste</u></p> <p>Sugar to sweetener</p> <p><u>Quality of the food is questioned</u></p> <p>They give off a bitter taste thus resulting in more additives having to be used.</p>

Teacher
version

Student
version

Natural and artificial food additives are commonly used in the production of various food products. EVALUATE the advantages and disadvantages of using food additives in the production of food. (10 marks)

Advantages	Disadvantages
<p>Produce longer shelf life</p> <p>Prevent Spoilage</p> <p>Bacteria needs warmth, time, moisture and food to grow. Processed food has a longer shelf life due to the additives.</p> <p>Improve nutritional content</p> <p>To do this you need to increase Vitamin C & E. Need to increase for antioxidants</p>	<p><u>Allergic reaction</u></p> <p>Sulphites can cause the allergic reaction</p> <p><u>Alter flavour & taste</u></p> <p>Sugar to sweetener</p> <p><u>Quality of the food is questioned</u></p> <p>They give off a bitter taste thus resulting in more additives having to be used.</p>

KS3 - Live demonstrations recorded and then uploaded for each class to engage the verbal communication of lessons content.



8D3

Stream Classwork People Marks

All topics

CAKE COMPETITION

YEAR 8 OPTIONS

ARE YOU SITTING C...

CHRISTMAS RECIPE...

ISOLATION DESIGN ...

Yoghurt Muffins De...

Cheesecake Demon...

Student Questionnai...

Mac & Cheese Dem...

Apple Pie Demonst...

Baldeep Devgun posted a new material: Cheesecake Demonstration

Posted 20 Oct 2020

Here is a video demonstration of the Cheesecake.

I have also attached the recipe sheet for your reference. Remember to adapt the ingredients to meet your own dietary needs.

Looking forward to seeing some products! Upload an image of your product here.

Mrs Devgun

Part 1.mp4 Video

Part 2.mp4 Video

Part 3.mp4 Video

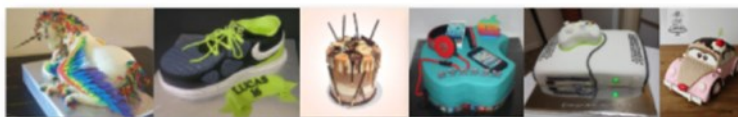
Part 4.mp4 Video

Chilled product.JPG Image

Cheesecake practical - r... PowerPoint

Collaborative cross-department tasks:

Robotic cake design



Cake competition

We're inviting you to take part in the craziest baking competition of all time with the theme "bring a cake to life".

TASK: You are challenged to **design** a creative cake that has an element of movement. Simply sketch your design on one sheet of A4 with some explanation of how your cake moves.

The winner of the competition will have the opportunity to make their cake!



*Written by Alesha –Year 9 student reporter,
edited by Mrs Nguyen*

The year 2020 and a big part of 2021 are the years that we will remember forever. It has been tough with virtually no physical human contacts except for people you live with. And our school days were mostly online lessons until Monday 8th March 2021 when we finally got back to our normal classrooms.

It was Friday 23rd April that we, all of the year 9 students, got the opportunity to think about our future and watch the virtual talk from the Human Resources Director of Severn Trent Water: Mr. Neil Morrison. The meeting took place in Green Skills Week where, as Neil mentioned is a week to “talk about all the opportunities that exist in the green economy”.

Neil joined Severn Trent in August 2017 as Director of Human Resources. From his very-down-to-earth approach, Neil explained to us that Human Resources means People Management where the right people with the right skills and the right salaries are employed.

Neil’s career in HR management started in 1996 and he has since worked in a variety of HR roles within other companies. Neil started his life as a lecturer in psychology but “wasn’t very good at it” and so went into people management where he has been ever since.

He explained that Severn Trent makes sure we have fresh water for our homes which is then put back into the environment as clean as possible. Even though we take fresh water for granted as Neil said not everyone in the

world has this opportunity we do, and that Severn Trent Water is very important for the community and people. We then explored how the sewage system is treated and linked to the environment to keep it clean. world has this opportunity we do, and that Severn Trent Water is very important for the community and people. We then explored how the sewage system is treated and linked to the environment to keep it clean.

Do you know that....

Severn Trent Water employs around 7000 staff members?

Severn Trent Water HQ is based in Coventry City Centre?

Severn Trent Water also uses its strength in engineering to change human waste into energies and put them back into the national grids?

Then came the most important part of the talk: Neil talked about how we could get a job at Severn Trent Water from joining Work Experience, Apprenticeship to Under Graduates and Graduates programmes.

We listened with a great deal of interest when Neil talked about a whole range of jobs from engineers to solicitors and the newly opened Training Academy in Finham to provide specific skills and education.

We were then shown a short video of Serena Variah, Assistant Project Engineer at Severn Trent who experienced the apprenticeship that Severn Trent offers, who says:

“Apprenticeships can provide you with the qualifications you want and put you one step ahead.”

Serena also mentioned that Severn Trent has a very positive working culture and that if you're looking for an apprenticeship, Severn Trent apprenticeship opportunities are a great choice as you are "earning while you're learning" and that "you won't regret it", it is a way to learn new skills and meet new people.

"It's the ability to join Severn Trent and combine qualifications with paid work. It is really appealing"

Neil Morrison

We then learnt about Severn Trent's involvement with The Birmingham 2022 Commonwealth Games where Severn Trent is taking on the sustainability agenda to make the Games the most sustainable ever.

To do this Severn Trent have planned projects for the future such as planting ***72 mini forests to represent the 72 nations taking part in the Commonwealth Games and planting 2022 acres Commonwealth Forest.*** Wow! This will bring a sense of hope and opportunities for young people to find jobs and careers within Severn Trent especially after all the hardships the young people have encountered since the first lockdown in March 2020.

"We are doing everything we can by taking more apprentices than ever before. We are creating more jobs than ever before. We are committing to 100 000 hours of our employability training to help people trained to get jobs"

Neil Morrison

To end the meeting Neil answered some questions from the staff and students.

Q: How did you do in your secondary school years?

A: I did so badly and was offered with a clearing or retake. This caused me to not enter the university I would have wanted. This was a life changing moment and I now say to people don't let unexpected things drag you down, do your best."

Q: Do you have any unforgettable memories?

A: I grew up in the Isle of Wight where I experienced parties and trips during school life in the fields. How fun!

Q: Why did you choose to work with Severn Trent Waters over the others?

A: I loved the ambition around the environment that was very important to me, the chance to do things in the local community. Severn Trent is based in Coventry. You get up and go to work every day to provide water to people and water is the source of life, so it felt good to work here.

Q: If we were interested in an apprenticeship what would we need to do to apply?

A: The earliest people can join us is 16 as you need to be part of a training program but there is work experience you can take part in before that. All the information is on the Severn Trent website for working with us."

Q: What is the one thing you like most about Coventry as a City?

A: It's fantastic to see lots of investments for the City, including Coventry City of Culture. I love the people here. It's the honesty from people across the West Midlands

And just like that at the ring of the bell our meeting with Neil was over.



The students left with new knowledge and aspiration for career paths for their future. We learnt the environmentally sustainable projects Severn Trent has planned, the treatment of water we take for granted that comes out of our taps at home and many opportunities such as apprenticeships and work experience at Severn Trent. The students of Whitley will agree with me that it was an eventful learning experience, and we are grateful to Neil and Miss Nguyen for organising this event for us.

Above all, we want to say thanks to the National Charity Speakers for Schools who has given us the opportunity to meet and listen to Neil Morrison. We also want to thank Neil for spending time to prepare for his presentation, as he said it was a nerve-wracking experience to run a virtual talk with the possibility of technical hiccups happening, (thankfully they didn't). Neil has given us a lot of food for thought.

Thank you for reading this blog and remember as Neil said:

“Don't get hung up on your grades, always work hard, always do you best and always put every effort in but if something happens that you didn't expect then don't let it stop or derail you, you can always carry on; every individual is more than just their letters and grades.”

*Written by Alesha –Year 9 student reporter,
edited by Mrs Nguyen*



COLLEGE POINTS BADGES

In every lesson our students have the opportunity to earn achievement points. The maximum possible score for any single lesson is 5 points and these points are collated every week to form the basis of the college championship. So far, 98 students have achieved the milestone of 1000 points and these students have been awarded with a silver phoenix badge to mark the achievement. The badges were presented during tutor time and it was fantastic to see so many students proudly wearing their new badge. Well done to everyone who has received a badge. - **Mr Sanford-Casey, Executive Director for Performing Arts and the School Colleges**





FINHAM PARK
SCHOOL

Delayed but still amazing!

At the end of the spring term our incredibly talented Year 10, 11 and 13 students completed their practical exams. Despite changes to the specification, numerous students intermittently self-isolating and having to navigate social distancing regulations in a practical subject; the students still performed outstandingly.

Year 13 performed a collection of monologues showing maturity and subtlety in their portrayals of the characters. Their characterisation demonstrated keen insight into the intentions of the playwright. Their performances were incredible.

Year 11 showed great determination and resilience performing their Component 2 scripted monologue and duologues, using plays such as *The Long Road* and *Things I know To Be True*. Their work was captivating and developed, with insightful choices in their artistic decisions. It was wonderful to see and feel such a supportive atmosphere in the Theatre as they cheered on their peers with one amazing performance after another.

Year 10 finally completed their Component 1 devised performances. They have faced many hurdles in the preceding months but they took it in their stride, creating powerful work looking at discrimination and the destructive power of social media. This meaningful work was performed with skill and maturity. Their congratulatory words to each other afterwards were heartfelt and enthusiastic.

As a department- we could not be prouder of their motivation, resilience and outstanding performances!



The Finham Drama Department
J Spokes and S Bartlett



Child Poverty Action Research

The Cost of the School Day

About Child Poverty Action Group

Child Poverty Action Group works on behalf of the more than one in four children in the UK growing up in poverty. It doesn't have to be like this. We use our understanding of what causes poverty and the impact it has on children's lives to campaign for policies that will prevent and solve poverty – for good. We provide training, advice and information to make sure hard-up families get the financial support they need. We also carry out high-profile legal work to establish and protect families' rights. <http://www.cpag.org.uk/>

About the Cost of the School Day The Cost of the School Day project was started by CPAG in Scotland in 2014 with the aim of reducing the financial barriers that prevent pupils from fully participating in the school day. The Cost of the School Day approach involves working with whole-school communities (pupils, parents, teachers and school staff) to identify and reduce cost barriers faced by pupils from low income backgrounds. Following the success of this project in Glasgow and Dundee, CPAG has partnered with Children North East and expanded the project to local authorities in England, Wales and new parts of Scotland. cpag.org.uk/CoSD

Overview Families living on low incomes often struggle with the cost of the school day and this can affect how children experience education. By building on the success of the Cost of the School Day project in Scotland and Children North East's "Poverty Proofing the School Day" programme, CPAG's UK Cost of the School Day project supports schools and local authorities to reduce and remove financial barriers to learning and poverty-related stigma, ensuring every child can make the most of their school days. The full report from Cost of the School Day has been emailed to all

staff by Cathy Smith, the report and action plan summarises the barriers the group have identified by speaking to students, parents, staff and governors, and also highlights where things are working well. Each of the thematic areas have been ranked in the report to help the school identify the priority areas.



Lyng Hall School is a relatively small secondary school with about 850 students from Year 7 to Year 13. The school is located in the Upper Stoke ward of Coventry, where 30% of children live in poverty after housing costs. 34% of students at Lyng Hall School are in receipt of free school meals (FSM) and 43% are eligible for Pupil Premium funding. There are over fifty languages spoken in the school, with 44% of students speaking English as an additional language and 61% of students being of black, Asian or minority ethnic heritage.

As part of the Cost of the School Day project, 22 discussion groups took place with 221 students from Years 7 to 13 and three focus groups were carried out which concentrated on three different topics. Sixty nine parents/carers responded to our survey as well as three governors and 42 members of staff. Interviews were carried out with 13 staff members who hold key roles within the school.

The comments of students, staff and governors alike reflected the school's very strong sense of community and the extended family unit it provides: "You feel part of a community, we're a family together" (Year 11 student); "Very lucky to be in such a great community" (Year 9 student); "When you

know the school, you know there's a buzz that everyone wants to work as a family" (governor); "We have a wonderful community at this school. Like nowhere else I have ever worked" (staff member); and, "We're like a family, a family unit, we all look after each other, parents, children, we are a family" (staff member).

Students also talked about the welcoming, safe and inclusive environment that Lyng Hall School delivers: "It's a genuinely nice and welcoming school and we all are a team and we stick together" (Year 11 student); "They make us feel like we are welcomed" (Year 7 student); "Our school is very passionate about keeping everyone safe and happy and making sure we are all included." (Year 11 student); "The schools focuses on building a safe and friendly environment." (Year 11 student); and "I would say equality [is what the school stands for], everyone at school is treated the same I think" (Year 13 student); and, "Our school is very welcoming and is always full of new opportunities which anyone can be involved in" (Year 13 student).

The strength of the school's diversity was also highlighted by many students, who felt their school environment allowed them the confidence to be who they are and was full of character and creativity: "There is a good vibe about the place with children from many nationalities doing well and working together" (parent); "Our school's really diverse so we've got lots of people from lots of different backgrounds and you get to know lots of different people when you're here" (Year 10 student); "It's diverse and the school wants us all to be confident and happy" (Year 11 student); "I would say definitely that our school has character. Everyone here has their own type of how they are, and it just makes the school a whole. The school promotes creativity like that!" (Year 10 student); and, "It has a lot of character. There's a lot going on" (Year 13 student).

Numerous responses to the staff survey demonstrated Lyng Hall's fantastic poverty-aware and inclusive approach to the school day and how the school tries to reduce costs for families wherever they can see an opportunity to do so: "I never assume that students have things at home or have been to places or have had specific experiences, I talk about 'some people may have'.... so that students do not feel excluded if they have not" (staff survey); "We will always support students and try to ensure none of them misses out due to financial reasons" (staff survey); "I think our school is well aware of the financial issues that many of its cohort experience and the school goes above and beyond to minimise the effects it has on pupil learning and attainment" (staff member); "The school does as much as it can to minimise spending of parents" (staff member) and; "In my experience any support that can be offered financially is investigated and offered to families who need it" (staff member).

The supportive nature of the school and the way that staff try to do everything they can to help students in all aspects of their lives was shared: "I think a lot of people go out of their way to make sure everything that you need is sorted" (Year 13 student); "The school is always there for you" (Year 7 student) and; "...teachers can go out their way to help you with whatever you need - help and support and work wise" (Year 13 student)

Students also talked about their enjoyment of school life, with the word 'fun' being mentioned a number of times to describe their school experience: "We have fun!" (Year 8 student); "Fun – because of fabulous teachers" (Year 7 student); "It's fun because we get to do different things in lessons" (Year 9 student) and; "It's fun and the teachers are really supportive" (Year 9 student)

Overall, it is hugely apparent that Lyng Hall's students hold their school in high esteem, that the school community means a great deal to them and that they feel very well supported by the school in many different aspects of their lives.

Lyng Hall School already demonstrates many examples of excellent Poverty Proofing practices which are embedded within its ethos. There were numerous strengths highlighted in all of the thematic areas investigated, some of which had no or very few recommendations:

Additional Opportunities: A wide range of free additional opportunities are offered to students at Lyng Hall. Both financial and practical support is in place to help families, such as the provision of shin pads and football boots, as well as flexible payment options. Families are not under pressure to contribute financially towards additional opportunities.

“Nearly all students go on trips. I’d say 98%. If you can’t afford it, you still go” (Year 11 student)

Art and Technology: Students are provided with all the necessary resources, materials and equipment needed. Specialist equipment, such as cameras, can also be loaned from the school. Courses have been redesigned during school closures to allow success to be achieved at home without specialist equipment and any required materials have been delivered to students at home.

“In our art lesson our teacher usually checks if we have everything we need or if we need anything” (Year 10 student)

Bullying: Students have a good understanding of what bullying is and feel it is dealt with well if it does occur. “It has a zero bullying tolerance” (Year 13 student)

Art & Catering Class

Celebrations: Christmas dinner is provided free of charge for every pupil in the school.

“The school is usually very supportive and they have things like a free Christmas dinner” (parent)

Charity, Fundraising and Community: Donations are collected discretely and students are encouraged to be creative with how they show their support for an event, for example using highlighter pens or wearing hairbands of a particular colour rather than entire outfits.

“Even if we don’t have pink or yellow, you can wear small things such as bracelets or head bands, you don’t have to go off and show off with your new outfits” (Year 11 student)

Curriculum and Ability Groups: Curriculum courses are planned to ensure all the resources students will need are available in school. Specialist equipment can be loaned and free practical resources have been delivered to students during lockdown. A free pencil case filled with pens, pencils, rulers and erasers is provided to all students at the start of the academic year and further stationery is available in lessons.

‘...school are also very good about stationery, giving us calculators, pens and pencils when needed,’ (pupil forum)

Food: Students who are eligible for Free School Meals (FSM) are not identifiable, FSM allowance can be spent flexibly and underspend is carried over. A free Christmas lunch is offered to all and a free breakfast is provided for those attending morning clubs and taking exams. A discrete dinner money debt collection process is in place and offers support to families. Every student attending school during lockdown is offered a free lunch and food hampers have been distributed.

“If there’s a time I don’t spend it [FSM allowance], then it’s always there” (Year 11 student)

School



Rewards, Behaviour and Attendance: A wide range of positive rewards are in place, which are achievable for all and students are rewarded for reasons beyond their academic accomplishments. Strong relationships with staff and a supportive school life are used as incentives for attendance.

“If we’re not in school, we get a phone call to ask if everything’s ok and if they can help us” (student)

Support to Parents and Families: Mentoring is provided to support parents/carers. A range of practical and specialised support is offered, including Citizens Advice Bureau trained staff and staff who are able to translate. Parents/carers are provided with many ways to keep in touch and make contact with the school, including the direct telephone number of their child’s Associate Teacher.

“They are understanding [and] very approachable and available if help is needed” (parent survey)

Uniform: Actions have been taken to reduce the cost of uniform. Free and reduced cost items are available in school. Expectations are high but an understanding and supportive approach is taken with uniform breaches. Free fleeces and facemasks have been provided to every student during the pandemic.

“School provided branded fleeces. School always willing to help” (parent survey)

School Uniform & Fleece



Additional Opportunities: Not all parents are aware of the support that the school offers around the payment of trips that cost families money. Some trips are offered on a first-come-first-served basis which can be difficult for budgeting and some trip letters do not give families enough time to organise payments.

“Some trips I have had to say no to due to a low income” (parent survey)
Curriculum and Ability Groups: Students use their own mobile phone data to access learning in some lessons.

‘My mum has had to double both mine and my brother’s mobile data tariffs to accommodate in school online learning resources such as Quizlet and Kahoot!’ (Pupil forum)

Food: Milk is not available to pupils who are eligible for free school meals and not all families know how to apply for free school meals despite a clear system being in place. A few stakeholders talked about families not being able to afford the cost of school dinners.

“I would like to offer a hot dinner to my child daily at school but wouldn’t be able to afford it so have to do packed lunch” (parent survey)

Support to Parents and Families: Not all parents are aware of the wonderful support that Lyng Hall School offers with the cost of the school day and parents are not always given enough notice when asked for money.

“Send regular personal emails to all families making it aware what help is available” (parent survey)

Uniform: The expense of uniform is a challenge for parents/carers and not all families are aware of the fantastic support Lyng Hall School offers with uniform. The school uniform is the cheapest in the city.

“Uniform is expensive and we can only get it from one shop. Even the PE kit has to be specially bought” (parent survey)



The Lion Alliance Teaching School

Alexandra Ford – Head of the Lion Alliance

We've had another busy term in the Training School, processing well over a hundred ITT applications to date. We are really pleased to see not only excellent growth in our Primary numbers but also in the number of career-changers who are now considering teaching. We have made many excellent appointments for September.



In March we hosted yet another fantastic Alliance Day where trainees received high quality training led by colleagues from across the MAT as well as an afternoon webinar by Hywel Roberts. Feedback was overwhelmingly positive with all attendees finding his session inspirational and a 'breath of fresh air.'

Upcoming Events

Termly TeachMeets

Lion Leadership Pathways

'Meet the Expert' Events including...

June 14th 2021– Dr Debra Kidd – tickets on sale now! https://docs.google.com/forms/d/1h8fe8WIOofoktxLSWq_2vvQoJz-EA4OFJ8T6SOLdNwU/edit



"Debra Kidd taught for 23 years in primary, secondary and higher education settings. She is the author of two previous books, Teaching: Notes from the Front Line and Becoming Mobius: The Complex Matter of Education, but her latest project, Uncharted Territories: Adventures in Learning, with Hywel Roberts is her favourite because it represents where her heart is – in the classroom. Debra is the co-founder and organiser of Northern Rocks – one of the largest teaching and learning conferences in the UK. She also has a doctorate in education and believes more than anything else that the secret to great teaching is to "make it matter"."

June 21st 2021 – Oliver Caviglioli – tickets on sale now!

**OLI
CAV**



<https://docs.google.com/forms/d/1AmVSvXkoYT7D0Az0Pcf4igX-3G24c2VQARI95jE5Vmc/edit>

Author of Dual Coding for Teachers and most recently the Lesson WalkThrus series, Oliver will deliver three fantastic sessions during the day.

ABOUT

“I used to be a headteacher of a special school, wrote several books on visual teaching strategies and was a trainer in schools and colleges for nearly a decade. After an inspired visit to the 2008 Berlin VizThink conference, I invented the HOW2s — visual step-by-step guides to teaching techniques. Now, I design and illustrate books, produce poster summaries of educational ideas, create visual branding, visualise CPD packages, and make the **occasional** presentation in the UK and Europe.”

Find out a bit more about Oliver on his website: <https://www.olicav.com/about> or follow his Twitter @olicav

July 2022 – Tom Sherrington – tickets coming soon

We are very excited to be hosting a day with Tom Sherrington. Author of the Learning Rainforest, @teacherhead blog and of course Lesson WalkThrus.



Recruitment

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

Get in touch

Website: www.thelionalliance.co.uk Email : admin@thelionalliance.co.uk

Twitter : @lion_alliance

Written by Eve year 10, edited by Mrs Nguyen

On Wednesday 17th March, many people would have been celebrating Saint Patrick's Day, but Lola, Callum and I were celebrating for a different reason entirely. We were celebrating the fact that, all of us (the Dream Team) had got through to the English-Speaking Union debate semi-finals and would be participating that very evening alongside some amazing competitors, with the likes of Concorde College and Newcastle-Under Lyme School, and many more.

Due to the current circumstances of Covid-19 restrictions, all ESU debates took place over the virtual platform of Zoom. I had personally never used Zoom before, but luckily no computers died and no mics were muted! It was amazing that despite the ongoing national lockdown, the three of us still got to participate and enjoy such an exciting evening of debating, talking about topics of our choices, and I'm sure those who were present there would agree with me when I say we are very grateful to everyone involved in making this possible.

To clarify, ESU stands for English Speaking Union, a national charity with a simple mission which is, ***"to give young people the speaking and listening skills and cultural understanding they need to thrive"***. It was founded in 1918, more than a century ago and one of its first Chairs was Sir Winston Churchill (1921-1925).

To start with, at 4:15pm, we all logged onto the meeting and already, were met with some of our competitors saying their 'Hellos' and 'Good afternoons'. Soon enough, the debate was underway; we were all immediately stunned by the incredible standard of schools that we were competing against. We were in awe of the diverse topics that all school teams had chosen, and how passionately some spoke on them. One of the topics was, *"Man is born free and everywhere he is in chains."* (Jean-Jacques Rousseau)

This is how the debate works - in each team you have a Chairperson who introduces and concludes whilst keeping the debate flowing - this was Lola's role. You also have a Speaker, who you could say is the main event, talking for 5 minutes about the topic they have chosen – this



for us, was Callum. And finally, you have the Questioner who listens intently to the Speaker and asks them questions on their chosen topic. This helps to clear things up for the audience and to learn a bit more about the topic being debated - this was my job. But here's the twist! The Chairperson and the Questioner don't stick with their teams, they get paired up with the Speaker of another school to form a new team. Similarly, the Speaker gets paired up with the Chair and Questioner of an opposing team.

Soon enough, it was Callum's turn to deliver his speech on the topic of ***"We have a moral responsibility to disobey unjust laws- Martin Luther King Jr."*** Callum's passion and knowledge clearly showed, touching on the tangible margin between just and unjust laws. Callum used a part of the Holocaust as an example. Another focal point of Callum's argument was the horrendous treatment from the Chinese government towards the Uighurs – one of the Chinese ethnic minorities. Many of us in the audience learnt so much from Callum's speech to realise the living conditions of the Uighurs.

On reflection, Callum said:

"My experience of the ESU debate was great. It was enjoyable, exciting and informative. It allowed me and my team to learn a lot about a wide variety of topics through others speeches and researching our own. I personally loved it, I love to listen to others' speeches, also I loved making and performing my own. It allowed me to have a great experience where I got to learn teamwork, public speaking, working under pressure and writing my own speech. I am very thankful to my team Eve and Lola, Mrs Nguyen and Whitley Academy for this opportunity."

On reflection, Callum said:

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Well said Callum! I agree.

But we couldn’t relax yet. Next Lola and I joined forces alongside Advay from Newcastle-under-Lyme school, to introduce and question him on his topic of *“Medicinal cannabis should be legal.”* Lola began with a pitch perfect introduction, using the quote from Princess Diana herself: “You can be as naughty as you can, just don’t get caught!”

Lola’s thoughts on the evening were as follows...

“I was so nervous that I couldn’t really listen to anyone else’s speech in the time before my turn, I had practiced my speech at least 8 or 9 times, although I was more confident in myself this time than I was in my last. When my turn finally came, I was half expecting to get my words wrong under the pressure, but I was very pleased with how it went, the judges were really proud of our work and suggested that we deliver the speeches to our School. If I could sum up that night in a sentence, I would say that it definitely left me feeling like I wanted to do more public speaking competitions, even though it was so nerve-wracking!”

Next, Advay hit us with an informative speech bursting with knowledge (he actually ended up winning best speaker. Well-done Advay!) Then, it was my turn to question him on what he had just enlightened us on, and I did just that! Since we were the 3rd team to go, I got to see a few of the other questioners and was inspired by the standard in which I had the

opportunity to compete beside. It was incredible to see how interested everyone was in each other's performance and topics. I was honoured to have been able to get there. And, similarly to Lola, it left me feeling inspired to carry on my debating journey and get involved in more.

Almost in the blink of an eye, our part was over and all we could do was sit back and observe the rest of the debate. At around 6:20pm, the judges went away to deliberate and would soon return with the results!

Now it was our half hour wait full of nerves and excitement. We really felt the effects of butterflies in our stomachs. I can't talk for Lola or Callum, but I certainly enjoyed a lovely cup of tea during the wait, living up to my British stereotype.

The esteemed judges then returned back from their Zoom breakout room to deliver the results. Although we didn't win anything, we all left feeling proud of our achievements. After all this was the first time we had actually competed in a second round of any debate, not only that but we were the youngest ones present!

In these days of restriction where physical human contacts are distant memories, it was a massively positive opportunity for us all (including our parents and carers who were sitting there in the background, listening and watching us talking) to at least experience our mental and emotional contacts with young people around us.

To sum up, the evening was very enjoyable and an excellent opportunity to learn, grow and better ourselves as debaters! We are all very grateful to the ESU for organizing such an event, and all the judges for giving up their time. As well as all the teachers and students for making the debate so fascinating! And the last thank-you goes to you for reading this blog and I hope you enjoyed it!

"If you can speak, you can influence. If you can influence, you can change lives."

Robert Brown



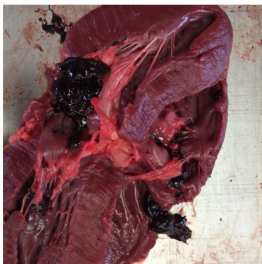
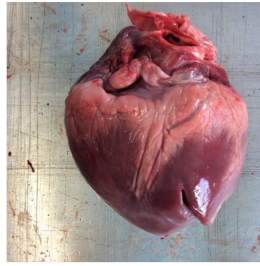
Bloodheart

King and Pankhurst have been working through the 'Bloodheart' topic as their Cornerstones project this term.

Our 'memorable event' included dissecting a pig's heart and making blood. Throughout the project we have been learning about the circulatory system and the importance of a healthy heart. Lessons have included developing the children's knowledge about the workings of the heart, the understanding of children's pulse and how different activities influence heart rate.

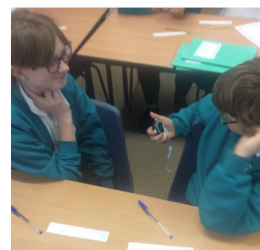


The dissection of the pig's heart was incredible. Children held the heart, felt the strength of the different veins and arteries before cutting the heart in two. Inside, the children found the pig's heart was very similar to a human heart with broadly the same chambers, valves and tubes. Whilst some children found the dissection a bit gruesome, we're hoping someone might be inspired to be a biologist.



In this picture, you can see the Pankhurst children holding the dissected heart. Some were very brave and had a good poke around in all the veins and arteries, others were happy to just watch their friends getting involved and some had to leave the room... We had Mrs Wallace in as a special guest and she seemed to enjoy herself.

In this picture collage, the King children are participating in running activities and investigating the impact exercise has on their heart rates. The children measured their resting heart rates, their heart rates immediately after exercise and then at one minute intervals to see how quickly their heart rate returned to 'normal'. It's really inspired them to become more active.



Mat Holt

There was a great deal of rumour and speculation surrounding the announcement that Finham Park 2 had been selected as the BBC Star School! The honour of 'Star School' lasts 1 week, during which time the selected school takes over the Breakfast Show on BBC CWR.

All of these elements were then broadcast following the big announcement on the following Monday.

On the Wednesday of the Star School week, the outside broadcast team came to school again, this time to do a live piece with students and staff. The students interviewed live on air talked about their D & T project, careers hopes, and even taught the presenter Spanish. Mrs Kerr, the FP2 Librarian gave the answers to the questions posed on the Monday, talked about being back at school and then was asked to give a weather report. The Friday show, and indeed the whole week of programmes received a great deal of positive feedback, and we have been asked to feature regularly on education slots in the future.

Well done Team FP2!



Guide Dog Update

Cici the Guide Dog puppy is settling in very well to life at FP2.

She has grown a lot – she weighed 4.2kg when she arrived in March and is already 12.4kg!

Cici has already been making herself useful, supporting students in Forest Schools lessons, listening to students reading, and having cuddles with staff.

She has mastered the 'sit' command, but can easily be distracted by a bag with a nice smelling sandwich!



Jo Kerr



As a school, Whitley Academy, we stand strong on doing the right thing at all times, where ever we are and no matter what we are doing. As a collective, kindness is something that we value so much because it costs nothing to give and nothing to accept, so we take full advantage of that.

We showed this through so many things we did through lockdown: delivering food parcels, sending posts cards, and offering a service in where people can contact us for support or even just a chat. We learned so many things and met so many new people through this scheme, and it's all down to one thing Kindness!

When we were first contacted by the Red Cross, we were astounded by the ways in which they make something so simple, a calendar, into something so massive such as the kindness calendar! Miss Hilditch, our Student Leader Mentor, who has done a sensational job at supporting so many people in the community in Whitley, set up a meeting, (socially distanced of course!) and said this is something so small but would have such an amazing impact on people, that we need to get on this and really help the wider community!

The word that stuck out to us the most was relaxation! Relaxation, to us, meant that no matter what's going, what you have to deal with or have dealt with, everything will be okay, and no matter what just stay calm and relaxed because there are people to help!

Miss Hilditch especially has really been touched by this, she showed humongous amounts of kindness and support to so many people no matter that they were strangers; she showed such care and consideration to their situation, but what does it mean to me? This project showed me that no matter your background, gender, situation or who you are, we are all the same - we all share the same problems and are suffering in our own ways. Through this project, I have come to realise, so many people need just a chat over the phone or a postcard through the post, but every little gesture helps massively!

The school, Whitley Academy, Miss Hilditch, our amazing mentor and me - Sam - one of the student leaders, want to say on behalf of everyone you have helped and have done, "Thank you!"

Written by Sam, Whitley Academy .

SAM PARGETTER, 16

Schoolboy Sam was one of many pupils who got involved through the Power of Kindness calendar, which urged young people to show some kindness.

With others in his Year 11 class at Whitley Academy in Coventry, the teenager created postcards with kind messages to deliver to vulnerable people and care home residents near his school.

Sam says: "The residents couldn't have visitors so we hoped

our cards brightened their days. We also delivered food parcels to people shielding or self-isolating.

"We have created six posters with words like 'relationship', 'refuelling' and 'recreation' to get us through these times. All students do one act of kindness each day as part of the kindness calendar.

"Volunteering has helped me and has shown a different side to people.

"It makes you stronger and by working collectively, we will get through this pandemic."



Being
kind is
a help

Year 12 students had a unique enrichment opportunity with the British Army. The soldiers delivered a presentation about the army and what day to day life is like. They then delivered team building activities which included students using communication and problem solving skills to complete the tasks. Year 12 students thoroughly enjoyed themselves and were very engaged. They even got competitive to win challenges which was fantastic to see.





Shakira Asghar



West Midlands Regional Heats of the National Reading Champions Quiz 2021

Members of 8M have been researching

and practicing, with admirable dedication over the past couple of months. The final team was shortlisted 6 weeks ago—they met each week to practice

Their quizzing game. The team of 5 students went head to head with peers from 32 other schools in the area during the heats on 4th May.



The competition, which is in its first year, is led by the National Literacy Trust and funded by the Author's Licensing and Collecting Society (ALCS). It celebrates keen, young readers and champions the important role of teachers and school librarians in promoting reading for pleasure. It comes after National Literacy Trust research revealed that children who enjoy reading have significantly better mental wellbeing than those who don't.

Discovery Academy were named champions after getting 84 but our team played a competitive game, scoring 54 and placing 14 out of the 33 schools. Throughout they showcased their skilful ability to identify the characters, authors and titles of some of the most well-loved stories. They really shone in the World Play and Odd One Out rounds.

Proud of the students' dedication, resilience and passion, the English Directorate rewarded them from reads which have recently been shortlisted for the UKLA Book Awards. This was our first experience in the competition and we have set our sights on climbing the leader-board in the years to come.

“The National Reading Championships quiz was an extremely fun way to test our knowledge, it was great to do things outside of the classroom and a truly amazing opportunity.”

“It was an amazing opportunity, it expanded my knowledge and helped develop my teamwork skills.”

“In the reading contest, some questions really made you think, especially the word puzzles. It was a very fun experience and it made my knowledge on books even stronger. It was a great opportunity—preparing for the questions encouraged me to study different topics. I grew increasingly curious about lots of different areas.”

“Very fun experience, very competitive—ultimately a nice time worth attending.”

We would like to thank the National Literacy Trust for this opportunity. It has been a massive boost to the confidence of our students to take part in a national competition. It’s been so great to see their progress and how they have prepared and worked together on the quiz.

Henrietta Roberts, Project Manager of the National Reading Champions Quiz, said:

“We are so excited to host the first National Reading Champions Quiz to celebrate young readers across the UK. There is an amazing wealth of literature out there for students to explore and through the Quiz we hope to motivate them to read as widely as possible - and to feel proud of their reading knowledge.



Year 11 Catering Exams

This week Year 11 took part in their practical exams. These photographs show the fantastic standard of work that was produced. These pupils have not been able to cook in school for over a year! They did themselves very proud with their effort and determination. Some fabulous dishes showing great skill and technique. WELL DONE 11Fd!!! -Mrs Coletta



UK Junior Maths Challenge

During this week ,60 Year 7 and 8 pupils took part in the UK Junior Maths Challenge. The Junior Maths Challenge is a 60-minute, multiple-choice competition aimed at students across the UK. It encourages **mathematical reasoning**, **precision of thought**, and **fluency** in using basic mathematical techniques to solve interesting problems. The problems on the Junior Mathematical Challenge are **designed to make students really think** in a problem solving manner. The top 40% of pupils in the country are awarded Bronze, Silver and Gold certificates with the top 1500 going through to further follow on rounds.

We are super proud of the efforts of the pupils who took part and can't wait to share their results with you.

-Mrs Glancy



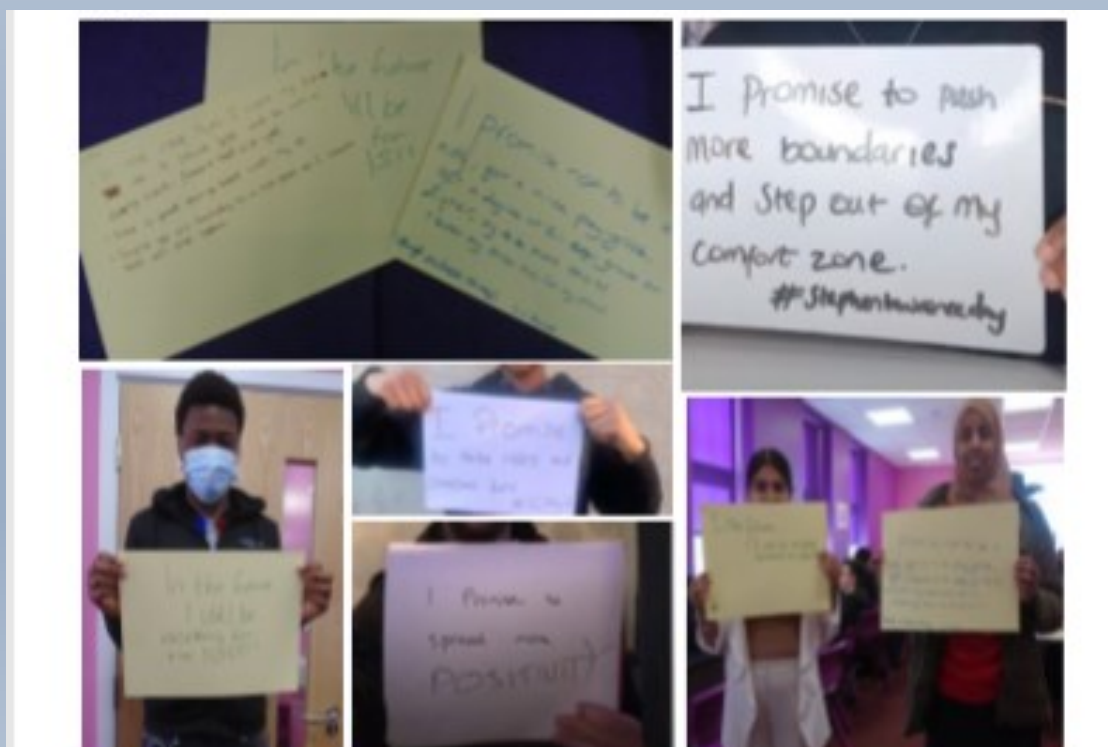
United Kingdom
Mathematics Trust

Stephen Lawrence Day 22nd April 2021

The Students from across Sixth Form pulled together to pledge promises to themselves in honour of National Stephen Lawrence day. It has now been 28 years since the tragic death of Stephen Lawrence who, like some of our young people, had aspirations of his own and wanted to be an Architect in the future.

Our Sixth Formers took the event seriously and used their tutor period to really reflect on their goals and ambitions for the future. These ranged from pushing themselves personally to achieving their dream careers.

The activity was inspired by 'Fridays', an outreach charity in Coventry which aims to raise aspirations and tackle youth and street violence. The pledges created by our pupils will be shared on 'Friday's' online platform to continue to spread awareness about youth using the Stephen Lawrence case as a symbol of hope and an impetus to aspire for positive change.

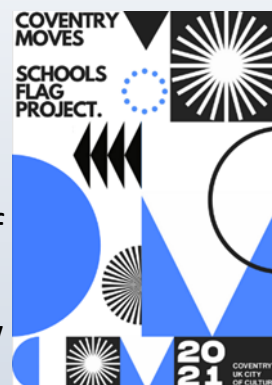




FINHAM PARK
SCHOOL

Coventry Moves Schools Flags project

Coventry UK City of Culture 2021.



Between May 2021 and April 2022 there will be a year of colourful, creative arts activities for all across the city. Creative projects of all kinds will show how the arts can empower communities and create a fairer, more connected society.

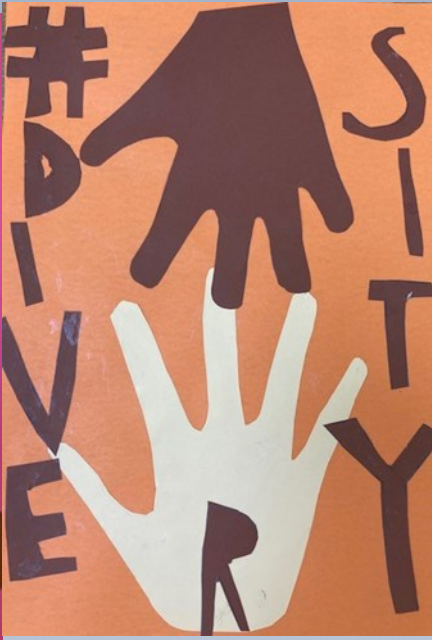
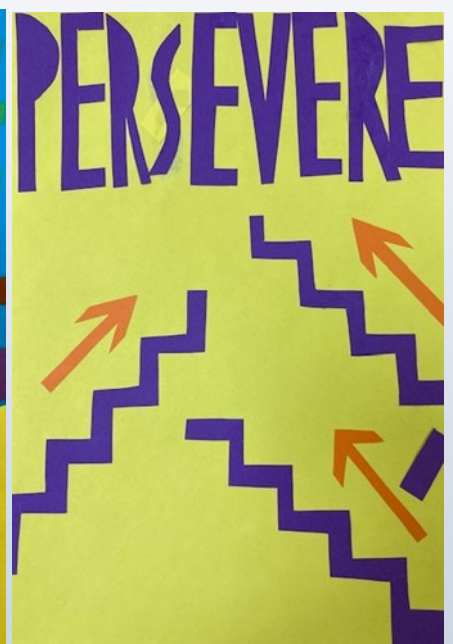
Over the last 4 weeks the Creative Arts department at Finham Park school has been delivering a City of Culture schools flags project to the Key Stage 3 students.

Students were asked to design a flag to help add colour and vision to the City of Culture launch event. 1500 designs will be printed and displayed in the city centre for Coventry Moves on 15th May 2021, all others will be displayed online in a digital gallery.

Students were asked to choose from one of the six main themes of the event and think about what it means to them. Whilst engaging in online remote learning students were involved in discussion, research and mind maps to gather information. They developed abstract shapes and words to incorporate in their design, all were then asked to make plans and designs for their flags. For inspiration students studied the cut paper collage work of Henri Matisse, students then using coloured paper drawing with scissors to complete their final flags.

The students completed over 280 final finished flags of which we hope many will be selected for the launch event.









Yr7 have entered some fantastic flag entries for the Coventry Moves Schools Flag Project, to celebrate Coventry being the city of culture this year.

Yr7 have also produced some fantastic plastics in the ocean projects including the following sculptures made from household waste materials.



Yr8 have begun their Pop Portraits watch this space and Twitter for the exciting results.



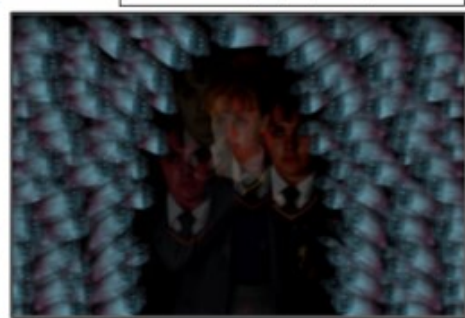
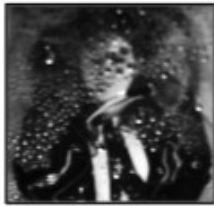
This term our Yr9 Photographers have been very creative whilst working on their lighting and editing techniques.



used this shoot off the face brush man and used the sponge tool to give the paint on the face effect.

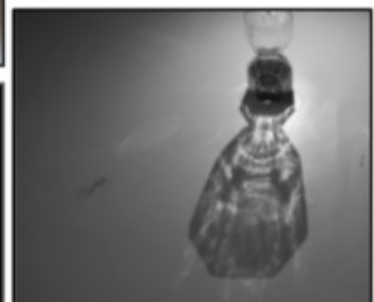


Yr10 Photography Progress





Yr10 Photography Progress



Kelly Ward



Vacancy: Poet Laureate

***There was an Academy Trust,
Who really thought it was a must,
To have written in verse,
MAT news diverse,
If it you to whom this role we entrust?***

Are you interested in being our very own 'Poet Laureate'? We are looking for a secondary school student, primary school student and a member of staff!

We are looking for three individuals to take on this role for an academic year, to pen poems and verses about the MAT and other educational and cultural events.

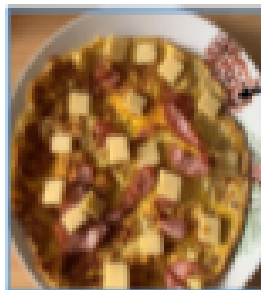
The works will be shared across the MAT, via social media and in our newsletters.

If you are interested please send a poem based on 'Spring' to L.thomson@finhampark2.co.uk by Friday 28th May 2021.



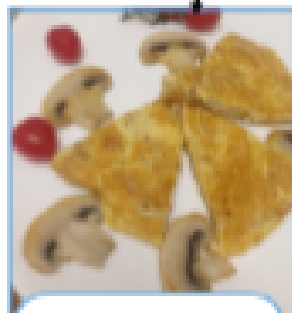
YEAR 9 SPANISH COOKERY

On Thursday 11th February the Spanish department set the task 'La comida española'. Year 9 pupils needed to make themselves some Spanish Food and watch their favourite movie in the Spanish language. We gave them the instructions in Spanish to make a Spanish omelette and add their individual variations. Alternatively they could research other Spanish food recipes and here are the results... ¡Fenomenal!

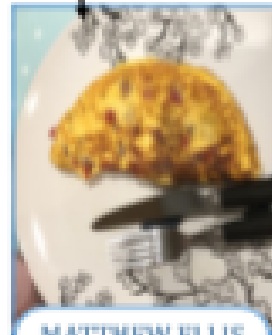


MATTHEW
ELLIOTT

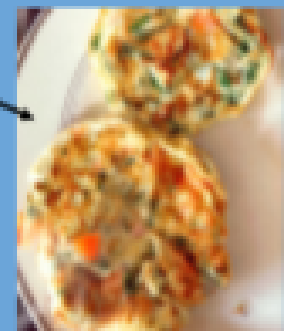
Tortilla Española



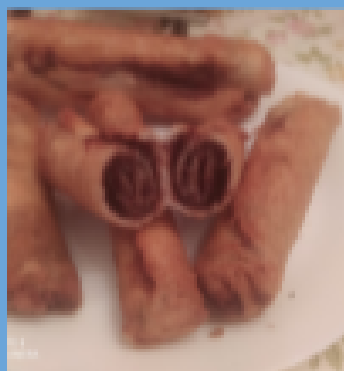
DIANA ZACHEU



MATTHEW ELLIS



JASKIRAN THANDI



LAVANYA MITTAL
CHOCOLATE ROLLS



RUBY QUINN
GARLIC MUSHROOMS



DANIEL BUSTEAN
CHORIZO PASTA



Las Películas españolas...

Most students chose to watch Spanish language films including 'Pans Labrynth', All about my mother. Some chose their favourite movie and switched to the Spanish language version. All good for improving listening skills!



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

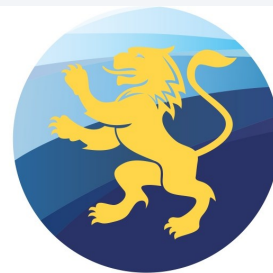
Website: <http://finhamparkmultiacademytrust.co.uk>

Finham Park Multi Academy Trust

World Class Education

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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