

Finham Park Multi Academy Trust

World Class News

July 2021

Edition 19



FINHAM PARK
MULTI ACADEMY TRUST

FPMAT

Green Silks

Investment Challenge



RAF Mighty Minds

Challenge



Olympic Torch Relay



City of Culture



Welcome from Mark Bailie



Dear Parent / Member of the community

Welcome to the latest edition of World Class News.

As we approach the end of the academic year, it is a time to reflect on the many successes and positive experiences offered to the young people in our schools. Despite lockdowns and 'bubble' closures, children have still had access to a rich range of learning opportunities. Many of these have featured in this year's editions of World Class Education and World Class News, including this one.

Throughout this year, children from Primary and Secondary have contributed to Coventry City of Culture; taken part in local and national competitions; had virtual visits to universities; and have celebrated successes through assemblies, visits, and sports events. I am always immensely proud of the achievements of our young people, and this year is no exception.

I would like to thank each and everyone of you for your hard work and commitment in supporting our young people.

Whilst we have not quite reached the end of term yet, it is within sight and I know that staff will have been begun preparing for the next academic year. September brings new opportunities for students and staff in all of our schools. All our schools will benefit from joining the SMART School Council which will engage more children in school student leadership. In addition, we will be relaunching our Finham Park Multi Academy Trust Student Leadership in the Autumn Term which is a great opportunity for students to represent their school and contribute to discussion and decisions within the Multi Academy Trust.

Our new 3 year Teaching and Learning cycle launches in September: Responsive Teaching—the next three years: Instructional Coaching. There will be training for some staff on Friday 3rd September, with schools rolling this out to all staff across the next three years. Instructional Coaching is rooted in action research and has proved to be an effective developmental approach which benefits teachers, whatever their career stage. This is truly an exciting programme and I look forward to seeing this implemented in our schools. and the impact it will have on the quality of teaching which in turn benefits pupils.

Many pupils will be eagerly awaiting GCSE, BTECH, and A Level results later in August. Staff and students have worked hard to ensure that they are awarded grades that reflect their learning. Schools will have shared with you the arrangements for receiving these. Good luck to all pupils who will be receiving these.

In September we will welcome new pupils to Reception classes in our primary schools, as well as new Year 7s in our secondary schools, and new Year 12s in our Sixth Form provision. This is an exciting time for them and their families, and I wish them well as they enter a new stage of their education. There will be opportunities for parents to meet their new teachers, either in person or online, during the next academic year.

As is normal at this time of year, we say goodbye to some colleagues and welcome some new faces. I wish them all the very best with the next stage of their career.

After a rather damp few weeks, the sunny weather is finally here just in time for the holiday. Whether you are having a ‘staycation’ or venturing further a field, I wish all of you and your families a lovely summer break. I look forward to welcoming you to the new academic year in September.

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.



What a term, and indeed year, it has been! There have been many highlights and I have been so pleased to see schools working hard to maintain 'business as usual' where ever possible, even if the 'as usual' reflects a slightly different way of doing things.

Reading is a key skill that children need to master, not only to be able to access the curriculum, but a skill they need to master for life. There are many benefits to reading, including: expanding vocabulary; building knowledge; recognising different styles of writing; enhancing your own writing; appreciation of different cultures; as well as the positive impact on wellbeing. I am passionate about reading and some of you may even have glimpsed my own bookcase, when I've been on a TEAMS meeting or hosting TEACHMEETs over the last year, built before a bookcase became a popular 'must have' back-drop! Schools within the FPMAT have all been working on developing reading and reading experiences for children. Many of our schools use Accelerated Reading, through Renaissance Learning, and those leading on AR within their schools meet with me termly to share best practice. In recognition of our commitment to and work with reading, and in particular Accelerated Reading, as a MAT we have been awarded Renaissance Partner School Programme status. This brings many benefits, including contributing to research and development; and access to key products. For example, I was recently invited to be on a national panel which explored the impact of lockdown on reading. This was a great opportunity to highlight the great work on reading within the MAT.



Another example of where schools benefit from being part of our Multi Academy Trust, is our work with PiXL. (Partners In Excellence). PiXL is a large network of schools who collaborate to share best practice. Each of our secondary schools within the Finham Park MAT engage with PiXL and we have been given the opportunity to join their PiXL MAT programme, where we will be working even more closely with PiXL to focus on MAT and school priorities. This also brings more benefits, such as access to a MAT digital portal, wider range of resources; and additional annual associate meetings. PiXL have been very impressed with our work and have offered to run workshops at our Finham Park MAT annual Training Day in January 2022, with Rachel Johnson, CEO of PiXL, agreeing to be one of our keynote speakers.

Continuing Professional Development (CPD) is really important and there have been some excellent examples of staff engaging with this. Thank you to everyone who has presented at and attended our Lion Alliance TeachMeets this year. I have been delighted to be able to purchase a range of CPD books for our new ECT (Early Careers Teachers) and for each school in the MAT. School calendars are aligned more closely next year which enables greater ease with arranging meetings and enabling co-construction. The Finham Park MAT Development Groups have all been working hard this term and their most recent updates feature in this edition.

Next year brings even more opportunities for students and staff. We welcome Emma O'Toole to the new and exciting role of Primary Support and Innovation Leader and she has already made a start in supporting our primary schools. You can read Emma's introduction in this edition.

Thank you for all your contributions.

I hope you all have a lovely summer holiday and look forward to seeing you in September.

Bernadette Pettman
MAT Senior School Improvement Leader

Instructional Coaching



Finham Park MAT are committed to developing high quality teaching and learning. As such, we recognise the importance of Continuing Professional Development (CPD) to support staff in developing pedagogy. We embed a 3 year teaching and learning cycle, routed in action research, which enables staff to refine practice.

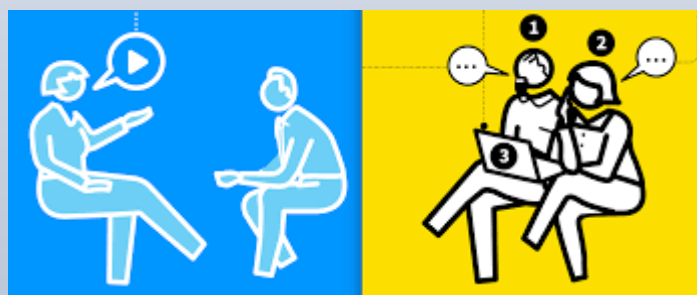
We are approaching the end of our most recent cycle, Responsive Teaching, but have taken the decision to develop this further in our next cycle. From September 2021, our 3 year teaching and learning cycle, will be **Responsive Teaching, incorporating Instructional Coaching**. In preparation for this, Mark, myself, headteachers and Teaching and Learning leads from the FPMAT attended a full day of training on Instructional Coaching at the end of June. Everyone was truly impressed with the research, evidence and impact of the trial that had started at FP2. There will be further training, on 3rd September, for coaches. Phase 1 will see the introduction of Instructional Coaching in our schools. Coaches will be trained to support coachees, who we hope will develop their own practice, with a view for some of them to potentially become future coaches.

Our work on Responsive Teaching will continue, using Instructional Coaching to fine tune feedback for staff. At the heart of Instructional Coaching is the ability to give precise feedback which maximises impact. Many of you may have received or bought copies of WalkThrus (Volume 1 &2). These books are rooted in action research and are used to help inform feedback.



Instructional Coaching is firmly based on technical knowledge of specific spheres performance. As such, an instructional coach must have a large repertoire of methods to share with teachers. The WalkThrus compliment Instructional Coaching.

Leverage Leadership by Paul Bambrick-Santoyo covers several areas of school leadership, including Observation and Feedback. The ideal scenario is where a teacher and their coach meet regularly to discuss and agree new action steps in a cycle with regular short observations. The emphasis is on supporting the teacher to identify their own precise action steps through discussion, with a time-specific plan for implementing them.



The A|D|A|P|T Process.

This is a key principle of WalkThrus. These books have been designed to be generic and therefore require adaption to your specific contexts.

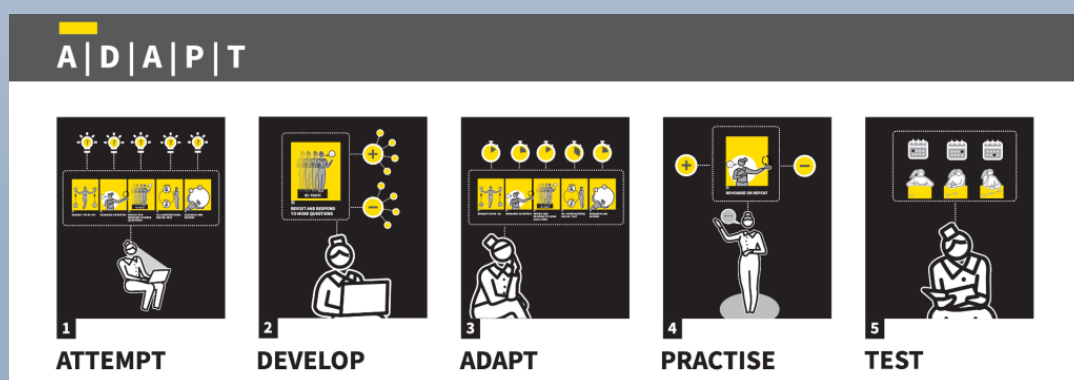
Attempt

Develop

Adapt

Practice

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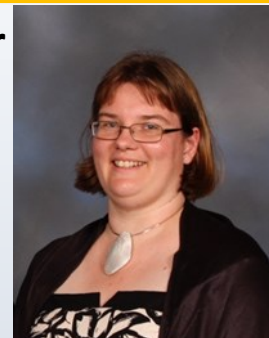


Over the course of the coming year, there will be opportunities for you to learn more about Instructional Coaching.

Bernadette Pettman
MAT Senior School Improvement Leader



Primary Support and Innovation Leader



I am delighted to be starting the new role within Finham Park MAT as Primary Support and Innovation Lead.

Having been a primary teacher for 26 years and taught at Pearl Hyde for the last 17 years it is going to be very strange not having my own class but I am excited about getting to know colleagues and children across the schools that I am supporting within the MAT. I have held various leadership roles over the last 20 years, including subject leader, phase leader, assistant headteacher and deputy headteacher and am looking forward to supporting the school's leadership teams and sharing my knowledge and experience more widely.

As the English Leader, I am passionate about supporting children to reach the highest levels possible, developing a love of reading and writing – key to their future educational success. I am part of an Open University Coventry teachers' reading group developing a reading for pleasure pedagogy. Recently, I was a judge for the UKLA book awards, which gave me the perfect excuse to spend time reading and sharing new titles with the children. I have a special interest in using high quality texts to drive and support the curriculum.

I am particularly interested in curriculum development and have worked with subject leaders to develop a curriculum that is relevant and engaging and values all children. Wherever possible making links between different subject areas and themes to help children to see the connections. This has involved using the local area, its resources and working in collaboration with a variety of organisations to enrich children's learning.

Previously, I was a Lead Teacher for the *Every Child a Writer* project where I had the opportunity to support teachers at different schools within Coventry. It is very rewarding supporting trainees and teachers, seeing them grow and develop.

My first experiences of teaching started as a teenager growing up in Botswana where I volunteered in a reception class. For those that don't know, Botswana is a landlocked country in Southern Africa. It is Africa's most successful democracy, with majority black rule since 1966. You will need to read the Ladies Detective Agency by Alexander McCall Smith to find out more. I have been lucky enough to travel and explore Southern Africa over the years, and often go on safari. They say you always leave a little bit of your heart in Africa, it gets under your skin.

Over the last few weeks, I have started to dip my toes into my new role and I have visited both Lillington and Finham Primary Schools. I am looking forward to getting to know colleagues and children across the schools and supporting them on their journeys to provide world class education for all learners.



Emma O'Toole
Primary Support and
Innovation Leader

A National Voice for Global Warming Schools throughout the UK Presented Their Views!

Written By Aarool B. Year 9 student and edited by Mrs Nguyen

The Green Skills National Competition through Speakers for Schools, which I have greatly enjoyed participating in, was in its final rounds today, 14th June 2021.

This was a long anticipated virtual event with the top ten schools selected from the first round. And yes! Whitley Academy came in the top 10 TEAMS of the FINAL ROUND!

For your information, the 2021 Green Skills Challenge is the project run by the national charity [Speakers for Schools](#) in partnership with Man Group.

Man Group is a global active investment firm with its five investment engines (Man AHL, Man Numeric, Man GLG, Man FRM and Man GPM).

In this very exciting national competition, Man Group wanted students from schools to work together as a group of 6 (aged 14 plus) to make a video clip of a maximum of 8 minutes on their five chosen companies.

We were encouraged to talk about the company portfolios and why we chose them, their business responsible practices, and of course, our suggestions on improvements and developments that these companies could make in terms of their sustainability, supply chains and workforce, to name but a few.

I believe this has been an amazing opportunity for all of us participating, for we have been able to express our ideas even our *ideals*; in doing so, every single one of us has found at least *something* intriguing or surprising regarding certain companies.



Regardless, this competition has opened our eyes on certain companies whom we all thought we trusted. This competition has also increased the awareness we, the younger generation, have towards the nature. Is it not important for every single student to raise their awareness about our dearest and beloved nature, which we are, with our own destructive deeds, receding into an abyss of extinction?

In this way, a massive thank you to [Speakers for Schools](#) and The Man Group for hosting this competition, as our young minds' ideologies have indeed changed towards our nature. OUR nature that we have to save **OURSelves**.

The first round, with many entries from schools around the United Kingdom, had an end date of 28th May 2021 to submit our video entries. We formed a group of years 9 and 10 students – Ibrahim, Omonigho, Lola, Alicja, Alesha, and of course, ME – Aarool.



We all collectively decided the companies and split the research between the six of us. At first, when we recorded our video, I was a bit skeptical about all of this, not ever expecting to get to the next round!

Then Mrs Nguyen received a mail on Wednesday the 9th of June 2021, stating that we were one of the *top ten finalists*! I was very surprised when I heard this, because, as I mentioned I was rather dubious about our performance. I was particularly moved with with Miss Nguyen's massive effort to make sure all of us know precisely how to prepare ourselves for the FINAL ROUND! I will forever be grateful to Mrs Nguyen. Thank you Miss!

From here, I was even more focused about the Competition, as I wanted all of our team to win the ultimate prize to take part in the 26th UN Climate Change Conference in Glasgow this November 2021. Just imagine meeting people from around the world, discussing our views on climate change whilst witnessing the very proceedings of global leaders debate the key issues! I started to improve my speech by *reducing* it, yet *adding more*

content... yes, haha, quite the juxtaposition!

Monday 14th June 2021, from 3 pm to 5:30 pm, was the final round, with the top ten teams engaging in a virtual meeting using MS Teams as the platform.



At 2:10pm, amidst the busy-ness of the school day with lots of activities around us, we – the team of 6 - got together in the vibrant and spacious Learning Resource Centre to discuss our final preparations, with an exciting yet apprehensive feeling. However, to relax us all, Miss Nguyen brought us all some minty and chocolatey ice cream; it was a great relief as it cooled us down – both in terms of heat, and in terms of anticipation for the FINAL ROUND!

At 3:10 pm, the final round began. We presented third, and it was a mixture of different emotions. We thought, upon reflection, how our presentation could have been better.

We then muted our microphones and sat comfortably to watch the presentations of the other finalists including Upton -by-Chester High School, Kilmarnock Academy and Beath High School in Scotland, London Academy, Holcolme Grammar School in Kent and North Birmingham Academy.

5:55pm – the winners were announced: Green Queens, and Nonsuch Sustains.

As for us, it was not a disappointing loss, as all of the top ten entrants are invited to join another virtual webinar with some of the top figures of Man Group, who are experts in analyzing and informing about companies. It will be yet another amazing opportunity, and we are highly looking forward to that! This time we will talk and question the adult panel!

To end, here are some of the reflections from our team members, regarding our performances in the finals:

Omonigho (Year 10): I won't lie this round was quite nerve-racking and I do believe we tumbled but honestly, I quite enjoyed working under pressure with the panel of people asking questions.

Lola (Year 10): We were quite strong in the presentation side of things but struggled to articulate answers to the panel's questions. I think that teamwork lacked in some areas where an answer was opposed by the other teammate's answer. But overall, I was happy with my performance.

Ibrahim (Year 10): I feel that in comparison with the first round I wasn't as aware, since I hadn't realised my camera had been off due to connection. If I were more composed, then I would've done better. Overall, I enjoyed this competition experience a lot.

Alesha (Year 9): As a group I think we worked hard and spent a lot of time even though there were problems such as missing students and short time periods. To improve we could have done more group meet-ups before the competition but, in spite of that, I think we did really well!

Alicja (Year 9): I feel like as a group we did very well and tried our best. We had put in a lot of time and effort and had given it our best shot. I think we could have improved a little bit more on how we worked as a group.

and **Aarool (me!):** I feel that as a whole group we did rather well, as it took some time for us to grasp the technicality of the meeting, as we did not know the format of the meeting.

We definitely could have improved our cohesiveness as a group; we needed more teamwork and communication. Looking back at the journey during the past many weeks of work on the Green Skills Challenge project, it has given us a positive platform to work with. In these days of information and news "booming" on various social media platforms, the terms 'Global Warming' and 'Climate Change' are often mentioned by the public. We really need opportunities for young people like this to research, understand what we have found and present our findings to the experts in the fields. We have learnt a lot and have started talking to our friends about 'Green-Skill' jobs when we finish schooling journey. At this moment of writing the conclusion, I suddenly remember the wording from a poster on display in the school corridor:

"Tell me and I forget, Teach me and I remember, Involve me and I learn."

The U.S. Statesman Benjamin Franklin and the Chinese philosopher Confucius



RAF Mighty Minds Challenge

Lillington Nursery and Primary School Smash Expectations in RAF Mighty Minds Challenge!



On Thursday 8th July 2021, Lillington Nursery and Primary School was visited by the Royal Air Force to take part in a robotics challenge aimed to inspire the next generation of engineers and computer scientists. The challenge, RAF Mighty Minds, tested 58 of Lillington's year 5 and 6 children's ability to use the maths, science and computing skills devel-

oped during their time in school. They were briefed that due to the shortage of engineers and computer scientists (currently a problem in the UK), it is now up to them to figure out and fix some of the world's leading issues



One current issue is surrounding 'Search and Rescue' missions helping areas of the world hit by natural disasters and armed conflicts. Robotics are commonly used to inspect areas hazardous to humans such as locations with poisonous gas, areas with a risk of explosion or landscapes with civilians stuck in debris. The 58 students were placed into groups of 3 and had to program their very own robot, using LEGO Mindstorm, to complete many tasks simulating an area struck by a disaster. The tasks required of the robot

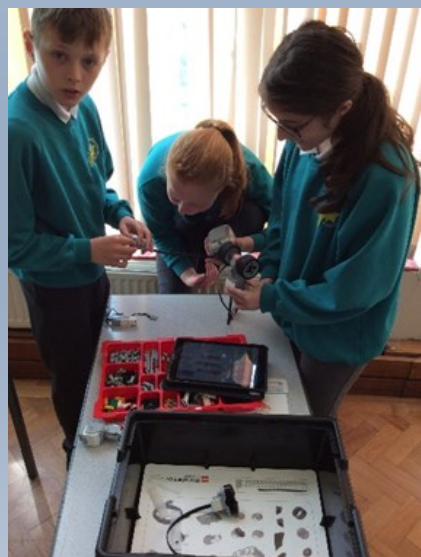
included the following: navigating a track from one end to the other, collecting bricks (debris) and rescuing civilians – all in the name of teamwork and points!

During the challenge the children needed to think for themselves, work as a team, calculate a mathematical problem in their heads before programming it into their robots and to maintain focus during the pressure of the different scenarios. The children were given points for each activity, but as importantly, teamwork, communication and leadership skills were recognised.



Once all the activities were completed, prizes were given for the winning teams. 1st place winners: Riley E, Maddison, Emily and Jake with a score of over 90. The winners all received an RAF goody bag including a wireless speaker, power bank, a medal, pop socket and some general RAF stationery.

Feedback from the children who took part in the activity was very positive with one child even claiming it was the best day of their life. Pleasingly, both leaders of the activity from the RAF and Hyett Education praised the children for their learning behaviours, creative minds and commitment to the tasks.





Tell Me A Story

If you are a Lyng Hall student, there is a 44% chance that English is not your first language. You are fluent in at least one more language. There might be no implications of this at all apart from a slightly different development of some parts of your brain and - the here and there noticed – ease, with which you pick up other languages or switch between different codes.

However, have you ever explored how your mother tongue affects the way you use foreign languages?

Students in TEFL department of Lyng Hall School did.

The idea was very simple: translate a traditional story from your home country into English. The students then were asked to record the video footage of themselves and their family members reading the originals and the English translations.

The students made their own selections and translated the stories into English. As soon as the translator's work began, the questions arose:

1. Do you translate/transcript the names of the characters, places or leave them in their original form?
2. What about the names of specific customs and objects or phrases that do not have their equivalents in English?
3. Which word to choose from a wealth of synonyms offered by English language? What to do if the word does not exist in English?

Renowned translators all over the world had asked all of these questions raised now by the students of Lyng Hall.

There were no limits given by their teachers, students were given freedom to explore, experiment and observe.

We never ended up with a perfect translation as this was not a purpose of this task – the search, choices to be made and awareness of our own languages were far more important in acceleration of our English acquisition.



Ο Αυγείας ήταν βασιλιάς της Ήλιδας και είχε αμέτρητα κοπάδια με βόδια που του τα είχε χαρίσει ο πατέρας του, ο Ήλιος. Τα ζώα αυτά ήταν πάνω από 3.000 και ζούσαν σε τεράστιους στάβλους. Ήταν τόσο πολλά όμως που οι βοσκοί του Αυγεία δεν προλάβαιναν να καθαρίζουν τους στάβλους. Έτσι είχαν μαζευτεί τεράστιοι σωροί από κοπριά που μύριζαν πολύ άσχημα.



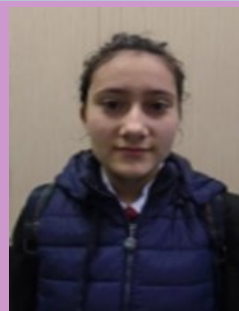
Augeas was the king of **Elidas** and he had countless herds of oxen that his father **Helios** gave him . There were over 3000 animals that lived in huge stables. There were so many, however, that the **shepherds** of Augeas did not manage to clean the stables. Thus, huge loads of manure were collected that smelled very bad. **Eurystheus** sent Hercules to clean the stables of King Augeas but told him to do it in one day.

Mario decided to keep as close to the phonetics of Greek as possible when transcribing the names and look for equivalents of specific words. He then asked some other students and his teacher to read the names and checked whether his assumptions were right – it was a trial and improvement process.

2. What about the names of specific customs and objects or phrases that do not have their equivalents in English?

Daria had to make some decisions about the typical phrases used in Romanian and not having their close translations in English.

A fost odată ca niciodată ca dacă nu ar fi fost nu s-ar mai povesti, o vulpe vicleană, foarte vicleană. Umblase și umblase o noapte întreaga să găsească hrana, și în zadar, nu găsea nimic. Se făcuse ziuă și vulpea ieși la marginea drumului și se culcă sub o tufă, gândindu-se ce să mai facă să se poată hrăni. Cum stătea ea cu botul pe labe, îi veni un miros de pește.



Once upon a time, it was a fox very cunning.

She was walking and walking, to find some food to eat, but she didn't find anything.

When she realised that she can't find food, she go to the end of the street, and sit under a shrub, and thinking to find a way to feed herself.

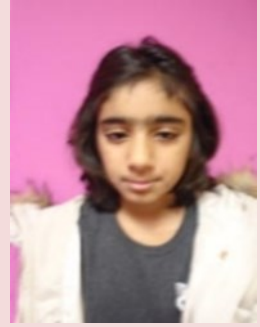
After a while of sitting there, she smell some fish, she raised her head to see what it is, and she saw a cart full of fish.

Daria chose to use well known equivalents spotted in English fairy tales – a choice made to assure understanding in the target language. The translation of a full Romanian phrase: *Once upon a time, as if it weren't, it wouldn't be told.*

3. Which word to choose from a wealth of synonyms offered by English language? What to do if the word does not exist in English?

Tayyeba translated from Urdu:

ایک دفعہ کا ذکر ہے کہ ایک لومری کے پاس سے گزر رہی تھی کے اُس کی نزر ایک انگور کے درخت پر پری جو انگور کے گچھوں سے بڑا ہوا تھا لو مری کو وہ انگور دیکھ کر منہ میں پانی آگیا اور لو مری کو وہ انگور کھانے تھے لو مری نے چھلانگ لگائی لیکن وہ انگور بہت اپر تھے لومی نے دو تین بار چھلانگ مار کر وہ انگور اتارنے کی کوشش کی مگر نہ اتار سکی جب لو مری باہر نکلی سب اس پر ہنس رہے تھے پر لومی نے کہا انگور کھٹے تھے



*There was one fox passing away from the park. The fox was very hungry. When the fox was passing he saw a big **tree** of grapes. There was a lot of juicy grapes. Seeing the grapes, **water came** into the fox mouth the fox really want to eat them. So first time the fox jumped the high he can but so he can't eat the bunch of grapes but it was too high.*

***When second time** fox jumped again and again but he can't eat them. That he fox tried many times to eat the grapes but that was too high and he can't eat it when he came out of the garden everyone was laughing on the fox and then fox said that the grapes are sour.*

Tayyeba has made some decisions about English synonyms. While we may not agree with some of them, they definitely show us the difference in perception in English and Urdu.

Tayyeba's task is probably the best illustration of some other aspect we explored. How a syntax (word order and shape of words) of our own languages affects the way we use English. In Urdu you write from left to right and use a SOV (subject, object, verb) sentence structure, unlike English SVO (subject, verb, object). For example a sentence: *I like football* in Urdu would need to be *I football like*.

Let us use Mario's translation again, but this time, let us look at the original, first attempt and the final version. It is worth mentioning that the work on the translation was done in stages:

1. First attempt by students.
2. Peer reading, assessment and questions raised.
3. Final version as a result of peer cooperation.



First Attempt:

*Augeas was the king of Elidas and he has **uncountable herds oxen that his father gave him, Helios**. This animals were over 3000 and lived in huge stables. There were so many, however, that the shepherds of Augeia did not manage to clean the stables. Thus, huge loads of manure were collected that smelled very bad. The wicked Eurystheus sent Hercules to clean the stables of King Augeia but told him to do it in one day. Hercules went to Augeia but did not tell him anything about the feat. He offered to clean the stables in one day in exchange for one tenth of the herd. Augeias mocked the hero for his offer, but accepted and put his son, Fyleas, as a witness.*

*Hercules then dug two deep ditches, which passed "through the stables and reached" **up to two rivers, the Alpheus and the Pinios**. Then he put stones for a dam and turned the flow of the rivers into the ditches. The final waters descended into the ditches and fell into the stables, where they carried away the manure and threw it all into the sea. So Hercules cleaned the stables of Augeia in one direction.*

Reflection:

- 'Uncountable' and 'countless' have the same Greek equivalent
- Greek word order kept in target language causes confusion.
- Declension of a name Augeas may be misunderstood for introduction of a new character.

Final Version:

*Augeas was the king of Elidas and he had **countless herds of oxen that his father Helios gave him. There were over 3000 animals** and lived in huge stables. There were so many, however, that the shepherds of Augeas did not manage to clean the stables. Thus, huge loads of manure were collected that smelled very bad. Eurystheus sent Hercules to clean the stables of King Augeas but told him to do it in one day. Hercules went to Augeas but did not tell him anything about the feat. He offered to clean the stables in one day in exchange for one tenth of the herd. Augeas mocked the hero for his offer, but accepted and put his son Fyleas as a witness.*

*Hercules then dug two deep ditches, which passed "through the stables and reached" **up to the Alpheus and the Pinios rivers**. Then he put stones for a barrier and turned the flow of the rivers into the ditches. The final waters came down into the ditches and fell into the stables, where they carried away the manure and threw it all into the sea. So Hercules cleaned the stables of Augeas in one direction.*

The students managed to spot and eliminate the problems caused by word order, declensions and choice of equivalents.

The value of this exercise proves to be not in the broadening the vocabulary or realising how Google Translate can be a useful and deceitful tool at the same time, but in the awareness gained by the students. As a teacher, I noticed how much more often they use thesaurus, run the synonyms by each other and their teachers or delight in finding false friends and idioms in English.

Mario - Greek myth *The 5th job of Hercules*

5ος άθλος - Οι στάβλοι του Αυγεία

Ο Αυγείας ήταν βασιλιάς της Ήλιδας και είχε αμέτρητα κοπάδια με βόδια που του τα είχε χαρίσει ο πατέρας του, ο Ήλιος. Τα ζώα αυτά ήταν πάνω από 3.000 και ζούσαν σε τεράστιους στάβλους. Ήταν τόσο πολλά όμως που οι βοσκοί του Αυγεία δεν προλάβαιναν να καθαρίζουν τους στάβλους. Έτσι είχαν μαζευτεί τεράστιοι σωροί από κοπριά που μύριζαν πολύ άσχημα.

Ο πονηρός Ευρυσθέας έστειλε τον Ηρακλή να καθαρίσει τους στάβλους του βασιλιά Αυγεία αλλά του είπε να το κάνει σε μια μόνο μέρα. Ο Ηρακλής πήγε στον Αυγεία αλλά δεν του είπε τίποτε για τον άθλο. Προσφέρθηκε να καθαρίσει τους στάβλους σε μία ημέρα με αντάλλαγμα το ένα δέκατο του κοπαδιού. Ο Αυγείας κορόιδεψε τον ήρωα για την προσφορά του, όμως δέχθηκε και έβαλε το γιο του, τον Φυλέα, ως μάρτυρα.

Ο Ηρακλής τότε έσκαψε δύο βαθιά χαντάκια, που περνούσαν μέσα από τους στάβλους κι έφταναν μέχρι δύο ποτάμια, τον Αλφειό και τον Πηνειό. Μετά έβαλε πέτρες για φράγμα και έστρεψε το ρεύμα των ποταμών μέσα στα χαντάκια. Τα ορμητικά νερά κατέβηκαν στα χαντάκια και μπήκαν στους στάβλους, όπου παρέσυραν την κοπριά και την πήγαν όλη στη θάλασσα. Έτσι ο Ηρακλής καθάρισε τους στάβλους του Αυγεία σε μια μόνο μέρα.

Αφού τελείωσε μέσα σε μια μέρα, ο Ηρακλής ζήτησε από τον Αυγεία την αμοιβή του, όμως εκείνος αρνήθηκε να του τη δώσει, επειδή είχε μάθει ότι ο ήρωας εκτελούσε τις διαταγές του Ευρυσθέα. Στη δίκη που έγινε για να λυθεί η διαφορά, ο Φυλέας υπερασπίστηκε τον Ηρακλή αναφέροντας την υπόσχεση του πατέρα του. Όμως πριν ανακοινωθεί η απόφαση, ο Αυγείας εξόρισε τον Φυλέα και τον Ηρακλή από την Ήλιδα. Πολλά χρόνια αργότερα, ο Ηρακλής επέστρεψε και εκδικήθηκε τον Αυγεία.



The 5th job of Hercules

Augeas was the king of Elidas and he had countless herds of oxen that his father Helios gave him. There were over 3000 animals and lived in huge stables. There were so many, however, that the shepherds of Augeas did not manage to clean the stables. Thus, huge loads of manure were collected that smelled very bad. Eurystheus sent Hercules to clean the stables of King Augeas but told him to do it in one day. Hercules went to Augeas but did not tell him anything about the feat. He offered to clean the stables in one day in exchange for one tenth of the herd. Augeas mocked the hero for his offer, but accepted and put his son Fyleas as a witness.

Hercules then dug two deep ditches, which passed through the stables and reached up to the Alpheus and the Pinios rivers. Then he put stones for a barrier and turned the flow of the rivers into the ditches. The final waters came down into the ditches and fell into the stables, where they carried away the manure and threw it all into the sea. So Hercules cleaned the stables of Augeas in one direction.

After finishing within a day, Hercules asked Augeas for his reward, but he refused to give it to him, because he had learnt that the hero was carrying out the orders of Eurystheus. In the trial that took place to resolve the conflict, Fyleas defended Hercules, reporting his father's promise. But before the decision was announced, Augeas exiled Fyleas and Iraklis from Ilida. Many years later, Hercules returned and avenged Augeas.

Daria - Romanian story *A bear tricked by a fox*

A fost odată ca niciodată ca dacă nu ar fi fost nu s-ar mai povesti, o vulpe vicleană, foarte vicleană. Umblase și umblase o noapte întreaga să găsească hrana, și în zadar, nu găsea nimic. Se făcuse ziuă și vulpea ieși la marginea drumului și se culcă sub o tufă, gândindu-se ce să mai facă să se poată hrăni. Cum stătea ea cu botul pe labe, îi veni un miros de pește. Atunci ea rădică puțin capul și, uitându-se la vale, în lungul drumului, zărește venind un car tras de boi. – Bun! gândi vulpea. Iacă hrana ce-o așteptam eu. Și îndată iese de sub tufă și se lungește în mijlocul drumului, ca și cum ar fi fost moartă. Carul apropiindu-se de vulpe, țăranul ce mână boii o vede și, crezând că-i moartă cu adevărat, strigă la boi: Aho! Aho! Boii se opresc. Țăranul vine spre vulpe, se uită la ea de aproape și, văzând că nici nu suflă, zice: Bre! da' cum naiba a murit vulpea asta aici?! Ti! ce frumoasă cațaveică am să fac nevestei mele din blana istui vulpoi! Zicând așa, apucă vulpea de după cap și, târând-o până la car, se opintește și-o aruncă deasupra peștelui. Apoi strigă la boi: "Hăis! Joian, cea! Bourean". Boii pornesc.

Țăranul mergea pe lângă boi și-i tot îndemna să meargă mai iute, ca să ajungă degrabă acasă și să ieie pielea vulpii. Însă, cum au pornit boii, vulpea a și început cu picioarele să împingă peștele din car jos. Țăranul mână, carul scârțâia, și peștele din car cădea. După ce hoata de vulpe a aruncat o mulțime de pește pe drum, bine...șor! sare și ea din car și, cu mare grabă, începe să strângă peștele de pe drum. După ce l-a strâns grămadă, îl ia, îl duce la bizunia să și începe să mănânce, că ta...re-i mai era foame!

Tocmai când începuse a mânca, iaca vine la dânsa ursul. – Bună masa, cumătră! Ti!!! da' ce mai de pește ai! Dă-mi și mie, că ta...re! mi-i poftă! – Ia mai pune-ți pofta-n cuiu, cumătre, că doar nu pentru gustul altuia m-am muncit eu. Dacă ți-i așa de poftă, du-te și-ți moaie coada-n baltă, ca mine, și-i avea pește să mănânci. – Învață-mă, te rog, cumătră, că eu nu știu cum se prinde peștele. Atunci vulpea rânji dinții și zise: Alei, cumătre! Ascultă, vrei să mănânci pește? Du-te desară la băltoaga cea din marginea pădurei, vâra-ți coada-n apă și stăi pe loc, fără să te miști, până răsare soarele; atunci smuncește vârtos spre mal și ai să scoți o mulțime de pește, poate îndoit și-ntreit de cât am scos eu. Ursul, nemaizicând nici o vorbă, aleargă-n fuga mare la băltoaga din marginea pădurei și-și vâra-n apă toată coada! În acea noapte începuse a bate un vânt răce, de îngheța limba -n gură și chiar cenușa de sub foc. Îngheață zdravăn și apa din băltoagă, și prinde coada ursului ca într-un clește. De la o vreme, ursul, nemaiputând de durerea cozei și de frig, smuncește o dată din toată puterea. Și, sărmanul urs, în loc să scoată pește, rămâne fără' de coadă! Începe el acum a mornăi cumplit și-a sări în sus de durere; și-nciudat pe vulpe că l-a amăgit, se duce s-o ucidă în bătaie. Dar șireata vulpe știe cum să se ferească de mânia ursului. Ea ieșise din bizunie și se vârase în scorbura unui copac din apropiere; și când văzu pe urs că vine fără' de coadă, începu a striga: – Hei cumătre! Dar ți-au mâncat peștii coada, ori ai fost prea lacom și-ai vrut să nu mai rămâie pești în baltă? Ursul, auzind că încă-l mai ie și în răs, se înciudează și mai tare și se răpede iute spre copac; dar gura scorburei fiind strâmtă, ursul nu putea să încapă înlăuntru. Atunci el caută o creangă cu cârlig și începe a cotrobăi prin scorbura, ca să scoată vulpea afară, și să-i deie de cheltuială... Dar când apuca ursul de piciorul vulpei, ea striga: "Trage, nătărăule! mie nu-mi pasă, că tragi de copac..." Iar când anina cârligul de copac, ea striga: "Valeu, cumătre! nu trage, că-mi rupi piciorul!" În zadar s-a năcăjit ursul, ca nu a putut o scoate. Și iaca așa a rămas ursul păcălit de vulpe!



A bear tricked by a fox

Once upon a time, it was a fox very cunning.

She was walking and walking, to find some food to eat, but she didn't find anything.

When she realised that she can't find food, she go to the end of the street, and sit under a shrub, and thinking to find a way to feed herself.

After a while of sitting there, she smell some fish, she raised her head to see what it is, and she saw a cart full of fish.

'Good!' think the fox. 'Here's the food I've been waiting for'. And as soon as she comes out from under the shrub and stretches out in the middle of the road, as if she was dead.

The cart approaches the fox, the peasant who sees the fox and thinking 'she's dead', yelling at oxen: 'Aho! Stop the oxen'. The peasant comes to the fox, looks at her close and seeing that she doesn't even blow, says: "Bre! how the hell did this fox die here? Ti! what a beautiful fox I'll make my wife fur, fox! Saying that, grab the fox behind your head and pull it on the chariot, stop and throw it over the fish. Then yell at the oxen, "Come on! Joian, the one! Bourean." The oxen are on.

The peasant walked around the ox and pushed him to go faster, so he went home and took the fox.

But as the oxen started the fox begin with the feet to push the fish from the cart down.

After the fox threw a lot of fish on the road, she jumps out of the cart, and with a big hurry, she start picking the rich off out the road. After she's packed it up, she takes it to her pocket and starts eating, "she was soo soo hungry!" Since when she start eating, here the bear comes:

- Good meal, lady! Ti, you have some fish here, give me some, I'm hungry!
- Put your appetite away mate, it's my fish, I've worked for it! If you are that hungry go and soak your tail in the lake and you will have fish to eat.
- Teach me, my lady, I don't know how to catch fish.

And then the fox laughed at him and said: "eii sister, listen to me! You want to eat fish? Go to the lake tonight and put your tail there and stay like that until the sun comes up, then after, hardly shoot your tail, and maybe you will have fish as many fish I have."

The bear didn't say anything and started to run to the lake, from the edge of the woods, and put his tail there.

In that night a stormy wind started, almost that your teeth are freezing. The water was tough freezing, the water has his tail caught like a pliers. The bear was so painful and he can't stay longer, than he was trying hard to take his tail out, and then in a moment he escaped, but without his tail. He starts now to feel the horrible pain, and he jump up because of the pain.

He goes to beat the fox to death. But the fox knows how to stay away from the bear's wrath. She had come out of the pond and crawled into the hollow of a nearby tree; and when she saw the bear that she had come without a tail, they started screaming:

- Hey, man! But did the fish eat your tail, or were you too greedy and wanted to eat all fish in the puddle?

The bear, hearing that she's still laughing at him, it gets harder and it's get faster to the three.

But then he looked for a a branch with a hook and starts sniffing around the hollow to take the fox out, and deduct it from expense ... but when he grabbed the fox's foot, she yells, 'Shoot, you fool! I don't care, you pull the tree'. The bear didn't realise he had the fox but then let go of her. And this is how the bear was tricked by the fox twice.

Ivette - Italian story *A Lion and a Squirrel*

Il leone è lo scoiattolo

Era una giornata molto calda e il leone ha deciso di cercare un posto fresco dove riposare. Camminando, si fermò all'ombra di un albero. All'improvviso, un piccolo scoiattolo uscì da un cespuglio e con noncuranza passò sotto il naso del re della foresta. Il leone, che voleva giocare, iniziò a inseguire lo scoiattolo. Ma l'animale, pensando che il leone volesse mangiarlo, lo pregò tremando di lasciarlo vivere.

"Se mi lasci andare, coraggioso leone, prometto di aiutarti a combattere tutti i tuoi nemici", disse lo scoiattolo, più morto che vivo.

- Ah ah! Mi aiuterai, piccolo essere insignificante? Vai, vai via e non farmi perdere la pazienza! Rispose il leone con disprezzo.

Il tempo passò e un giorno

il fiero re della foresta cadde

in una trappola tesa dai cacciatori; lottò con grande coraggio, cercando di sfuggire alla rete, ma non ci riuscì.

Ad un tratto apparve il piccolo scoiattolo e con molta pazienza cominciò a tagliare la rete con i suoi piccoli denti appuntiti.

E così, è riuscito a liberare

il leone. Pentito dell'insulto

che aveva fatto al piccolo scoiattolo, il re della foresta gli chiese scusa.

- Perdonami, piccolo scoiattolo. Ora so che ogni animale, per quanto piccolo, merita il massimo rispetto.

Non riderò mai più di te,

te lo prometto - disse il leone.



- Non preoccuparti, caro amico. Chi riconosce i suoi torti è un uomo saggio - rispose lo scoiattolo.

Da quel giorno il leone e lo scoiattolo sono amici inseparabili, in grado di affrontare tutti i pericoli della foresta.

A Lion and a Squirrel

It was a very hot day and the lion decided to look for a cool place to rest. Walking he stopped under the shade of a tree. Suddenly, a small squirrel came out of a bush and slowly passed under the nose of the king of the forest. The lion, who wanted to play, started chasing the squirrel. But the little animal, thinking that the lion wanted to eat him, begged him trembling to let him live.

"If you let me go brave lion I promise to help you fight all your enemies" - said the squirrel more dead than alive.

"Ah, ah! Will you help me, little insignificant being? Go go away and don't let me lose my patience!" Replied the lion with contempt.

Time passed and one day the proud king of the forest fell into a trap set by hunters; he fought with great courage, trying to escape the net, but he couldn't. Suddenly, the little squirrel appeared and with great patience began to cut the net with its small pointed teeth. And so, he managed to free the lion. Repentant of the insult he had made to the little squirrel, the king of the forest apologized to him.

- Forgive me, little squirrel. Now I know that every animal, however small, deserves the utmost respect. I will never laugh at you again, I promise you - said the lion.

- Don't worry, dear friend. Whoever recognizes his wrongs is a wise man - replied the squirrel.

Since that day, the lion and the squirrel are inseparable friends, able to face all the dangers of the forest.

As the end of yet another strange and challenging academic year is approaching, I have taken the opportunity to look back and reflect on all of the wonderful music-making that has continued at Finham Primary. I feel extremely proud and lucky to work at a school where it is possible to have nearly 100 of our children learning an instrument. We offer small group lessons on violin, guitar, keyboard, ukulele, trumpet and recorder, and every year it is so encouraging to see how many new children are excited to start learning an instrument.

Back in September I was feeling rather concerned that being away from school for such a long period would mean children could well lose interest in playing their instruments, so hoping to keep them more engaged with music during lockdown, I created the “Miss Pritchard plays a different instrument every day” series on Youtube. It turns out that the love of music is hard to suppress and the children’s dedication and enthusiasm has been quite overwhelming, with so many who simply couldn’t wait to get learning about crotchets and quavers again!

It has been such a difficult time for all those involved in the performing arts, and the world of virtual choirs and virtual orchestra performances has really exploded. In December, when it became clear that our usual assembly to showcase the musical talents of the children to parents and the rest of the school, was not going to take place, I thought it was time for Finham Primary to have a little go at creating a virtual orchestra ourselves. Our “Frosty the Snowman” video involved all of the musicians performing their part individually to a camera, so that all of the separate videos could be edited together to create our final virtual performance.

All of the young musicians rose to the challenge, and I am so proud of what they managed to achieve.

Spurred on by our success at Christmas, we are now preparing for our next virtual project which is inspired by our friends Mr. Crotchet, Mrs. Minim, Grandpa Semibreve, the Quaver Twins and the Semiquaver Quads! The children have started learning their parts and we're all very excited to start filming after half term!



Mr. Crotchet and the rest of the note length penguin family!

Fran Pritchard



Over the last 16 months, since our win at the West Midlands Championships, we haven't been able to have any competition in our school. Mr Wale thought of the idea of having a cross-school competition involving the Euro 2020 Football tournament.

The idea was that every class, every teacher, both sport coaches, the admin staff and the headteacher had a team each. Every class and staff member chose their team by picking it out of a hat.

The team they picked was the team that they would be supporting throughout the competition. This gave each class a chance to support and find out information about different countries that are in Europe. I challenged each class to decorate their spaces with their team/ teams colours.



The idea of the teachers having different teams brought more fun for each class because they were also against their teachers and not just their peers. This got extremely competitive when classes were playing against their teacher or against each other!

Gradually, classes and staff members have been knocked out of the competition, and the children have kept a very close eye on the whole school fixtures display.

Mr Wale has purchased the Official Euro 2020 football and showcased this to every class. This ball will be given to the class bubble with the country that wins Euro 2020.



Overall, the children and teachers have really benefited from this experience and really enjoyed the concept of following a country that may have been unfamiliar to them, as well as being against their teachers and peers. They have also researched their countries and used this to produce writing across the curriculum

This has also given the chance for the school to engage in some healthy competition again, which has been enjoyable to all staff and students!

At Whitley we have been raising the profile of Literacy and supporting staff to support students.

Our Aims:

- ◆ To pre-teach (disciplinary) vocabulary
- ◆ To encourage active reading in all lessons
- ◆ To use an agreed structure to scaffold longer written responses

What have we done to support this?

- ◆ Tested and shared reading ages with staff
- ◆ Training for BASE staff to support reading
- ◆ CPD for staff on active reading and explicit vocabulary instruction
- ◆ Introduced MYON
- ◆ Celebrating reading through competitions, World Book Day, etc
- ◆ Key words for subjects displayed in classrooms and literacy mats on all desks
- ◆ Supported departments

Art



Sony Levi by Martin Maloney
1997, Oil on canvas, 173.5x298cm



Task : Write a short Paragraph about the piece of Art.

- What do you think about the painting? Why?
- Use PETAL to help you structure your writing.



POINT	Make a clear point about your work.	Do you like or dislike the painting?
EVIDENCE	Provide a detailed account about the work.	Describe the work. What is in the painting? How has the artist created the art work? What media have they used? Describe the colours used. Bright, dull, flat colour, lots of shades of colour, pastels colours, primary colours, Is the scale correct? Or are things the correct size in relation to each other Is the perspective correct?
TERMINOLOGY	Try to include relevant key words	Words you could try to use..... Colour, line, perspective,
ANALYSIS	Analyse the work of the artist.	Tell me why. What do you like/dislike about it? You might want to refer to the different elements of art.
LINK	Link your ideas (back to the artist or inspiration)	Why do you think the artist painted it like this?

Geography

Deforestation (Cutting down trees)

Building in the drainage basin

or soaked up by roots, so there are more floods.

Soil is made hard by dry weather. Water can't soak through it, so runs over land instead.

Rain will run down quickly, before it has a chance to soak into the ground.

the village is at the risk of flooding due to a number of factors. one factor is very wet soil which mean increases risk of flooding because no more water can go in it. another factor is hard dry soil increases risk of flood because soil is hard by weather none can soak through so runs over land another one is steep slopes because rain will run down quick before has chance to soak into ground.

Soft Engineering Options are often less expensive than hard Engineering Options. They are usually more long-term and sustainable, with less impact on the environment.

Sea wall
Explain the effectiveness of one hard engineering method and one soft engineering method. (6 marks)

Sea wall is a type of hard engineering method. It protects the coastlines from erosion by deflecting the waves away from the coastline and absorbing the impact. However a disadvantage of using this method is it costs about £10 million per km.

History

Connectives bank

Argue/Persuade	Analysis	Cause and Effect	Comparison and Contrast	Time
It can be argued that	This is effective because...	Because	Whereas	Initially
Another point to consider	This makes you see/realise that	Consequently	On the other hand	It all began
Although...	We are given a clearer picture of...	As a consequence of this	The opposite	At the beginning
In my opinion	At this point...	Since	Alternatively	Before
For example	This represents...	Therefore	We can also see that....	Gradually
Evidently	The poet/author displays a sense of...	For	Likewise,	Meanwhile
However	Notably	One reason for this...	Similarly,	After that
Moreover	This is used to...	As a result of...	In comparison to this,	Next
Despite this,	This conveys a sense of	This led to...	Alternatively	Previously
In conclusion	This suggests that		Despite this	Later

RE

Dispute this, there are also many reasons why this statement is incorrect. The first reason is that it can stop injustice in other countries to fight for equality and rights amongst citizens of those countries. They might say that this even benefits both parties as a country can be brought to justice. For example, in the Bible, it is stated that 'God is a warrior'. This can be interpreted as fighting for the right things, like equal rights or fair treatment, being justified in the eyes of their God. This is a strong argument as if just war conditions are followed, it can help countries grow and become better and more peaceful.

A second reason the statement is incorrect is because

③ 'Wars are never right'. Evaluate this statement.

There are many arguments that may prove this statement to be correct. The first argument is that violence cannot be ended with violence. Some people will argue that war only increased the consequences of actions due to neither then wanting to lose the war despite costing thousands their lives. For example, a Christian teaching is that of peace and states 'thou shalt not kill'. However, this is a weak argument due to many having the freedom to interpret that quote and even use it to justify actions made.

A second argument as to why the statement is correct is because Muslims also believe fighting is wrong as it harms others and potential innocents. This is supported by Mohammed Ali refusing to fight in the war as he didn't wish to partake in not only the fighting, but also the cause that the war promoted. This shows that war harms others and also cannot be seen as a justified fight for the hopes of peace. How can you justify fighting for peace?

Main Body: PEEL YOUR PARAGRAPHS (REFER TO PLANNING SHEET).

Sociology

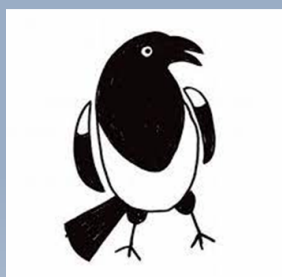
P- POINT
E- EXAMPLE
T-ERMINOLOGY
A-Analyse
L- LINK



Learn it ...

- Make sure that EVERY paragraph has a sociological point
- Use key sociological concepts and words
- Use key sociologists where possible
- Use an evaluation point in EVERY paragraph
- Always link every paragraph back to the question
- Use the words of the question to show the examiner that you are answering it.

Exemplar paragraph



- Functionalist sociologists would agree with the statement as they believe that socialisation is a key function of the family and education. Those who do not have an adequate socialisation e.g. may lack discipline at home are more likely to then misbehave at school and join a subculture. This can be linked to Cohen's status frustration theory which argues that people become frustrated by their status as they do not fit into the education system and therefore join a subculture to gain their status. This subculture is likely to be a deviant/ criminal subculture where they are socialised through peer pressure/ role models to commit crime. However, this can be criticised as there are people who may lack discipline at home but do not go on to commit crime.

Review it ...

Wider Reading in Science

What was the text about?

Were there any words or phrases you didn't understand?

What did you already know about what you have read?

What were the main points of what you have read? Write a summary

Make a list of questions about what you have read?

Killer question –
What is resistance?

Learning Objective –
Investigate how
resistance in a wire
changes.

Success criteria -

Define resistance.

Predict how resistance
will change in a wire.

Investigate and explain
how the length of a
wire will affect the
resistance.

Conclusion – Analyse and explain the data

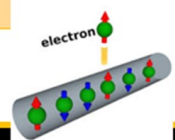
Point – How did the length of wire affect resistance?

Evidence – What data supports this relationship?

Terminology – For your analysis you must talk about **electrons** and **collisions**.

Analysis – Why did the length of wire affect resistance?

Link – Suggest what else could we investigate other than the length of wire?



Opening Minds

- Give key words at the beginning of each Science lesson for students to use and add definitions to throughout the lesson which also supports with spellings
- Go through comprehension texts before completing questions, to underline any words they don't understand and then looking these up to write the definition above the word. Students then re-read the text to answer the questions

Key Words

Food chain

producer

energy

consumer

predator

prey

English

What is John Agard protesting about in his poem? How does he do this?

John Agard, who was born in Guyana but went to school in the UK, has mixed feelings about the aspects of history that he was and wasn't taught when he was in school. 'Checking Out Me History' is a protest about the education system and the cultural history that Agard feels he has been denied. At first he uses repetition of 'Dem tell me' which creates the impression that he is disappointed, almost as if he resents that fact that he's only been told about white history. Not just white history, but he also sees that nursery rhymes and fairy tales were thought to be more important than the history of black people. Agard's use of dialectal spelling of 'them' to reflect his accent illustrates the pride that he has for his heritage and identity. It also strengthens his protest by not using the language of the people who he perceives has denied him a full education.

Apply it ...

On the example, highlight:

- **POINT** related to the question
- **EVIDENCE**
- **TERMINOLOGY**
- **ANALYSE** the effect in relation to the question
- **LINK** to context

In the poem, 'Checking Out Me History', John Agard protests about the ignorance of the education system and how 'kids' are prevented from learning about Black history. Agard reveals his deep disappointment and rage that he gets about it and pour out his honest feelings. He uses In the poem, the author uses quite a few names, one of them being Toussaint L'Ouverture - a black man who rose up from being a slave to making himself the ruler of an island who also emancipated slaves. 'Toussaint de basoon' is how Agard describes him in the poem. The noun 'basoon' has connotations of fire and light which can also connect to hope and desire. This suggests that Toussaint L'Ouverture was like a star in the dark and hope a hope for people as he helped and saved many lives. However, in the modern world his impact wasn't appreciated and instead the schools are more focused on teaching the kids about fictional characters such as 'Robin Hood' or battles from 1000s of years ago such as the Battle of Hastings which happened in 1066. This leaves both reader and writer in utter disappointments.

Active reading strategies

Visualise
The big picture in your head

Predict
What is happening between the lines

Question
Work out the meaning of new words

Evaluate
Your opinion of the story or the characters

Connect
Use knowledge that you already have

Summarise
Retell the main points in your own words

Know it ...

Next Steps

- ◆ Continue with and build on best practice for reading, vocabulary instruction and PETAL
- ◆ Relaunch MYON with Year 7
- ◆ Further training for Accelerated Reader and MYON
- ◆ Introduce Talk4Writing

'Box it up'



POINT	EVIDENCE	TERMINOLOGY	ANALYSIS	LINK
NOVEL				
EXTRACT				
EXTRACT				
OPTIONAL:				

The Power of 'Box it up'

Model para

How does Shakespeare portray a character?

At the start of the scene, Othello has come because he doesn't quite believe that Desdemona is cheating. This is shown when he says "Henceforth, Iago, the queen shows that he needs more convincing of Desdemona's infidelity, and also that he's in control of the conversation, which is appropriate for a man in his position."

Later in the scene, Iago and his wife about Desdemona made Othello have a fit and after he was in his fit, Iago said "work on my medicine work". It shifts from Othello to Iago because Iago says "I'll be a fit he said" work my medicine work because of Othello's jealousy made him have a fit as well and because of Iago's lies.

When Iago uses the word medicine it's not to be good or heal. It means that Iago made Desdemona feel sick. "work on my medicine work" he is literally trying to say that he wants to make Othello feel ill and bad which is the opposite of medicine. It means I'll.

Further in the scene, Othello thinks that Desdemona is cheating on him. Othello says "Othello is really angry to Desdemona and that she is cheating on him. It's Iago's fault that

and then Othello strikes Desdemona. This shows he is a bad husband because he slapped her in public, people talking about Othello that he's bad for his wife.

At last in the scene, Othello comes to the bedroom and Lodovico gives Othello the letter and then Othello comes with Desdemona on stage her infant of Lodovico. This shows that Othello's power shifts from Othello to Iago because he said "Do not think with poison, Strangle her in her bed" This shows Iago's violence and that he has such influence on Othello he tells him how to kill his wife.

Petr, I am very impressed by your knowledge of the play and of the power in this scene.

EB1: use specialist TERMINOLOGY
e.g. the verb 'strikes' shows that Othello hit Desdemona HARD.

the interesting words show that Iago has become because he is telling Othello how to kill his wife.

Kerry Secker

Year 4 trip to The Lunt Roman Fort

Well, we thought it may never happen again, with that plague from overseas coming over here infesting and taking over our country. Forcing us to hide, leave our tribes, loved ones and even attempting to turn us away from our cherished religion.



They try to change our lifestyle in our own lands whilst they build roads where they like, showing off with their aqueducts, flowing water and central heating systems in their ugly stone houses. But it did happen, hordes of excited, happy Finham primary children attempted to take The Lunt Fort and return those rotten Romans to where they had come from!



The children were looking forward to the trip and the opportunity to find out about their special and unique place in British history as they visited the site of an original Roman Fort.

Rebuilt to reflect the original Roman construction the fort has many interesting blood thirsty features such as “ankle breaker” sides which the children loved learning about.



What makes the trip so special are the guides who are dressed up as Roman characters, they take on the role of Roman soldiers and help bring history to life.

It was lovely to take the children and their learning to a new environment. The children loved the trip and the slow return to “normality”, hopefully we will be able to a variety of learning environments and styles.



The guides knowledge of Roman Britain is extensive, they involve the children in practical activities such as battle drills .

The Lunt Roman Fort is an excellent educational trip and we are fortunate to have this facility in our locality. It highlights the important role Coventry has played in British history. Finally, the children of Finham were excellent, they enjoyed applying their previous knowledge to practical activities and seeing History in action.



The Olympic Torch Relay— Flame of Friendship

**Written by Eva with contribution from Freeshta and Hannah
Year 7 student reporters**

It's Friday 7th May 2021. It's snowing in Scotland and more than 20 degrees in Slough. But in Coventry today it seems unexpectedly warm compared to the last few rainy days we've had. The clouds have allowed the sun to peek through and the wind only feels like a breeze; quite perfect for such a day!

The annual event of 'Torch Relay' takes place a few months before the Olympic Games. A flame is lit in Olympia, Greece, recalling the link between the Ancient Olympic Games and their modern counterpart. Throughout the Torch relay, the flame announces the Olympic Games and spreads a message of peace and friendship between peoples.



Do you know that...

On 25th March 2021 the Olympic Torch for the 2020 Games began its journey to Tokyo?

Coventry's own Torch Relay began to make its journey on 21st April 2021 travelling between 54 Coventry schools?

The 'Flame of Friendship' has been passed from school to school together with a Paralympics torch and a 2012 Olympic baton given to Coventry Ambassador volunteers when they welcomed the world to Coventry during the London 2012 Games?

As everyone is gathered around, waiting for the runners from Howes primary school to begin entering our school gate, I look around and admire the banners that our fellow students of Year 7 are holding. Flags, colours, pictures and the smiley faces of all present; they all look great!

At exactly 9:30am the teachers and pupils of Howes school come flooding in and the leader is holding a decorated, metal torch with amber fire flowing in the wind. The metal has intricate carvings which make it look authentic. Whitley Academy cheer them on as the group enter, looking exhausted and their energy drains completely. The visiting team takes a short break before going off again and behind them followed our school runners.



Three Year 7 student reporters: Freeshta, Hannah and Chloe are the lucky ones to go to Corpus Christi, our next destination, and undertake some reporting there. You surely know how excited each participant is especially after too many weeks and months of online lessons and being stuck indoors. It is amazing to be offered the opportunity to participate in the event.

Additionally Freeshta, Hannah and Chloe get the privilege to follow our runners using the school mini-bus. Quite a number of beautiful photos are taken of the runners in action whilst cheering them on. Each team member is passing each other the torch and taking turns to do so. The mini-bus goes ahead of the runners and manages to get to Corpus Christi a few minutes before the delegates arrive which gives the reporters enough time to take more photos of the experience



Back to the torch relay....

When our Whitley Academy team arrives, cheers immediately begin; a wave of encouragement. People supporting each other, waving banners, clapping, taking pictures and soon after, the torch is passed onto a member of Corpus Christi. The school is kind enough to offer biscuits and treats to all the participants after their hard work. Some Year 7 students of ours, tired by the running, decide to take the mini-bus with our student reporters whilst the rest of them run all the way back to Whitley Academy. The runners aren't the only people with excitement. In the minibus, the students are singing on their way back to celebrate the day.

Freeshta and Hannah interview a few of the runners asking them if they would do it again; their response was, 'May be another time! At the moment it's a NO because it was way too tiring!'

It's really great to see so many teachers, staff and pupils participating in such a great event and having fun too! The massive smiles on everyone's face make us realise more the focus of this event: 'Flame of Friendship'.



I also have a great time watching such determined people. We really hope that Whitley Academy gets to participate in event of this nature more often.

Mr Cremin – Head of Physical Education (P.E) reflects on the event:

"A great day with the community coming to together to celebrate friendship and look forward to a summer packed of sports and excitement".



**Written by Eva with contribution from Freeshta and Hannah
Year 7 student reporters**

Year 12 students who study Biology and Geography went on a residential trip to Plas Dol-y-Moch in the Snowdonia National Park in Wales, as part of which we were lucky enough to experience a range of activities that helped to further our understanding of our chosen course.



Biology – Eliashib Ahoua

I study Biology, so the activities I participated in were exploration of the rocky shores, climbing mountains and discovering different terrains. Myself and my peers are now able to identify different plant and animal species living in coastal areas! This has really benefited us in our course, and it was really nice and exciting to explore a new area of the country after over a year of lockdown restrictions! Other than the academic activities it was enjoyable to partake in kayaking, where we were able to enjoy the quality time with our friends. I particularly liked the aesthetic view from the kayak.

Geography – Liam Hughes

I study Geography and on the first day we visited the nearby town of Criccieth to learn about different types of sampling methods on the beach; we also took a look at the types of buildings and undertook a cost benefit analysis on the sea defences in place. On the second day, we went to the town centre of Blaenau Ffestiniog; using various methods of evaluation we judged whether the town was appealing to tourists and the types of people who would likely visit. The third and final day saw us lucky enough to visit a woman called Teleri's farm. Teleri provided a lot of insight into what it takes to farm in the area, answering lots of our questions and explaining the associated inputs, outputs and processes. Later that day, we went canoeing which was so much fun and a nice way to end an amazing trip. All three days benefited us Geographers massively, as we will be completing a non-examined assessment next year, as part of which we have to conduct our own investigation. Moreover, the visited places gave us some great case studies for our exams across all of our modules!



Recently in Finham Park 2 6th form, we started our UCAS applications. We had an assembly from our Career's Advisor about potential course options and pathways, such as Apprenticeships and University, and then also an assembly about the UCAS website and how to use it.

We also recently started our personal statements, and the first paragraph draft was due on Monday. This has been a crazy experience so far as it feels like our lives are finally 'getting serious' and these important choices could potentially shape our future. However, it has been fun to research different courses and attend different University open days. This in particular is very important as we can get a feel for which University matches our personality the most and also have a rough idea about which University we want to go to.

From 27th June - 1st July, Year 12 students taking Biology and Geography went on a field trip to Plas Dol-y-Moch in Wales. This was to complete some of our practical work and doing this in a different environment with lots of different habitats and land types meant that we could really get the full experience of sampling techniques, whilst discovering the different types of animals and plants that we could find there. In the evening we also watched the Euro football matches, including the England vs Germany match which was amazing! To top it off, on the last day, we went kayaking. This was amazing as we all had a great time and lots of fun; Liam and Eliashib kept falling out of their kayaks! Overall, Plas Dol-y-Moch was a great experience and we all had a productive week.

We are also very excited to welcome our new Year 12 students next year, as being the first cohort of students in Sixth Form we will be able to pass on useful information, guidance and multiple tips from our own experiences, so as to help them settle in and be successful in their A-Levels.

By Shiv Parekh Head Boy



FINHAM PARK
SCHOOL

City of Culture

On Monday 19th June Finham Park celebrated Coventry City of Culture with a range of events and lessons tailored to give students a sense of pride in the history and culture of our city .



Years 7-11 had a series of sessions with performance poet, Dreadlock Alien, who worked with them to create a Finham Performance poem which celebrates all things Coventrian.

In art students have already contributed flags to the opening ceremony 'Coventry Moves' and we will be turning more of our students' designs into banners similar to the ones in Broadgate which will eventually be strung across the school.



In Music lessons students have been studying and performing music by Coventry bands including of course The Specials, The Primitives and King and we aim to create some recordings of these as part of the day.

Geography lessons will look at the River Sherbourne, its place in the founding of the city and the source of the mineral which was used to make the original Coventry blue dye. The RE department will focus on Peace and Reconciliation and consider the significance of Coventry Cathedral.

All in all we looked forward to an exciting day which will round off an historic year in a positive and celebratory manner, build on the 'cultural capital' of our young people, and highlight the opportunities for our students to take part in the range of City of Culture festivities over the summer which will be held right on their doorsteps!



Year 11 Leavers Celebration at Finham Park 2



Finham Park 2 had its first proper Leavers Celebration event this term (what should have been our first one last year was disrupted by the first Lockdown from March 2020).

It was fantastic to celebrate with all of our students with speeches, photos, awards, performances from our students and the house band, shirt signing and The Leavers Books given out. Plus a surprise treat from a visiting ice cream van.

#Team21 have been a fantastic year



Year 11 induction into Sixth Form



This term we had the opportunity to meet all our Year 11s who have received a conditional offer from us at our sixth form inductions days. It was great to see some familiar faces, our internal students who have applied from FP2 but we also got to meet some new students from different schools that want to study here. We really wanted our students to get an insight into what life at Sixth Form is really like. They spent the first day learning about the expectations of Sixth Form and the level of studying expected with A-levels. Then all our students had taster lessons for the subjects they have currently picked. Our year 11s got to do some really exciting things for example cell drawings in biology using microscopes and creating lightbulbs out of resin in D&T. Along with lessons, students had a workshop on different study skills and an introduction to UCAS and how we plan for life after Sixth Form whether that be university, an apprenticeship or work.



On day 2 the year 11s spent the morning with the Army completing some fun team building activities. Everyone was split into a team where they were working with people they did not know, so they had to quickly learn what each other's strengths and weaknesses were. The activities ranged from moving army equipment over a bridge they had built to making catapults and trying to rescue barrels using only a piece of rope.



After using all that energy, we came back down to the Sixth Form centre for a BBQ. Mr Ditch did a great job of cooking the food (with the help of Mr Harts-horn- thank you) and it was a chance for our potential students to socialize, get to know each other and members of staff a long with asking any questions they had. We are really looking forward to seeing everyone on results/enrolment day!

Lizzie Gulliver



FINHAM PARK
SCHOOL

Finishing the year with a bang!

For our final term, Year 9 got thoroughly stuck in to their practice Devised component.

Their stimulus was a political cartoon depicting the Cold War Arms Race and as a result their performance aims asked thought provoking questions such as 'What are we fighting for?' and 'who pays the price of war?'.



The students used a variety of non-naturalistic techniques such as; physical theatre motifs showing how soldiers are transported and thrown into war and reflective monologues giving an individual's perspective. If this is their practice, we are excited to see the real thing!



We got to see some lovely, familiar (and new!) faces from Year 11 when they came in for their first A level Drama taster session this half term for their Y12 induction week. They looked at Ancient Greek Theatre, in particular the 411BC play *Lysistrata* by Aristophanes, and they brought to life the opening scene using exaggerated acting and ancient Greek comedy techniques.



They did a fantastic job using caricatures and farce, culminating in some hilarious moments. They also studied the original performance conditions to see how far Theatre has come from its birth over 2,500 years ago. We can't wait for them to join us next year!



The Finham Drama Department
Mrs J Spokes and Ms S Bartlett



Addressing a Global Imperative – Lyng Hall attends United Nations' Student Conference

Harvir Dhatt and Aadam Vohra addressed a prestigious United Nations conference, thanks to the support of the University of Warwick's Colonial Hang-over project, on Thursday 10th June.

Just five student teams were chosen from around the world to speak – we are incredibly proud that Lyng Hall School was one of the selected presentations. It is the first time the UK have been represented at the Annual Global Student Conference on Slavery and the Transatlantic Slave Trade. It is in its 12th year and we feel privileged that we received an invitation this year to be part of a challenging conversation.

This year's theme was: "Ending Slavery's Legacy of Racism: A Global Imperative for Justice."

Harvir and Aadam spoke about the links between Coventry and the Transatlantic Slave Trade and also reflected on their own experiences as young men of Indian and Pakistani heritage. Their live presentation focused on the reconciliation between living in a country with a heritage as colonisers (UK) and their own family's heritage being rooted in a colonised nation (India and Pakistan). The project highlighted how the legacy of slavery continues to impact life in the 21st century.

Addressing representatives from 68 countries, across 4 different continents, Harvir said: "Coventry's legacy still remains unknown to many of the population living in it. Until I had conducted my research for this presentation I hadn't realised how close to home this legacy had existed. It prompted me to question, have I remained too silent?"

Aadam spoke about examples of racism in today's society such as the abuse directed towards footballers like Marcus Rashford and asked the delegates to consider whether this was a legacy of slavery – "although slavery, as a constitution, has been abolished, the deep-rooted attitudes still have prevalence today."



“It is vital that we learn to appreciate and value all people regardless of race, religion, skin colour, gender, and respect our differences as points of celebration rather than of division,” Aadam concluded.

Those invited as guests share their thoughts about the presentation of Aadam and Harvir, in addition to the other student presenters around the world:



UN Representative: "The project presented by Aadam and Harvir's was excellent and encouraged participants to think about the global nature of the transatlantic slave trade and its impact in another region of the world."

Dr Shahnaz Akhter, [ESRC Impact and Innovation Research Fellow] of the Colonial Hangover project, said: "I was really impressed at the maturity and dedication in the way they approached the project and the way they conducted themselves in their research, preparation and the conference itself. The topic they researched added a new perspective to the discourse on the way we examine the legacies of colonialism and really highlighted the way dual heritages can add a new dimension to the research. Well done to Harvir and Aadam also for their case study which showed the long history of the slave trade and the way in which it fuelled trade across the globe. Very well done to you both, you were a credit to the school and it was a privilege to have you represent the Colonial Hangover Project."

"The inspirational and professional delivery and subject matter was both thought-provoking and a pleasure to witness. I'm incredibly proud of the students who represented Lyng Hall on a truly global stage, ably facilitated by Miss Hagan and Warwick University." – Mrs. C. Smith, Associate Headteacher

The students share their thoughts on what it was like to be involved:

Aadam said: "I am grateful to be given the opportunity to voice my beliefs and share the history of slavery in my home of Coventry and also my motherland of South Asia. All of the presentations were thought-provoking and inspiring pieces of academic work."

Harvir said: "I offer my heart-felt thanks towards everyone at the conference, it was an honour to speak in front of so many members about a topic which is not only important but something I am passionate about. Everyone's presentation was enlightening – the charisma in their work meant I came away with transformed views of the wider issues."



The Lion Alliance Teaching School

Well what a year we've had! Unsurprisingly, given the challenges presented by Covid, we have seen a huge number of applications to teach and have one of the largest cohort of trainees signed up for September that we've ever had. We will have the privilege of meeting our new cohort on the 1st July and I'm sure they will be incredibly excited to embark on this first step of their career.



We will also be celebrating the incredible achievements of our current cohort in July. They have not only had to balance the demands of University and their in school placements but also with the difficulties presented by teaching online. I'm sure you'd join us in congratulating our trainees on their successes this year and wish them all the best in their next steps.

Upcoming Opportunities

TeachMeets:

- "NQT's and RQT's – developing them and getting them ready for the next stage in September"
- Sports England

Lion Leadership Pathways:

- New cohort sign up late Autumn term

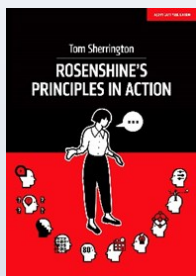
New NPQs:

- NPQSL and NPQH cohorts to start November 2021
- NPQs to launch Spring term 2022

The Chartered College:

- Exciting opportunities to engage with the 'new look' Chartered College offer Information to be shared in Autumn 2021

Meet The Expert



June 2022– Tom Sherrington - details to come soon!

“My name is Tom Sherrington. I am an experienced former Headteacher and teacher and, having worked in schools for 30 years starting my training in 1986, I am now exploring the world of education consultancy to see where it takes me. Through my consultancy – [teacherhead consulting](#) – I am interested in working with teachers and school leaders to explore and implement contemporary educational ideas that help us deliver an excellent all-round education for all young people. Hopefully the range of posts in my blogs will give an idea of the scope of what that covers. I regularly contribute to conferences and CPD sessions locally and nationally and I’m busy working in schools and colleges across the country and around the world.”

School to school support

We are continuing to identify expertise and need across our Alliance partner schools. Do please get in touch if you’d like to make contact with other Secondary or Primary colleagues.

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

Alexandra Ford

In readiness for Duke of Edinburgh starting again soon, Mrs Kerr, Miss Hunter and Dr Tomlinson from FP2 attended a 2 day outdoor first aid course held at Corley Village Hall recently.

We were lucky with the weather and all had a go at being involved in an incident as the patient, administering first aid by putting into practice recently learnt skills and observing offering feedback.

We were all successful and have our certificates. Photos show Miss Hunter after damaging her ankle and Dr Tomlinson using a splint and lots of bandages to immobilise it. Mrs Kerr did a great job acting by having a shard of glass in her leg which was bleeding profusely. Miss Hunter also fell into some water and was getting very cold, so we wrapped her up in what ever we could find. Dr Tomlinson used her own experiences of delayed allergic reaction and her first aider did not fall into the planned trap of using the adrenalin pen after correctly assessing the situation. I think we all learnt a lot, enjoyed practising our skills and now feel more confident relating to expeditions restarting. We will of course as part of DofE student training be sharing our skills with students for the minor ailments-usually blisters!



Dr Tomlinson

Medieval Day at Finham Primary School

Hear thee! Hear thee!

On Tuesday 15th June, Lord Philip visited Finham Primary School to teach us all about life in The Middle Ages. We travelled back in time to 1148 – the time of castles, knights and battles.



In the morning, we took part in a range of exciting activities including pottery, calligraphy, soap making, weaving and metal work. The horses needed grooming, the food needed cooking and those pesky rats needed catching! Suddenly, we were interrupted from our busy duties to be told that Lord Jeffery and his fearsome army were heading towards our castle! Luckily, our knights were well prepared after some sword and spear training from Lord Philip. They managed to defend the castle walls and protect the King of England.

To celebrate our victory against Lord Jeffery's army, we had a magnificent banquet in the afternoon. The servants served us bread, cheese, fruit and ginger biscuits to feast on and the court jesters provided entertainment with juggling and tight rope walking. There was medieval dancing and singing before the knights took part in a jousting competition!

Year 2 had a brilliant day experiencing life in The Middle Ages and if you ever need your castles defending, you know where to find us!



Katie Beale



Deconstructing Vicarious Identities

Lyng Hall attends BISA Global Conference

Alex Ignat and Mia Mattu were a part of series of panellists who addressed a global conference, thanks to the support of the University of Warwick's Widening Participations programme, on Tuesday 22nd June.

BISA are a leading voice in International Studies in the UK and abroad. They develop and promote International Studies through publications, research, academic networks and funding opportunities. Many of their members are experts in their field; they are known for their progressive, vibrant community, their annual conference and their strong research networks. Alex and Mia's presentation closed the conference and explored the nature of Vicarious Identity in Literature. During their preparatory workshop with academics in the weeks leading up to the conference, their ideas and thoughts were described as "cutting edge" in this particular field of study.

Their panel responded to the provocation of how vicarious identities are represented within the curriculum. They spoke alongside Dr. Shahnaz Akhter and Joseph Haigh from the University of Warwick.

Alex and Mia spoke about three pieces of literature and offered challenging and critical insights into how minority voices are explored. They presented a nuanced awareness of how colonial attitudes in the Victorian period shaped key representations in classical literature, and how certain bias has continued to shape how these characters are taught in academia. Their live presentation included both critical analysis and spoken word performances, a platform to give voice to the vicarious identities that are often silenced in the texts.

Addressing academics, Alex and Mia shared their initial reflections on the concept of Vicarious identity in Literature:

Here is history,
Re-written.

Here is black paint thrown
Over the white walls.

Here are the people who fought,
And the people who nurtured,

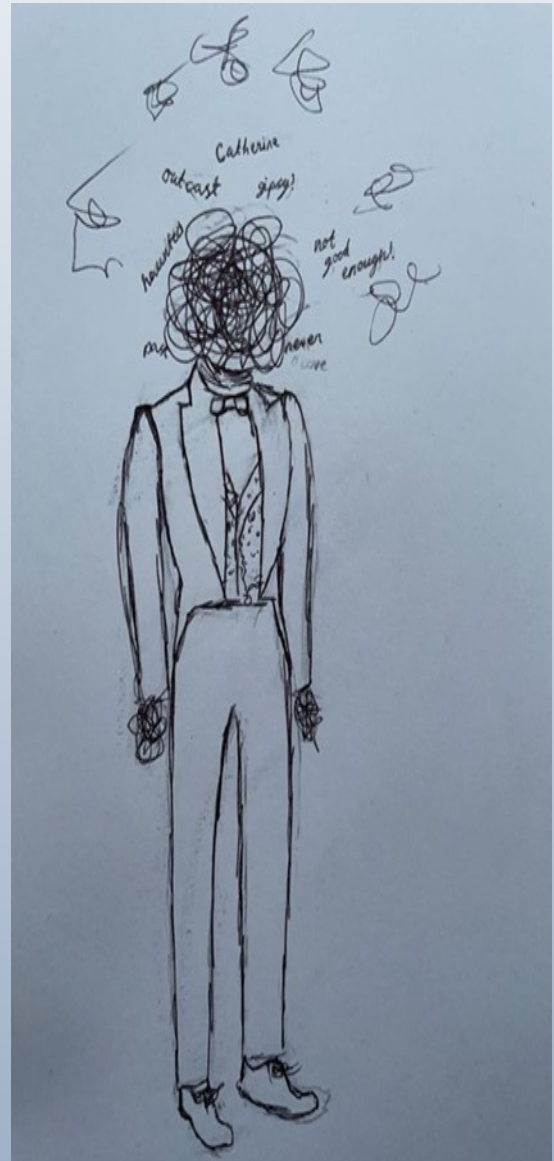
So we could have the option
To do both.

Here are the people who were silent,
And those who were silenced.

Here are the people who made history,
And never lived to find out.

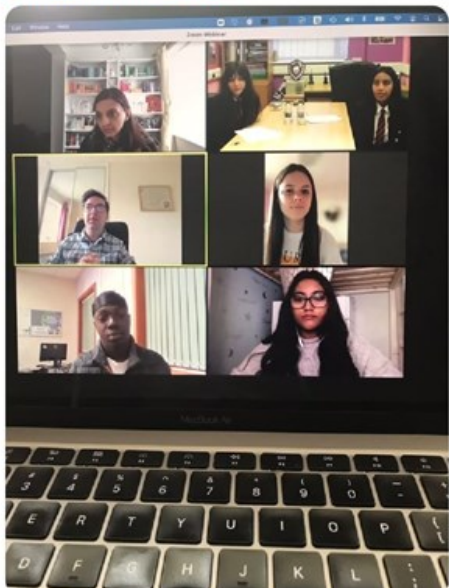
Here are their pages- whited out.
Here are the people who never existed

The responses from those attending the conference has been overwhelming – the students' thoughts prompted engaging discussions and challenging considerations.





Dr Amal Abu-Bakare @nawalab... · 1h :
Listening to an amazing panel of talented students from around the West Midlands speak 🗣️ to the issue of vicarious identities in international politics. I encourage anyone interested in youth voices to join and listen in. @MYBISA #widenIR #BISA2021



Dr Amal Abu-Bakare @nawalab... · 8h :
More representation in politics, naturalising conversations about race for teachers & students, & giving students more chances to learn about politics offline. These are some of the ideas Saraah, Tonio, & Mia offer for encouraging POC students to enter academia #BISA2021 @MYBISA



BISA - British International Studies Association liked 2 Tweets you were mentioned in

It was a real privilege to learn from the wonderfully creative students on our #BISA2021 panel! @Shahnaz76 and I were blown away by their engagement ...
[Show all](#)



Nick Caddick @NickCaddick1 · 2h :
This was a great panel, really informative. Well done to @JuliaWelland and @MYBISA for making it happen 👍



Shahnaz @Shahnaz76 · 3h
Huge thanks to @JuliaWelland and everyone at the @MYBISA team for today's outreach panel. It was such a privilege to share a panel with the young students and hear their takes ...

The students share their thoughts on what it was like to be involved:

Alex said: "It was an amazing to work with such inspiring academics, and having the platform to share my opinions with them."

Mia said: "Being involved within the BISA Conference was a great experience; it was so nerve-wracking but simultaneously fulfilling."

We close this article with a reflection from the University of Warwick's Joseph Haigh, who was a panellist alongside Alex and Mia:

"I just wanted to write to thank you all for your FANTASTIC presentations today. Shahnaz and I have had several messages from audience members telling us how impressed they were with the really high-standard of the panel.

We've been blown away by how well you've engaged with what is very recent academic work and risen to the challenge of presenting at an international conference. Your presentations were clear, engaging, precise, articulate, and you handled the Q&A session with remarkable composure.

You should all be very proud of your achievements - we certainly are (vicariously?) proud of you! It was a real pleasure to learn from you and a privilege to hear your analytic/personal insights on your respective topics and the politics of identity generally."

Needless to say we echo these sentiments and are incredibly proud of our students' performance and passion for academia, specifically in not being afraid to challenge and confront ideas that have been entrenched in our way of thinking.



FINHAM PARK
SCHOOL

Finham Park School 6th Form

It was wonderful welcoming both our Year 12 and our Year 13 students back after the last lockdown in March and see how well they quickly adapted to being back at school.

Our Year 12 students faced the prospect of sitting their postponed mock exams from February immediately after the Easter break and our Year 13 their more formal assessments that have been used to establish their calculated grade for their A Level and Vocational qualifications. Their conduct throughout this period in preparation for and during these was truly exceptional.



Our Year 13 students have continued to receive some fantastic University offers since returning. It is really exciting to hear where they hope to be going in September/October of this year for their next steps in life after Finham Park Sixth Form.

Just before May Half term we said goodbye to our Year 13 students having completed all of their assessments. It was sad to say goodbye after 7 years for many of them at Finham Park School but I did share with them the impression they had left me with in a short space of time having started back in September as Head of Sixth Form..... that of being welcoming, polite, happy, supportive of each other and the school, ambitious, studious and talented students. Fortunately we were to give them as good a send off as possible with our leavers assembly, various student nominated awards and a visit from Tone The Cone for a free ice cream!!

Our Year 12 students have just completed their final Year 12 exams that will help to inform any predicted grades they require for University or Apprenticeship applications next year as well as any necessary support they need at the start of Year 13 to close any gaps in their learning. We have a work experience week planned for the beginning of July and hopefully, in COVID times, many will still be able to secure a valuable and relevant work experience.

At the end of June and beginning of July we were able to welcome the current Year 11 students who have applied to join the Sixth Form in September, having an induction to the courses they wish to study and then following on from that introducing some of the work that will help them make a successful start in September. We also had the Army visit us who were able to put on some team building sessions to help students from Finham Park school and wider afield get to know each other.

As a team we look forward not only to celebrating with our Year 13 on results day, supporting our Year 12 with the transition through to Year 13, but also in welcoming our Year 11 students in to Year 12 in August/September and helping all achieve their potential and securing their next steps beyond Finham Park Sixth Form.



Rob Morey



FINHAM PARK
SCHOOL

Physical Education at Finham Park School

It has been a really busy term in PE. We have managed to offer a broad variety of after school enrichment sports clubs including rounders, cricket, athletics, football, archery, and fitness.



We have also completed 25 inter-school fixtures. We also held our annual duathlon competition on the hottest afternoon of the year! Year 7 students who participated were amazing and performed brilliantly despite the heat. Winners are pictured left:

Towards the end of the term the department will be busy running the annual whole school sports day, as well as taking 100+ students on a water Sports trip to Milton Keynes.

On Monday 28th June we held a teacher Alliance PE 'Teach Meet'. This was to summarise all the fantastic work that has been completed on the sports England project. The two year project has been severely affected by Covid, but the £20,000 investment has seen exciting projects through the Alliance.

As part of this we held the first ever Coventry Handball competition, in conjunction with Warwick university handball clubs. We won! Year 9 GCSE PE students have started their year 10 curriculum early, in case Covid effects their curriculum in year 10. We have been busily developing new schemes of learning for Key stage 3, so we can offer a more tailored curriculum to all students.

Finally, we held an awards ceremony for our year 11's to celebrate their success in PE over the past 5 years. James Herbage and Sofia Yunis were added to the best sportsman and women honours board.

Well done all!

Finham Park School PE Department



FINHAM PARK
SCHOOL

End of year celebrations at Finham Park School



A very scary white knuckle ride, “Freak Out”, and a range of inflatables and games arrived on site at Finham park at the start of July for our exciting, Covid safe, end of term celebrations.



Whereas we would usually visit a theme park for rewards trips, instead the theme park came to us and all year groups had their own sessions on the funfair. Great fun was had by all as students made the most of the equipment, battling it out as gladiators, braving the bucking bronco and competing in the assault course.





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.lillingtontschool.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

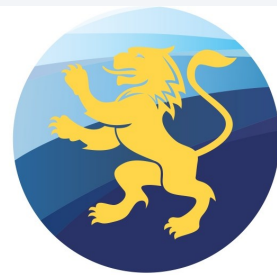
Website: <http://finhamparkmultiacademytrust.co.uk>

Finham Park Multi Academy Trust

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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