

Finham Park Multi Academy Trust

World Class Education

December 2021

Edition 21

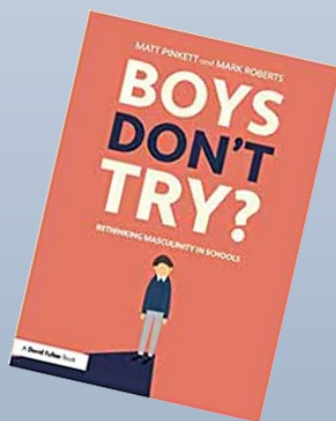


FINHAM PARK
MULTI ACADEMY TRUST

FPMAT

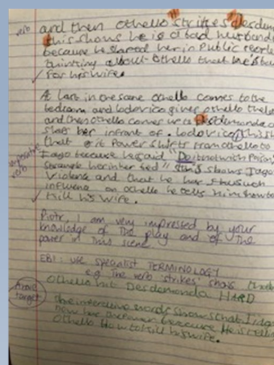
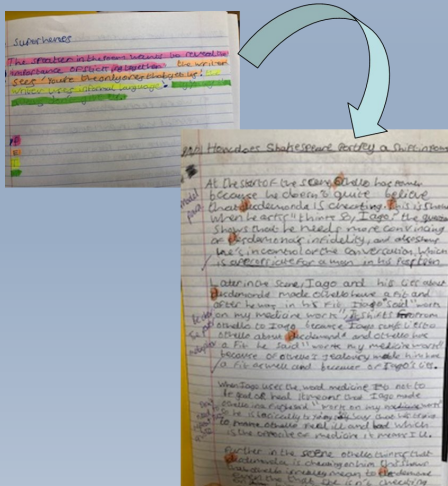
Closing the Gender Gap

Birmingham 2022 Commonwealth Games Partner School



The Power of Talk 4 Writing

Gods and Mortals



Welcome from Mark Bailie



Dear Colleague,

Welcome to the latest edition of World Class Education, which is once again filled with wonderful examples of learning and experiences across all our schools. Despite the challenges faced by us all, colleagues have worked hard to maintain some kind of normality for our young people. The year started with our experiencing various measures—social distancing, face coverings and the closure of some of our favourite public amenities all became part of life, and despite looking like things were improving, here we are again...

It is a great testament to staff and students that they have adjusted to any restrictions imposed. One benefit that has evolved as a result of the pandemic, is our confidence in using technology. Students today are the 'high-tech' generation and staff have become more 'tech savvy' too; although I am sure we have all used the phrase 'You're on mute' more than once!

Our annual Finham Park MAT Training Day is fast approaching, and we will be once again embracing technology by holding this day 'virtually'. Looking through the programme, I was impressed with the wide range of workshops and sessions on offer to staff. What struck me too, was how many of these workshops are led by colleagues within our Trust. It is truly impressive that we are able to offer such diverse training drawing on our collective expertise. I look forward to seeing the impact of these sessions, together with the time dedicated to co-construction. These are examples of the great strength of being part of a primary—secondary Multi Academy Trust. I am also looking forward to our two keynote speakers.

As part of our three year Teaching and Learning agenda, schools have successfully launched Phase One of Instructional Coaching. This supports the the development of Responsive Teaching. Many schools will be moving to Phase Two in the new year, expanding the training and delivery of Instructional Coaching to more colleagues. This research led programme enables

colleagues to focus on precise areas of pedagogy which will have most impact on practice. Once again, through the work of the Trust, we have been able to share best practice and drive improvements on a larger scale. Many of you have already signed up for the Introduction to Instructional Coaching workshop on the MAT Training Day.

As we move towards a new term and a new calendar year, we inevitably say goodbye to some colleagues. On that note, it is with great sadness that I must tell you that Kathryn Wright, Headteacher, will be leaving Whitley Academy at the end of this term. At this stage of her career, she wishes to explore other professional opportunities. As many of you will know, Kathryn has dedicated over twenty years of her career to supporting students of Whitley, before becoming Headteacher herself in September 2018. I am sure you will want to join me in passing on our thanks and gratitude for her commitment over the years. We wish her all the best for a happy and successful future.

During the Spring Term, our Trustees will advertise for a new headteacher to start at Whitley Academy in September 2022. In the interim period, a comprehensive package of support will be provided by the MAT to ensure school improvement activity continues at pace. This will include time from myself, Paul Green as MAT Consultant Headteacher and Bernadette Pettman in the temporary role of Head of School – providing a clear line of communication for staff, students and their parents.

It will be an exciting year ahead, and I hope you take the opportunity to enjoy the festivities with friends and family. Have a very Happy Christmas and best wishes for 2022.

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. It is always a pleasure to see some of the wonderful learning and experiences that children have been benefitting from this academic year.

Year 11 students have been completing mock exams and preparation for their formal examinations later in the Summer Term. The feedback they have received will help guide them to make any necessary improvements as well as identify areas for future revision. There will be further assessment opportunities, using a variety of techniques, throughout the course of the year. It is important that students take on board feedback they receive from their teachers and use this to develop their understanding and learning.

Whitley Academy was recently Star School of the Week, as part of a new feature on the BBC Coventry and Warwickshire Radio. The students spoke very proudly of their school. Having the BBC purple outside broadcast van on site was very exciting and the students showed no nerves, even when they were being interviewed live on air.

There are many examples, in this edition, of the great opportunities on offer to students across all of the schools in the Finham Park Multi Academy Trust. I was very impressed with Summayah's essay: *'Does motivation help or hinder success?'*. Summayah poses some interesting food for thought. Everyone at Finham Park Multi Academy Trust wishes her good luck for the competition.

Staff across the Trust have continued their work on Responsive Teaching, as part of our 3 year Teaching and Learning cycle. We began this academic year, with the launch of Instructional Coaching to support this. Schools will be developing the next phase later this year, expanding this to more colleagues. Instructional Coaching, rooted in action research, develops teaching and

learning by providing precise feedback. This ensures colleagues can develop their practice further, thus in turn impacting positively on children's learning. I look forward to seeing more examples of the impact of Instructional Coaching later this year.

It was a pleasure to visit Pearl Hyde this half term, as part of the FPMAT quality assurance 'Health Check' process. Mr Bailie and I visited during Science Week, and were happy to join in by wearing our science laboratory coats! We went on a 'Pearl Hunt' and saw some great learning taking place. The children enjoyed talking to us about their experiences at Pearl Hyde and what they liked about their learning. Mr Bailie and I were very impressed with how well they spoke and how proud staff and children were. I look forward to visiting again later this year.

Preparations are now complete for our Finham Park MAT annual Training Day, Tuesday 4th January 2022. Colleagues from across the Trust come together, this year virtually, as part of our Continuing Professional Development commitment. We are delighted to offer a choice of over 50 workshops for staff to select from, together with 2 Keynote Speakers: Rachel Johnson, CEO of PiXL; and Professor Adam Boddison. The day provides further opportunities for training and co-construction.

As part of my work as MAT Senior School Improvement Leader, I have been spending time at Whitley Academy working with Senior Leaders, staff and students. I would like to wish Kathryn Wright, Headteacher Whitley Academy, all the very best in her next venture. I am really excited to be supporting staff and students at Whitley Academy from January 2022 in the role of Head of School.

It has been a busy but productive term and I am sure we are all ready for a chance to unwind and relax. I hope you all have a lovely Christmas break.

Bernadette Pettman
MAT Senior School Improvement Leader



Primary Support and Innovation Leader



The weeks have been flying by as I have settled into my new role as Primary Support and Innovation Leader and begun to get into a rhythm, working across the primary schools and for the MAT central team. I can't believe we're already into December.

The majority of my work focuses on various aspects of teaching and learning. I have supported teachers from different year groups with planning and resourcing the curriculum to ensure that the curriculum is planned and taught well.

I have been supporting phase and subject leaders to design their curriculums, writing intent statements, and exploring whether how the curriculum is taught at classroom level matches the intent. Monitoring activities have included learning walks, book looks and pupil voice. It has been so interesting seeing the progression in children's work across the whole school.

It has been fascinating to see the impact that instructional coaching can have when working one to one, identifying an area to work on and improve using the WALKTHRU's e.g., sequencing concepts in small steps.

As part of the leadership teams, I have been involved in performance management meetings and lesson observations. It has been a real privilege to observe teachers and teaching assistants doing their everyday work with such skill and commitment and making a difference to the children they teach. Staff spoke so knowledgeably about their children in pupil progress meetings, having analysed the data, and planned interventions for those children identified as needing extra support. Bug Club Phonics, (nothing to do with insects) a systematic phonics programme was introduced at Lillington at the start of the academic year, and I have been supporting staff with assessments and tracking children's progress over this first term. I have conducted

some pupil voice and it was wonderful to hear the children talk so articulately and positively about their school. I have also been involved in health checks, quality assuring the work in the schools, and identifying what is working well and “even better ifs”.

Another important strategic strand has been facilitating and supporting opportunities where the primary schools can work together. The three schools met to moderate maths, evaluating, and reflecting on how White Rose maths is implemented and sharing best practice. Staff from all three primary schools attended a CPD session on subject leadership and the deep dive methodology used by OFSTED. This session focused on the role of the subject leader and the deep dive methodology, looking at the intent, implementation, and the impact of the school’s curriculum. Staff were then able to network and liaise with others leading the same subjects as them. We will look forwards to developing this co-construction work further on the MAT training day in January.

I am currently involved in planning and organising the MAT training day at the start of term in January and am looking forward to delivering and attending different sessions.

Emma O’Toole
Primary Support and Innovation Leader

Primaries within the Finham Park Multi Academy Trust:





FINHAM PARK
MULTI ACADEMY TRUST

Recommended Reads for Winter

As the dark evenings draw in and the first snow arrives, it's time to snuggle up with a cosy winter read.

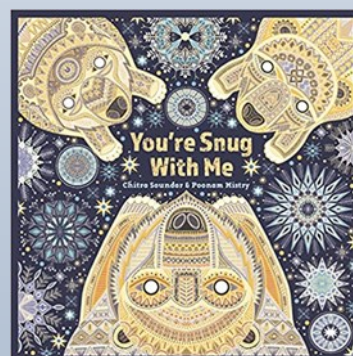


How Winston Came Home for Christmas by Alex T Smith

Join Winston the mouse as he sets out on another irresistible Christmas adventure! The exhilarating sequel finds our intrepid rodent hero on a quest to rescue a missing mouse! How Winston Came Home for Christmas is written in 24-and-a-half-chapters, one to read every day of December in the lead up to Christmas. Each chapter is packed with festive family activities, including crafting decorations, making Christmas food, discovering Christmas traditions from around the world and so much more!

You're snug with me by Chitra Sounder and Poonam Mistry

A mother polar bear answers the questions of her two curious cubs about what lies beyond their cosy winter den as they wait for spring to arrive. She tells them about the snow and ice, the vast oceans and the creatures who share their frozen world, such as arctic foxes, snowshoe hares and terns. Inquisitive children will enjoy learning about the polar landscape and how to respect and care for the environment. The lyrical text is enhanced by stylish illustrations in warm creams and cool blues, beautifully evoking the atmosphere of the frozen north.

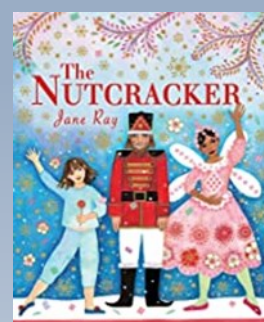


A Thing Called Snow by Yuval Zommer

This is a gorgeous Christmas picture book with a heartfelt message about seeing the wonder of the natural world. Families will love sharing the story and talking about kindness, community, and the true meaning of Christmas. Fox and Hare, they can't wait to jump, leap and, bounce in this thing called snow. But what exactly is snow? Join fox and hare on an Arctic journey as they ask all their friends to help them find out.

The Nutcracker by Jane Ray

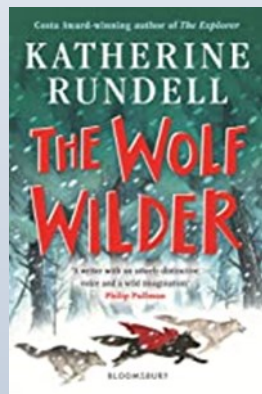
The perfect introduction to this Christmas ballet story, with beautiful illustrations from award-winning artist, Jane Ray. *Christmas Eve is the most magical night of the year, when the house is scented with wood smoke and spices, and there are secrets under every bed . . .* When the clock strikes midnight, Clara's new nutcracker doll comes to life and leads her on a thrilling adventure, battling with the wicked Mouse King and his troops, then journeying to the Kingdom of Sweets. This magical picture book captures all the joy and excitement of Christmas.





Meerkat Christmas by Emily Gravett

From the multi award-winning creator of the modern classic *Meerkat Mail*, this gorgeous festive treat is full of Christmas card flaps to lift, as Sunny the meerkat travels the world in the search of the perfect Christmas. Sunny wants a white Christmas, with a decorated tree, carols and sprouts for dinner . . . none of which he can see at home in the Kalahari desert. So off he heads to find the perfect Christmas elsewhere, before realizing that maybe Christmas isn't all about the trimmings.

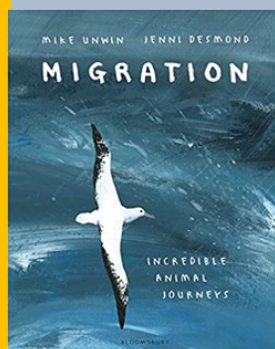


Wolf Wilder by Katherine Rundell

This enchanting story is set in the snowy forests of Russia, and is about a girl, Feo and her mother who teach wolves to fend for themselves against hostile humans and sends a powerful message about fighting for what you love. When the murderous hostility of the Russian Army threatens her very existence, Feo is left with no option but to go on the run. What follows is a story of revolution and adventure, about standing up for the things you love and fighting back. And, of course, wolves.

A Night at the Frost Fair by Emma Carroll

It's Christmastime, and searching for magic, Maya finds herself transported back two hundred years to the banks of the frozen river Thames. A boy called Eddie shows Maya the bustle of the glittering frost fair, filled with music, sweet stalls and thrilling rides. Is this all a dream, or can Maya bring a piece of the beautiful frost fair home with her after all... A winter story of freedom and family, from the award-winning Emma Carroll, with stunning full-colour illustrations by Sam Usher.

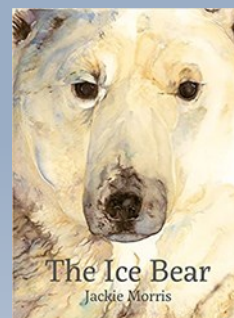


Migration: Incredible Animal Journeys by Mike Unwin

Animals of all shapes and sizes make epic journeys across our planet, through harsh weather and avoiding hungry predators, in their efforts to survive. Travel around the globe with some of the world's most incredible animals and discover their unique migration stories. Follow the emperor penguin through snow, ice and bitter temperatures; watch as the great white shark swims 10,000 km in search of seals; track huge herds of elephants, on their yearly hunt for water and be amazed at the millions of red crabs, migrating across Christmas Island. Read and visualise the astonishing migrations of 20 creatures, in this truly inspiring narrative.

The Ice Bear by Jackie Morris

This magical tale set in Jackie Morris's pristine polar regions of the Arctic tells a tale of tolerance and understanding. It reminds us that we are caretakers of these wild creatures, and our actions directly affect their future. In distant, icy, northern lands, the ice bear has given birth to two tiny cubs. As she sleeps, Raven the trickster steals one cub away, dropping him as a human child in the path of a hunter and his wife. The childless hunter and his wife rejoice at this wonderful gift and hold their new-found child close. As the years pass, the ice bear never forgets her second cub and pines for what she has lost to humans.



Emma O'Toole, Primary Support and Innovation Leader



Finham Park MAT are committed to developing high quality Continuing Professional Development (CPD) which in turn has a positive impact on the experiences and learning of students in all schools in the FPMAT. Our annual FPMAT Training Day in January enables just under 700 staff across the Trust to benefit from a range of training and networking opportunities. This year the event will be hosted online, enabling colleagues to still access a wide range of workshops whilst still adhering to COVID-19 restrictions.

We are delighted to be able to offer colleagues the option of the largest selection of workshops so far, with staff being able to select from over 50 live workshops and online courses.

We also have two keynote speakers during the day:

Rachel Johnson, CEO of PiXL

After 12 years of teaching and leading in schools, and 6 years of working with PiXL, Rachel Johnson was appointed as CEO of the company in January 2020. As well as leading and overseeing the vision and direction of PiXL, she has also released several podcasts, including PiXL Pearls and The PiXL Leadership Bookclub. Both are about to enter their third series. Rachel is committed to ensuring that PiXL's work with schools continues to support school leaders in improving life chances and outcomes.



@RachelPiXL



Professor Adam Boddison, Chief Executive of APM (the Association for Project Management) – the chartered body for the project profession. Adam has a Non-Executive Director portfolio that includes being Chair of the Corporation at Coventry College and Trustee at two Multi-Academy Trusts spanning 80 primary, secondary and specialist settings. These schools and colleges provide education for more than 45,000 children and young people. Adam is also a Visiting Professor at the University of Wolverhampton. Prior to joining APM, Adam held leadership roles in several membership organisations including as Chief Executive for nasen (National Association for Special Educational Needs), Director for the LLENDiC (a higher education membership group), and as Academic Principal for IGGY (a global educational social network for gifted teenagers). Adam was also Director of the Centre for Professional Education at the University of Warwick. He has published a range of books and articles and is a qualified clinical hypnotherapist.

@adamboddison

I would like to thank, in advance, colleagues who are leading workshops on the Training Day.

The full programme will be sent out shortly, along with any hyperlinks to workshops. If you have signed up for an online course, you will have received an email with login details—please do check your junk / spam box.

If you have any requests for training for CPD, please do email:

training@finhamparkmat.co.uk

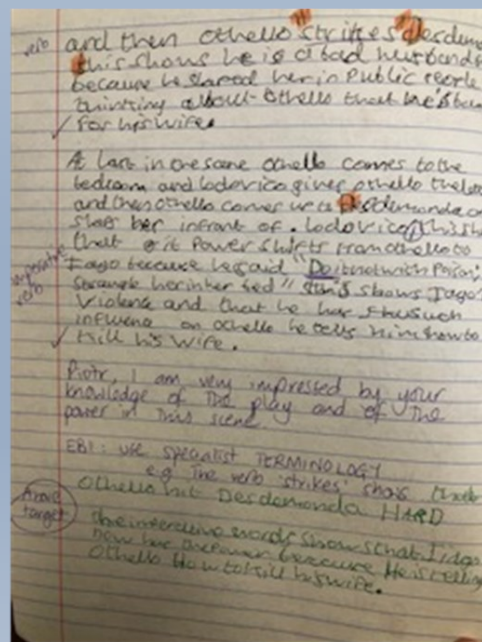
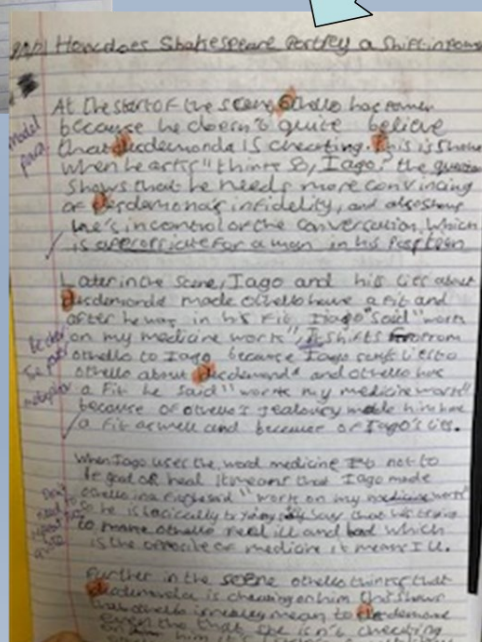
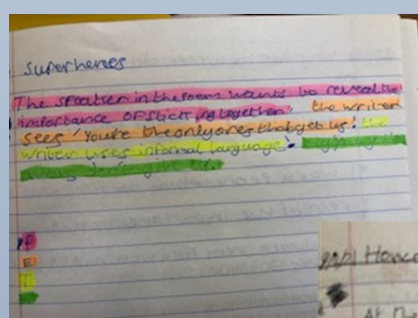
Bernadette Pettman
MAT Senior School Improvement Leader

Staff at Whitley Academy have recently benefitted from CPD from Kerry Secker, Subject Leader and SLE for English, focusing on developing Literacy across the curriculum. Some examples from the session can be seen here.

The objective was to develop students into powerful communicators across the curriculum by demonstrating how to help students internalise the pattern of language of any subject through focused talk activities related to exemplar text. This enables students to generate the sentence / thought patterns that are key to each subject and transfer learning from one subject to another.

Underlying principle: Teacher models the speaking, listening, vocabulary and sentence patterns the students need.

The Power of 'Talk for Writing'




Step A: Planning for progression

– exemplar text is key

- Create exemplar texts for each key stage of your subject then devise units of work that help the students internalise these patterns so that they know what they are trying to achieve. Adapt units of work to build up student skills from year 7 so that they are increasingly familiar with the pattern of language (the tune) of each curriculum area and are confident users of it by KS4
- Use the exemplar texts to help you identify the key elements that make up the pattern of the language for your subject.

Top tip: Look at the key language features of exemplar exam text and work back from that.

GCSE Music exemplar text answering: What compositional devices have you included which match the compositional strand? (6 marks)

 The compositional devices I have used fall under the strand of the Western classical tradition. In section A, complex harmony has been used creating a primary and secondary contrast within chordal use.

Antiphonal parts have been added which are passed within the string section, creating links to early Bach Brandenburg Concertos. The overall composition uses a ternary structure cementing links with classical controlled structure.

Step B: Warming up the words

– saying the words to help internalise the technical language of a unit

- Raiding the reading – magpieing examples from text books/internet and students' own reading
- Using washing line as flexible word wall
- Sorting activities including word loops and dominoes
- Mime to support generation of related vocabulary / examples

Never-heard-the-word grids

Key words	Never heard	Heard – not sure of meaning	Know what means
1. bacteria			
2. vaccination			
3. addiction			
4. alcohol...			
20. inspire			
21. expire*			

Step C. Warming up the phrases

- 'Magpieing' phrases from books/internet
- Highlighting
- Sorting
- Sequencing

Connective/useful phrases for science explanation

Photosynthesis

Plants need light **in order to** photosynthesise. **If there is** no light, **then the process cannot occur**. **You can see** from the graph that **the rate of** photosynthesis is zero before sunrise and after sunset. **Looking closely at the** curve, **you can see that** the curve shows **the rate of** photosynthesis on a hot sunny day. At dawn, as the light appears, photosynthesis starts. **On phase one of the graph, it can be seen that** as the light gets brighter during the morning, **the rate of** photosynthesis increases. **This means that the rate of** photosynthesis is **being determined by** the level of light intensity. **In this case,** light intensity **is known as** a limiting factor.



English 'box it up' examples

Starting with this extract, how far does Priestley present Mr Birling as an unlikeable character?

POINT	EVIDENCE	TERMINOLOGY	ANALYSIS	LINK
Mr Birling is unlikeable because he is arrogant. CLASS EXAMPLE	"Unsinkable. Absolutely unsinkable."	Dramatic irony	This makes Birling look as if he knows everything, but the audience will know that he's wrong. He seems certain when he says 'absolutely'.	The audience will know that he's wrong because the Titanic actually did sink.
EXTRACT				
PLAY				
EXTRACT/ PLAY				

Step E: Next steps

- 1 Establish the sort of exemplar text that you want the students to be able to write/talk by the end of the unit.
- 2 Devise some activities to warm up the key words and phrases of the unit
- 3 Decide how you are going to help the students internalise the pattern of the language needed through imitation and innovation activities.

Display—Hannah Van Wyk

Many of us were looking forward to being back in our classrooms again, not only for ease and regaining ownership with routines, but to create beautiful displays that would support our students with their learning. As a department we spent time discussing the important aspects of each of our GCSE Literature texts and created a standardised list of key vocabulary

We had autonomy to display these key words in any way we chose, however we wanted to ensure that all students in all year groups, in their English lessons, had the same 'diet' of vocabulary. Not only do displays add some pizzazz to our classrooms, but they are a useful tool to teach and consolidate vocabulary.

Alongside our literary specific displays, we have several language resources that help students to formulate their written responses and identify language methods. By dual-coding many of our displays it allows students to create links and re-read words over and over and therefore storing them in their long term memory.

Display



Staff reading Box

As a way promoting reading for pleasure and to develop a staff reading culture, we decided to have a staff borrow box where people share books that they have read and enjoyed. The box is 'front and centre' in the staffroom so even if staff don't always take a book to read, they are talking about reading. Staff are enjoying sharing books, one teacher said, "I have read genres that I wouldn't normally try" and another commented, "I enjoy seeing the types of books other people that I work with read."



Kerry Secker

Subject Leader and SLE for English



LITERACY IN THE LOO

Parts of speech

NOUN Name of a person, place or thing table, dream, basketball London Road, Jay, Nigeria	ADJECTIVE Describes or gives more information about a noun twisted, rugged, serene She wore a <u>crumpled</u> sweater.	VERB Shows an action or a state of being go, speak, eat, walk, are, is I <u>listen</u> to the words.
PRONOUN Used in place of a noun to avoid repetition I, you, it, we, us, them, those I want <u>her</u> to dance with me.	ARTICLE Precede the noun and are: DEFINITE – the book, the table INDEFINITE – a book, a table	ADVERB Modifies a verb or adjective. It tells how (often), where and when slowly, very, always, well, too Yesterday, I ate my lunch <u>quickly</u> .
PREPOSITION Shows the relationship of a noun or a proper noun to another word at, on, in, from, with, about I left my keys <u>on</u> the table <u>for</u> you.	CONJUNCTION joins words and phrases together And, or, but, because, yet, so I was hot <u>and</u> tired <u>but</u> still finished it.	INTERJECTION A word or phrase to express a strong emotion. Ouch! Hey! Watch out! Oh! <u>Wow!</u> I passed my English exam.

The boy yelled, 'Help!' and he saw a brave dog quickly run to the rescue.



LITERACY IN THE LOO

Writing sentences

All sentences need a **subject**, a **verb** and an **object**.

Stanley was half asleep.

These sentences are fragmented – they do not express a complete thought.

The phone lying on the floor. (no verb)

Before the sun sets on the third day. (no object)

Subject: the main topic of the clause.

Verb: expresses actions, happenings, feelings or states of being.

Object: person or thing affected by the verb.



LITERACY IN THE LOO

	past	present	future
I	was	am	will
you	were	are	will
she	was	is	will
we	were	are	will
you	were	are	will
they	were	are	will



LITERACY IN THE LOO

Organising writing into paragraphs



Sentences should start with a **topic sentence**. A topic sentence is the most important sentence in a paragraph. It helps organise the paragraph by summarising the information in the paragraph.



LITERACY IN THE LOO

Using apostrophes

For contraction (shortened words):

Sometimes we join two words together, like would've for would have. This is known as a contraction and the apostrophe in this case shows where the letters ha have been removed.

I am	→	I'm
You are	→	you're
We will	→	we'll
He is	→	He's
Will not	→	won't

For possession (to show ownership):

For most nouns you just need to add an apostrophe and an s to show that something belongs to a person or thing.

Lee's jacket (the jacket belonging to Lee)

A week's time (time belonging to one week)

Two weeks' time (apostrophe after the s in plurals)

Pythagoras' theorem (after the s if the word ends in s)

The tree's leaves (one tree) fell.

The trees' leaves (more than one tree) fell.



LITERACY IN THE LOO

Spelling: homophones

their
there
they^are

to/too/two

To can be a preposition.
We're going to the park.

To can indicate an infinitive when it precedes a verb.
We want to help in any way we can.

Too is an adverb that can mean excessively when it precedes an adjective or adverb.
I ate too much ice cream for dessert.

Too is a synonym for also.
I ate too much ice cream for dessert, too.

Two is a number.



LITERACY IN THE LOO

Spelling: homophones

are/our

Are is a verb in present tense, a form of the verb "to be."
We are staying at the hotel closest to the stadium.

Our is an adjective, the plural possessive form of we.
They will bring our keys to the hotel lobby.

accept/except

Use accept as a verb to mean receive.
The organisation will accept donations all month.

Use except as a preposition to mean exclude: You may donate all items except car seats and cribs.

weather/whether

Use weather when referring to the state of the atmosphere.
The constantly changing springtime weather is driving us crazy.

Use whether as a conjunction to introduce choices.
Please tell us whether you would prefer steak or salmon.

aloud/allowed

Use aloud when referring to something said out loud.
Reading aloud is a skill that requires much practice.

Use allowed when referring to something permitted.
You are not allowed to go to the park.

As we come to the end of the Autumn Term we have been reflecting and reviewing our Instructional Coaching systems and the impact that it is having on teaching and learning. Phase 1, September—December, has involved the Leadership Team, our School Direct trainees, ECTs (Early Career Teachers); RQTs (Recently Qualified Teachers); and all of their mentors. Everyone involved has been coached, plus Leadership Team and Mentors have been coaches. In January we go to Phase 2, which will involve all teaching staff, learning supervisors and Teaching Assistants (TA)s.

What Went Well (WWW):

- Focused feedback: ‘really great to talk about my teaching and learning so regularly’
- Small achievable steps. ‘I am clear about how to improve and can see the progress’
- Everyone involved has said that they can definitely see the benefits and that it is the right direction to go with Teaching and Learning and CPD
- ‘I feel very supported through the Instructional Coaching model.’
- ‘Low stakes observations really help me improve / try things out’
- Pairs that have been able to meet regularly have built up a routines and good relationship and we are getting used to the system / paperwork and being sharp with conversations and time
- Use of Talk Like a Champion and WALTHRUs strategies

Even Better If (EBI):

- Disrupted experience for some due to staff absence
- Paperwork needs refining further to make as easy as possible
- More guidance on how to complete paperwork
- Example Action Steps—more examples would be helpful
- Time calendared for the meetings either within school or after school time

"My experience of instructional coaching so far has been invaluable. The process has been incredibly positive, focusing and perfecting one aspect of your teaching means you are not overwhelmed by an array of feedback not knowing where to begin. Instructional coaching has also allowed me to see the progress I have made each week and develop a reflective attitude. The progress is not only visible in my teaching but also in the quality of work that is being handed in by students. My coach has been absolutely fantastic. At first, I thought the role play would be incredibly awkward, but it is probably one of the most beneficial developmental practices I have done, being able to act it out and have your mentor demonstrate how they would do it is effective. You come up with the next steps and solutions together and to your own style, the role play makes it easier to apply. Often with normal observations sometimes you are left wondering exactly how to improve your practice as often there is so much else to go through you struggle to find all the solutions, yet instructional coaching does allow you to do so. I genuinely look forward to the coaching sessions as I know that the feedback given will be actionable and help my development." RQT, Finham Park 2

Next steps for Instructional Coaching at Finham Park2:

- Everyone involved from January 2022, including starting a trial of Instructional Coaching with Teaching Assistants and Learning Supervisors
- Coaches will be Leadership Team, Subject Leaders, ITT / ECT Mentors and UPS teachers
- All coaches will also be coached to make sure they have the experience and opportunities
- More recording of lessons when coaches not available to watch live—use of phone recording tracker holder and SWIVL
- Tweaks to coaching pairs to ensure successful coaching relationships
- Further training and support, including an Instructional Coaching workshop as part of the FPMAT Training Day
- Example Action Steps developed

Liz Allton
Assistant Headteacher

At Finham Primary we celebrate Remembrance Day in an incredibly unique way. To begin, we watched our whole school assembly in the safety of our classrooms, led by 3 members of staff. This assembly highlighted the importance of Armistice Day and why we should always remember the sacrifices those brave men and women made all those years ago.



Once we had finished, we all made our way out to the field to witness the Year 6 v Teachers football game that recreated the famous Christmas Day game between the two camps.

The game this year was one, that I know, meant a lot to not only the children but the staff too. Our fantastic tradition began with the Year 6 boys taking on the teachers. This team in particular were a highly skilled group of boys so they did not make it easy for the staff (we had a few out of breath before the first half was over). Then we saw the Year 6 girls make their way out onto the pitch and they truly held their own. Showing another high level of skill, using their Finham values and scoring just as successfully as the boys did.



When 11am came we all stopped to begin our 2-minute silence whilst Miss Pritchard played 'The Last Post'. The children were all silent, showing a great level of respect, whilst we all remembered those lost all of those years ago. A moment allowing us to all come together and yet have our own moments alone.

I am very proud to be a member of the Finham Family, but this day truly stays with me throughout the year and reminds me why we must never forget.

Miss Barson, Year 2 Teacher



Gods and Mortals

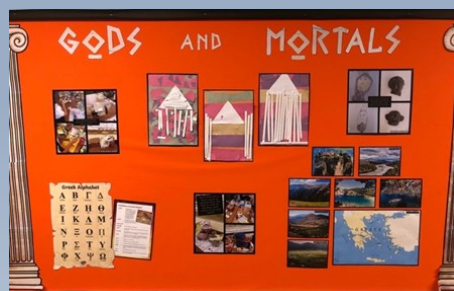
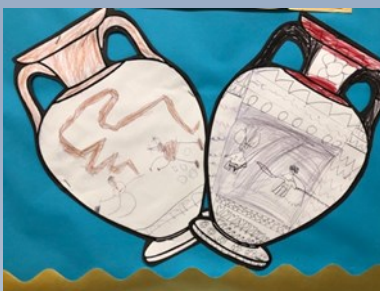
At Lillington the first topic in year 3 and 4 this year was Gods and Mortals. The children have developed their knowledge about the Ancient Greeks, learning about everyday Greek life, famous Greeks and their achievements, and Greek soldiers. The children found Greece and its features on maps and atlases. In art the children created their own Greek God and Goddess sculptures out of clay. They used the tools to add fine detail to their sculptures.



As part of their topic all the classes have been reading Who Let the Gods Out? The first in the best-selling series by Maz Evans. This a funny fantasy adventure story with a magical blend of ancient and modern.



The children took part in a live online session with students Lizz and Katie from the Classics Department at the University of Warwick. To begin with the children had a quiz where they had to order the pots from oldest to newest. The students then showed the children a range of real and replica Greek vases and explained to them what the design and decorations told them about Ancient Greece. Every pot tells a fascinating story. The children were really interested in the different vases, their shapes, colours, patterns and uses. They particularly enjoyed finding out about the different stories depicted on the vases. Afterwards, the children used their knowledge to design their own Greek vases.



Emma O'Toole – Primary Support and Innovation Leader



A Term of Celebrations in Reception!

It has been quite an exciting first term for our new cohort of Reception children! We have been exploring a wide range of festivals and celebrations as we move through from Autumn to Winter, and prepare to rest and have fun over the Christmas holidays. Over the past few weeks the children have had the opportunity to share their own knowledge and experiences with us, and have learnt so many wonderful things about other cultures and significant historical events.

Our term began with several days focused on learning about our bodies and the importance of keeping ourselves safe. The children dressed up in their pink and red clothes to raise money for Breast Cancer Awareness, and made beautiful pink hearts with craft materials and glue. This was followed by our NSPCC Spotty Day which focused on child protection, and looking after our private parts. The children



loved listening to the Pantosaurus song (available both on the NSPCC website and YouTube), and we sat together to talk about the importance of keeping our bodies safe, consent, and appropriate touch. The children could list several people they felt safe talking to which was amazing to hear, and we also mentioned that our learning mentor Miss. West is always around if the children wanted a chat or felt like they needed support. They also decorated some amazing looking pants.

Whilst learning about the festival of Diwali our children loved hearing about the story of Raman and Sita, and created their own stick puppets to help them retell the story with their friends. We also wore traditional clothing and enjoyed a fantastic firework show, it was amazing to come together as a school on the playground and watch the spectacular colours and sounds.



In addition to this we made our own fireworks out of mentos and diet coke (we made quite a mess!) We then linked this to our topic of Bonfire night as the children noticed some similarities in the way people celebrate using fireworks. We discussed the historical events which led up to this and how Guy Fawkes had almost succeeded in his gunpowder plot.

As our busy term continued we moved on to discuss the importance of Remembrance. Using a wide range of materials the children created poppies to display around our school, and decorated pebbles to place in our remembrance garden. The children were mesmerised by the short musical movie 'Poppies' on the CBBC website, and we spoke about how the colours and feelings changed throughout the story.

Our term continued to get busier and busier with two fancy dress days in one week! Both staff and children dressed up as super scientists as part of our Phizz Lab fundraising, and we introduced our brand new STEM club. We can't wait to develop our science capital and to embrace the enthusiasm of our inquisitive children through experiments, exploration, and collaboration. The week ended with our wonderful Pudsey day, and a crowd of happy Pudsey's left our Reception classroom on Friday to head home after a hard day fundraising.

Overall it has been a very busy term and we can't wait to have a well-earned rest over Christmas.





FINHAM PARK
SCHOOL

The Problem with Boys? Closing the Gender Gap

Helen Cooke, Assistant Headteacher

This term, we have been looking at the gaps in achievement and progress between boys and girls. We know that a gender gap exists not only in this country, but across the world to varying degrees, but for us at Finham Park it is something we want to address, not least because our current year 11 cohort has a disproportionate number of boys (140/99 ; an exploration of the assessment data (before the December mock exams) showed that the gap between the progress of boys and girls was significant. Our analysis suggested that the issue with boys is not straightforward and whilst some sub-groups of boys are actually progressing very well, the most negatively affected by the disruptions of the past 18 months have been disadvantaged boys. We have set up a “Boys strategy group” which will look at how we can refine our teaching to allow boys to make better progress.

We also noted a disparity in the number of behaviour points and sanctions boys had received when compared to the girls and set out to look at how making staff aware of this, might affect the way boys and girls are treated when it comes to tackling behaviour both in classrooms and around the site. We had already done some training on unconscious bias when preparing to award the CAGs last summer so some of this was repeated in a recent staff meeting. Our director of English, Alex Smith, also offered a very well attended session based on the excellent ‘Boys Don’t Try’ by Matt Pinkett and Mark Roberts. Some of the ideas in this piece have been taken from this book.

Though a lot of work has been done on engaging boys, the main thing remains the main thing – excellent teaching. This is something that has been borne out in research done by other schools:

<https://www.nace.co.uk/blogpost/1761881/339133/Attainment-and-the-gender-gap-understanding-what-works>

- In the UK, there has been a 9% gap in achievement between girls and boys since at least 2005; prior to that a gap was in evidence at O-Level and the 11+ exam.
- This gap is the same in many developed countries, but the narrative is different. In France, for example, the gap causes less consternation.
- Historically, almost all cultures have bemoaned adolescent boys' "idleness" and their "ideal of effortless achievement".
- The gap narrows in late adolescence and, internationally, by the age of 30 males have outstripped females in terms of their level of education and training, and earnings.
- Gender is an unstable indicator of individual student's attainment and engagement: not all boys are underachieving, and not all girls are achieving.
- Gender-based approaches to teaching and learning are too often gimmicky, distracting and have no discernible effect on achievement. Learning has always been difficult; engagement comes from excellent subject knowledge of the teacher, supportive monitoring of understanding and confidence between teacher and learner.

Some strategies that we are trying to address the gender gap are:

1. Build Good Relationships

"Don't expect the boys you teach to be as naturally compliant as the girls. Work hard at engaging the boys, through challenging work and even just by having a conversation with them as they work. Find out what makes them tick and show your interest in their lives. The boys I teach respond particularly well to this and it has made a huge difference to the attitude they show in my lessons and towards their work in general"

From: <https://www.teachingandlearningguru.com/engaging-boys>

2. Don't Stereotype

Gender stereotypes are just as harmful to boys as they are to girls. Not all boys like sport; not all boys like competitions! No one likes losing. Jones & Myhill (2010) tell us that: "Beliefs about gender identity informed the teachers' perceptions [...] whereby the underachieving boy and the high-achieving girl were seen to conform to gender expectations; the high-achieving boys were seen to challenge gender norms; and the underachieving girl emerges as largely overlooked. The perceived characteristics of the high-achieving girl are presented as describing all girls. There appears to be a tendency to associate boys with underachievement and girls with high achievement. Don't fall foul of this.

3. Engage them

Boys often love competition. However, this is also a lazy stereotype. Some boys hate it and would rather work collaboratively,

The same strategies that work with girls work with boys: Low stakes quizzing, repetition, retention, retrieval etc etc.

Competition is great for engaging some boys but you must include opportunities for collaboration within the competitive environment too.

4. Give Positive (and, where possible, immediate) Feedback

Only when it is warranted, nobody likes being patronised! But quick, targeted feedback will motivate all your students. Praise frequently, but based on student effort, rather than on attainment. This way, your boys will feel as though they can take risks and attempt challenging work without worrying about your reaction to a wrong answer.

Try:

- online quizzes (Kahoot, quizizz etc)
- Mini whiteboards for quick recap starters
- Selecting star students after an activity (and contacting home that day)

5. Have High Expectations

Don't accept lower standards of work or behaviour from students just because they happen to be male. In fact, in order to allow boys to save face amongst their peer group, it is essential we don't give them an opportunity not to do the work to a high standard.

What teachers have to get past, is the belief that if a boy doesn't comply, doesn't hand in homework or is misbehaving, that it's because he's male. "We need to stop ourselves: because maybe whatever is going on isn't, after all, because he's a boy. And it's that realisation that can free pupils from stereotypes, and give them the chance to do what everyone wants, which is truly fulfil their potential ." (Matt Pinkett)

6. Support Independent Learning

Good Home learning habits are really important for all students, the perception is that girls are better at this than boys but again, this is dangerous stereotype which can lead to underachievement.

Use Google Classroom to set regular MEANINGFUL home study task
flipped learning, pre reading, revising for a test, consolidating class work.

Have clear deadlines for these – set as ASSIGNMENTS

Ensure accountability – chase up when home learning is not done, support rather than punish when it is not

In fact:

'Teach boys in exactly the same way that you teach girls. High challenge. High expectations. No gimmicks. No shortcuts.'

(Boys Don't Try; Pinkett & Roberts, 2019)

Helen Cooke,
Assistant Headteacher



Our Good to Great focus this term has been Data Driven Instruction. DDI links with many of our T&L Principles – knowing what our students know, checking for understanding, adapting planning to address misconceptions/gaps in learning etc... Therefore, this is a really important part of our Recovery plans for Teaching and Learning.

FINHAM PARK 2



10 T&L Principles

1. Know your students
2. Know your subject & tier 3 vocabulary
3. Consistent lesson routines inc. a 'settler' / 'activate' do now activity/ retrieval or reteach at the start and calm, organised end
4. Learning objective & success criteria shared
5. Challenge & scaffolding/ support planned
6. Plan lessons really well (using 1, 7 & 8)
 - o I- Link new knowledge to prior; small chunks of info; reduce cognitive load
 - o We- model, examples, walk through
 - o You- Deliberate practice; Live marking/ assessing and feedback
7. Really know what your students know: planned whole-class questions
8. Plan regular diagnostic assessments that test current & previous learning
9. High expectations for learning and work from ALL students
10. Also follow policies consistently:
 - o Feedback inc. green pen
 - o Behaviour for Learning inc. rewards
 - o Yellow Assessment books
 - o Literacy



Great Practice Examples & Walkthrus

1. Read and use pupil profiles for Sen & PP; have a seating plan with PP/ SEN/ HPA/ reading ages on – refer to it regularly. Keep all class files up to date during the year as more information is added or students in the class change.
2. Could you get a 9 on a GCSE paper? An A* on an A level? Do you need further training in any areas of your subject? There is no shame in this – just ask!
3. Do now task – something for students to get on with straight away. Retrieval/Recall activity – but use the information! Activate tasks might be a picture, video, question on the board to engage students and get them interesting in learning; have a clear routine so students know what to expect; including using FP2 Good to Great ends of lessons routines- diagnostic questions/progress checks, sat down in silence, dismissed one row at a time. (Walkthrus 1 p38 – Establish your expectations; Walkthrus 2 p38 – Getting lessons started)
4. This may be for a series of lessons- without success criteria/ objectives how do you/ students know they have all understood/ made progress. Lesson objectives might be best phrased as a BIG question and Success Criteria can be linked to assessment/grades as appropriate.
5. Use pupil profiles, reading age data, prior attainment data, feedback from questions and assessments to plan for support/ challenge. Use key tier 3 vocabulary as well as explaining some tier 2 vocabulary; writing frames; sheets to complete; AS work for GCSE; students to draft and redraft work (even exam/ test questions); use universal prompts e.g. "Tell me more."; "What makes you think that?"; "How do you know?"; "Why is that important?"; "say it again better"; "say it again using words from the word wall" (Walkthrus 1 p98- say it again better; Walkthrus 1 p130- building fluency; Walkthrus 1 p132-148- mode 8 teaching for higher ability students)
6. Use visualisers to demo; use WAGOLLS/ WABOLLS; See Walkthrus 1 p66-86 (explaining and modelling- I & WE); Walkthrus 1 p110-130 (practice & retrieval- YOU)
7. When planning lessons start with questions and assessments in mind; multiple choice with built in misconceptions work well; exit tickets; pose, pause, pounce, bounce; See Walkthrus 1 p88-108 (questioning & feedback); plus also practice & retrieval from above
8. Walkthrus 1 p122 - weekly & monthly review- collect and use this data diagnostically to plan future sequence of lessons
9. See presentation sheet- challenge students to repeat work; remind students every lesson; every task; be specific- draw in pencil with a ruler; underline titles; put the date
10. Walkthrus 1 p32-46 and Walkthrus 2 p32-51- behaviour & relationships No shouting out- only hands up; students not getting out of seat unless given permission; students in corridor for time out/ restorative/ de-escalation for max of 3 mins; students not sent to toilet during lesson; lessons calm and focused; students not touching any equipment, books, blinds or windows- just sit in allocated space; no questions at start of lesson until teacher allows. Feedback, Yellow Assessment books and Literacy – see details in policy and follow it.

Over the last term colleagues have been sharing good practice from their departments through CPD, Instructional Coaching and during WAGOLL Wednesday Briefings.



FINHAM PARK 2



Responsive Teaching



What next?

- Seating plans
- Class information/ Teaching file
- Information about learning – checking for understanding to inform planning - tracking
- Movement around the room and alternatives
- Workload and impact



FINHAM PARK 2



Responsive Teaching



Trials

- Clip board
- Teacher planner
- Note book
- Annotated seating plans
- Teaching file
- Bespoke AfL/Checking for understanding notebook
- Assessment trackers

WAGOLL Wednesday briefings on DDI:

Maths – use of PLCs and PiXL Classroom App

Part 1 – Marc Morrin talked us through how the Maths department are using PLC (Personal Learning Checklists) with students. Following lessons, assessments and class quizzes students update their PLCs with information on what they know and gaps in knowledge in particular topics. They can then use this information to help them focus their efforts on the areas that they need to do more on to close gaps.

Part 2 – Alex Jay shared during another WAGOLL Wednesday how the Maths team are using the PiXL Classroom app as part of their DDI focus to collate information from lessons and to quickly see where either an individual student, a group of students or the whole class have got gaps or misconceptions and then update planning accordingly to address these.

D&T – use of Seating Plans for DDI

Andrew Hartshorn explained and showed how he is using Seating Plans during lessons to make notes to inform responsive planning. Each week he updates his lever-arch teaching file with seating plans printed from PARs. During or after lessons he annotates them with notes either to do with practical work or theory/knowledge/understanding checks for understanding. The quickness of just scribbling a few notes, especially during a fast-paced practical lesson has made a real difference to the sharpness of planning the next few lessons. Teaching a lot of different classes means information about what students know/don't know can be easily lost with how busy we all are, but this is really helping to ensure planning is as responsive as possible. Some lessons there may not be much to write and others there is lots, but having the sheets kept in a file means that it is not just the previous lesson can be referred to when planning retrieval questions and assessments that target the weaker areas of students' knowledge and understanding.

Geography – use of a class note book for DDI

Jo Brake shared her class notebook. An exercise book for each class which she uses to make notes from each lesson about attendance, notes from class questioning, scores for quizzes, assessments and information from homework and anything else relevant. Jo discussed how despite being an experienced teacher our focus on DDI this term along with being coached for 'Instructional Coaching' has helped her reflect on her practice and encouraged her try this new strategy to help improve checking for understanding and planning in response to information from lessons and it is making a real difference to the responsiveness of her teaching.

Liz Allton
Assistant Headteacher

I think it is safe to say that these last two years have been anything but consistent and predictable. We have all been on our own journeys, both staff and students, met with highs, lows and challenges. Despite the high quality education we were able to deliver online, the impact of not being in the REAL classroom, in-front of non-virtual teachers has been clear to see now we have returned to some version of 'normal' education.

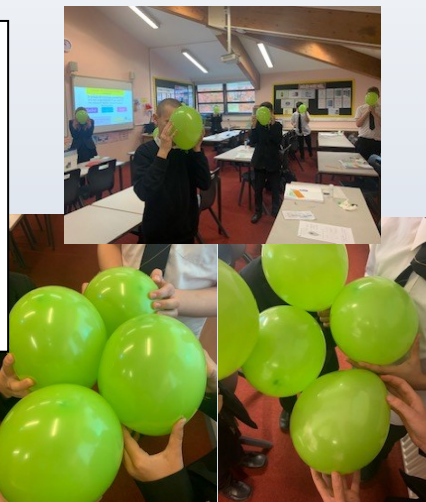
At Whitley Academy we have always had our nurturing programme in which students in year 7 and 8 had lessons with fewer teachers, less movement around the school and with lessons being delivered in a more cross curricular way- all with the intention of easing the transition between KS2 and KS3, developing effective student-teacher relationships and building a more nurturing environment. However due to many factors, including the most recent upheavals in education, we felt that this was needed across all year groups. We now have 5 Foundation classes, one in each year, from year 7 – year 11. As the leader of Foundation studies I am so proud to say that, even only being 1 term in, I have seen the huge impact that this programme has had on our students in these classes including huge amounts of achievement points being awarded, opportunities to visit further education settings (with many of our year 11 students already being invited to college interviews!), enrichment sessions helping to support wellbeing and amazing engaging activities being embedded into lessons. Some of our Team have also been working tirelessly to embed new GCSE courses into KS4, such as our new Hospitality and Catering course, to provide the best and most engaging opportunities for our students (as someone who has an office right next to our Catering room, trust me- the outcomes so far have smelt amazing!)

We encounter new challenges every day, however being a dedicated team of practitioners we adapt as needed to best support our students and we hope to see many more positive benefits of our Foundation programme throughout the year!

Some of the great things that have been going on to support our students:



Embedding engaging activities in to lessons. What better way to support learning about body parts, than to have a walking working wall?

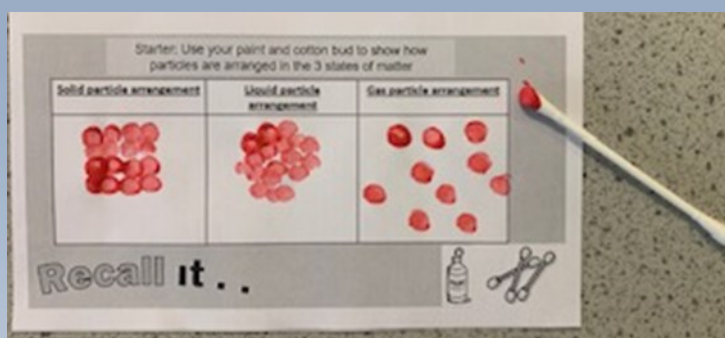


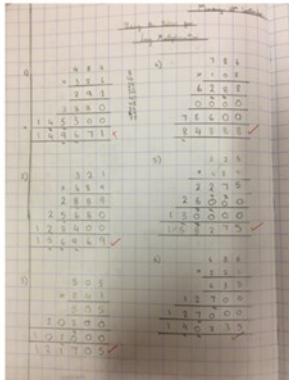
Including multi-sensory activities in lessons. Acting like the three states of matter helped students to retain our Powerful knowledge!



Wellbeing club. Ensuring our students have a safe space to go to at break-time and an opportunity to take part in activities outside of the normal academic curriculum. (I think the slime making was the highlight so far!)

Incorporating different learning styles into our lessons!
Why not use paint in Science?!

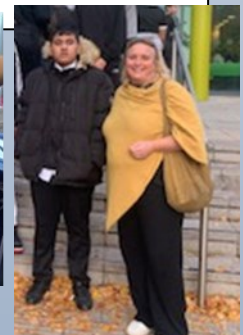
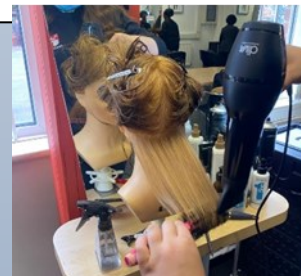




As the title of this article suggests, we are really going back to basics and developing high standards, including focusing on presentation.

Supporting with careers choices. We took some of our year 11 Foundation class to Coventry College open evening. It was amazing to see how enlightening this was for some students, many of them walked away from the evening so enthused and excited by what they had seen. Many of them applied that same week!

Some of our students have also been taking part in CV writing and interview technique workshops, as well as subject specific workshops such as hair and beauty.



Creating supportive, calming, nurturing classroom environments which can be used to support the needs of our students.

Developing effective resources to ensure that ALL of our students make effective progress and that ALL of our students can succeed each and every lesson.

My task checklist	
Follow the tasks in step by step manner. Tick off each completed one as you go!	
Lesson title: LO:	When I enter the room checklist: <input type="checkbox"/> Set in my seat straight away <input type="checkbox"/> Get my equipment out and ready <input type="checkbox"/> Write the date and title <input type="checkbox"/> Started and completed the 'recall' task
Powerful knowledge:	
1. _____	<input type="checkbox"/>
2. _____	<input type="checkbox"/>
3. _____	<input type="checkbox"/>
4. _____	<input type="checkbox"/>
5. _____	<input type="checkbox"/>
How did you do this lesson? Draw a smiley face to show if you understood your tasks.	
What do you need more help on?	
I have earned achievement points in this lesson for:	



Praising the positives. As a team we have focused on praising our students as much as possible! Many phone calls have been made, postcards distributed and 'Rising stars' nominated!

In lessons we have been focusing on our whole school values. We have identified 'Gold, Silver and Bronze' indicators for each of our school values of 'Be Smart', 'Be Organised', 'Be Ambitious' and 'Be Respectful' to encourage students to develop these skills alongside the academic curriculum.

SOAR	
Gold	<ul style="list-style-type: none"> I am beginning to manage my emotions. I try my best and persevere with challenges with positivity. I independently try to find solutions to any challenges. I understand and demonstrate that I am resilient when I make mistakes. I can evaluate my learning effectively accepting both praise and constructive criticism. I can apply the concept of YET.
Silver	<ul style="list-style-type: none"> I am beginning to manage my emotions with support. I try my best and attempt challenges. I ask for support and help in specific areas. I understand mistakes can help me learn. I can accept both praise and constructive criticism when evaluating my learning. I can apply the concept of YET with support and encouragement.
Bronze	<ul style="list-style-type: none"> I am learning to manage my emotions with support. I try my best. I ask for support and help. I am beginning to understand mistakes are learning. I can accept praise when evaluating my learning. I can understand and explain the concept of YET.

Key Words:

Emotions – strong feelings
Persevere – the act of carrying on even when faced with challenges
Challenges – an interesting or difficult problem
Reflective – able to make happen or change something
Evaluate – assess, make a judgement
yet – will happen in the future, time is needed

Embedding the school SOAR values into lessons to highlight the key skills.

We also embed discrete skill building lessons into the curriculum to help develop these lifelong skills



Understanding Emotions in Ourselves and Others

SOAR:
BE SMART



Observations, Wonder and Inferences

Aim: To be able to make observations and inferences.

SOAR: BE RESPECTFUL
 In class discussion I listen effectively and make comments on what people said. (Gold)
 In class discussion I am focused (no fidgeting) (silver)
 In class discussions, I don't talk over people to show my manners (bronze)

All about the Right Attitude

SOAR – BE ORGANISED
 I can organise my thoughts, to think growth mindset. (Gold)
 I can sometimes adapt my thinking to growth mindset. (Silver)
 I am learning about growth mindset. (Bronze)

Emma Reynolds

Subject Leader for Foundation

The Commonwealth Connections is a joint project from the British Council and the Birmingham Organising Committee for the 2022 Commonwealth Games, running from the autumn 2021 until July 2022, twinning 60 schools in the West Midlands with counterparts from the Caribbean, Sub-Saharan Africa and South Asia. Finham Park 2 has been partnered with Naboye Secondary School in Zambia.

Using sport and art, the project seeks to create connections between young people on shared Commonwealth values. The project forms part of the Birmingham 2022 Organising Committee's Youth and Education programme

Students will be involved in setting up a legacy of sports clubs within school funded by the Commonwealth Games, and also in an arts project which will be showcased at the opening ceremony of the games itself! On 7th December a launch event is to be held at Finham Park 2, with guests including the West Midlands Mayor, the Lord Mayor of Coventry and Commonwealth athletes. Students from 6 schools will gather together to create arts pieces and sports programmes to share in their own schools.



Finham Park 2 is really proud of Laura. Her commitment to gymnastics is amazing, especially after the last 18 months. Well done Laura on this amazing achievement—3rd place at the British Gymnastics Championships!



"I started gymnastics at 5 years old just to have fun. I was constantly running around and doing cartwheels. I was dedicated from a very young age training 24 hours a week. I always loved competing, being able to show all the hard work I put in. I passed all 5 of my compulsories year after year and was supposed to go to the British championships in March. However that's when Covid hit. All competitions were cancelled and we went into lockdown. Having to train at home and on zoom was difficult, but we made it work.

When gyms opened up again I was selected for the GB squad, which I was so happy about. I trained for hours and hours almost every day with many ups and downs.

Then on November 27th 2021 I finally got to compete at the British Championships, it was amazing to be back competing especially after I broke my thumb a couple months before and therefore not knowing if I would be able to go.

It was always a dream of mine to be at this competition so coming 3rd overall in Britain was a dream come true!"

Laura Szabo, Year 9 Finham Park 2



Lyng Hall Take Over Belgrade Theatre

On the 4th of November, 40 students took over the B2 theatre space in the Belgrade. They rehearsed all day under the direction of Mrs Scott and produced a wonderful performance in front of a hundred parents and staff. Lots of these acts will be performed again during 'Showstoppers' – our winter show planned for the 15th of November at 7pm in the school's

theatre. It was an amazing opportunity and Mrs Scott and Mr Sanford Casey were incredibly proud of how hard everyone worked and the results that they produced. On the 4th of November, 40 students took over the B2 theatre space in the Belgrade. They rehearsed all day under the direction of Mrs Scott and produced a wonderful performance in front of a hundred parents and staff. Lots of these acts will be performed again during 'Showstoppers' – our winter show planned for the 15th of November at 7pm in the school's theatre. It was an amazing opportunity and Mrs Scott and Mr Sanford Casey were incredibly proud of how hard everyone worked and the results that they produced.

The acts included:

A re-run of the Dust Bowl – a piece the students devised in July last year with the physical theatre company Highly Sprung.

Dancers – Cyndy Appiah and Demi Lennon wowed with contrasting styles of dance.

Music – Amanda Musarurwa (vocals) and Kristal Asker (guitar) performed a beautiful duet. Courtney Bedford, Megan Easley and Ariene Hoyte performed a vocal trio and Ariene also joined the sixth form band (Sam Milligan, Rares Ghirlanda, Paul Kanunov, Michael Sarpong) at the last minute to provide vocals for a student who was unwell.

TEFL – students performed their Tell Me a Story project and told stories in several different languages. The acts included:

A re-run of the Dust Bowl – a piece the students devised in July last year with the physical theatre company Highly Sprung.

Dancers – Cyndy Appiah and Demi Lennon wowed with contrasting styles of dance.

Music – Amanda Musarurwa (vocals) and Kristal Asker (guitar) performed a beautiful duet. Courtney Bedford, Megan Easley and Ariene Hoyte performed a vocal trio and Ariene also joined the sixth form band (Sam Milligan, Rares Ghirlanda, Paul Kanunov, Michael Sarpong) at the last minute to provide vocals for a student who was unwell.

TEFL – students performed their Tell Me a Story project and told stories in several different languages.



By Ryan Cleaver, Ellie Ashett and Alysha Bains

Enthusiastic, committed, amazing! Proud, hard-working, well rounded!

These are some of the many words of our staff associated with the wonderful students who took part in the 'Lyng Hall Takeover' on the 4th of November 2021 in the B2 Theatre. The Performing arts department took around 40 students to the Belgrade Theatre in Coventry last Thursday to put on a variety act performance including a climate change drama performance (courtesy of Highly Sprung and the Changing Climates Festival 2021), lots of singing, dancing, Folklore TEFL readings and our 6th form band! That's a lot crammed into an hour's performance, right? Let's go deeper and explore this event in detail!!

The Dust Bowl

This performance was put together by twenty students in July 2021 with the physical theatre company; Highly Sprung, for the changing climates festival, which not only taught the children about man-made climate change, but to help them express this creatively in front of a post- Covid audience and educate the general public how we are not only responsible, but to blame for global warming and our generation is the last chance we will ever get to save our planet. Mrs Scott felt 'The Dust Bowl' "Raised awareness about man-made climate change - especially the agricultural impact." These children had two days to construct their performance in July, and one rehearsal before the 'Lyng Hall Takeover', yet they went on stage and demonstrated not only student unity, but the teamwork and passion we have here at Lyng Hall School. Having observed this group in person, the kindness and positivity that radiates from the stage abundantly is incredibly special. Miss Smith states: "such performances are vital as academia alone is not enough to make students well-rounded and learning the issues our community faces will absolutely help them progress in life! But more importantly, this is a landmark step forward for Lyng Hall, and is a great start for our growing climate change awareness in our school". Well done to the staff and pupils for your stunning work!!



Dance and Singing Acts

First, we saw Cyndy Appiah's self-choreographed urban dance in which she blew away the audience with her very talented performance. Cyndy performed a mashup of two modern urban songs, where she demonstrated such great effort to her act! Congrats Cyndy on absolutely nailing the first individual number of the night!!



Following this, Amanda Musarurwa sang Shallow- Lady Gaga and Bradley Cooper accompanied by Kristal Asker with the acoustic guitar. Here, Amanda gave a truly heart-warming performance that had the whole audience swaying, and Kristal shocked many with her gentle, yet powerful take on the Instrumental of Shallow. It was very obvious that these two spent ages practicing and it most certainly paid off! Awesome work guys!



Now for the act that had the Theatre's jaws touching the floor, Demi-Lou Lennon and her self-choreographed contemporary interpretation of Adele's Remedy. As Demi fluently performed this incredibly complex number, the audience flooded the room with praise all the way through the act. Turn, after splits, after flip, Demi continued to give the whole crowd goosebumps... A huge credit to the performance, thank- you Demi-Lou!



Finally, Courtney Bedford, Megan Easley and Ariene Hoyte Sutherland gave the audience their rendition of Breathe from the musical 'In the Heights 2021'. These guys were incredibly delicate, and gave a very unique, emotional touch to the song. The influence they had on the room blew everyone's socks off! Each person in this trio brought something different to the table, and combined they produced such a magnificent piece. Thanks all for giving tingles down the crowds' spines with your gorgeous vocals!



TEFL Folklore Readings

Some of our TEFL (Teaching English as a Foreign Language) students Daria Irimia, Dusan Hovarth, Ivette Sicgnano, Tayyeba Naeem and Marinela Pomana had participated in a project in which they took Folklore from their home country, and translated it into English. "These translations are not perfect, but they are theirs" was the opening line to the act and theirs they were because they absolutely smashed it! Our students were so excited to have this opportunity and grabbed it with both hands, filled with commitment and dedication! Having spoken to the TEFL teacher, she told me 'how proud she was of the pupils, how they could not wait to share this moment with her and their loved ones.' Not only was the performance engaging, however it shows just how many cultures we have in our school, hence the importance of sharing the different tales of different cultures globally! Thanks TEFL for your hard work, you absolutely aced it and should be very proud!

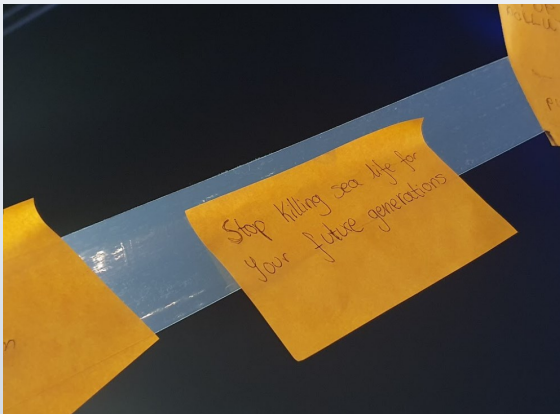


Sixth Form Band

Our band performance (courtesy of Micheal Sarpong, Sam Milligan, Rares Ghirlanda, Paul Kanunov, Ariene Hoyte Sutherland and Mr Sanford-Casey) consisted of 2 acts, vocals lead by Ariene. The band worked in harmony to give the crowd a good last experience of the night. Hands were swaying, grins were wide; the band gave full justice to the music they performed. We spoke to Ariene and Rares- here is what they had to say!!! (Rares) "Loves being on stage, especially when working with music tech, and has been learning guitar since year 7." (Ariene) "I'm used to performing for crowds because it is my passion. Plan to keep singing post education, but will see where life takes me."



Performances Influence



So, having spoke to several audience members, I have tried to gain a greater insight into what people took away from the performances, but firstly we had a quick chat with Courtney Bedford, Kalis Worwood and JJ NDemera; three of our Changing Climates students, here is what they had to say! "I learnt/ understood the importance of climate change. As a result I was influenced to do more climate change awareness work." [CB]. "We have to be more conscious" [KW]. "We have to stop this behaviour and change- no excuses. I'm going to be more recyclable and use less resources!" [JNd]. From speaking to the children, I truly believe this show has been a catalyst for their behaviour, and how as such it will change their lives. We need experiences like this to keep a progressive, positive future in front of us. Miss Duffy, a Humanities teacher, said the following "The message was very profound, and the sentiment was impactful. I will apply this in geography lessons to continue educating about the detriment of climate change".

Summary

All in all, from just one day of performances, we not only changed some of our pupils' lives, furthermore we influenced how Lyng Hall will continue to grow and nurture its Climate Friendly attitude, and further educate our students of the dangers associated with global warming. A fantastic job by all staff and pupils involved!! And a massive thank you to Kim and the team at the Belgrade for welcoming us with open arms!

Credits (photography and statements)

Mrs Scott, Mr Sanford-Casey, Miss Duffy, Miss Smith, Courtney Bedford, Kalis Worwood, Ariene Hoyte Sutherland, Ryan Cleaver, Diana Maria Zacheu, Micheal Sarpong, Sam Milligan, Rares Ghirlanda, Paul Kanunov, Amanda Musarurwa, Kristal Asker, Demi- Lou Lennon, Cyndy Appiah, Daria Irimia, Dusan Hovarth, Ivette Sicgnano, Tayyeba Naeem, Marinela Pomana, Mikolaj Gurzynski, JJ Ndemera, Max Linca, Curtis Gillies, Jonah Smith, Mason Worwood, Alysha Bains, Victoria Narwot, Ellie Ashett, Sabjuna Mayurathan, Isabella Bielakovski, Sarah Storey, Megan Easley, Hallie Jackson, Jindh Atwal, Chaylah O' Rourke, Erin Wilson.



EDITORS: OLIVIA DEAKIN & KEIGHLEY ROBSON & SAMIRE JAMA

Embedding Mental and Emotional Health and Wellbeing in Lessons

As educators post COVID we will all know a pupil or several that has or is struggling with their mental or emotional health. Nationally the number of pupils experiencing mental health difficulties has increased by 12.6% (NHS, 2020).

Whitley Academy were the first cohort of schools across Coventry to host the Guardian Ballers programme in collaboration with Coventry Mind. We have now had three cohorts complete the six-week course and have two more currently in progress. Further to this we were highlighted in a celebratory documentary showcasing the journey of the 'Guardian Ballers'. Please have a watch here :



<https://www.youtube.com/watch?v=eFXVptWLU1A&t=1915s>

The programme aims to enable children and young people to engage in and enjoy the game of Basketball whilst facilitating opportunities for children and young people to develop a greater understanding of their mental and emotional well-being. As a department it made us realise the small changes we could make on our curriculum that can work towards supporting our pupils mental and emotional wellbeing.

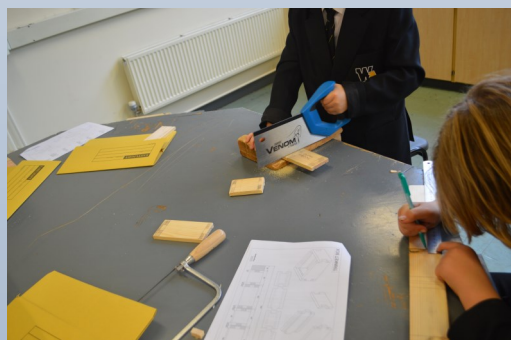
This term we had a focus on taking time to discuss reactions and emotions to winning, losing and difficulties as they arise and the coping strategies they have or could use to cope with these emotions. The key aspect has then been to relate these coping strategies to every day life. Further to this we have altered our assessment in our 'Heart' category of our Head/Heart/Hands assessment. This highlights the coping strategies as a skill. It is a skill you develop and grow, you own its growth and have an appreciation that not everyone is at the same point.



I hope you are able to reflect on your curriculum and consider where you can support pupil's health and emotional wellbeing so it becomes part of everyday school life across all subjects. The more resilient we can make our learners the more coping strategies they will develop. This will support them to be more successful in today's rapidly changing society.

Whitley Academy PE Department

Staff at Whitley Academy are so pleased to now be offering Design & Technology as a subject. Having completed health and safety lessons, students are now starting to enjoy all about the different tools and machinery. Year 7 and 8 are making wooden trinket boxes, learning about different types of wood and the correct tools to use. Year 9 students are making a multi tool. They are learning about different processes linked to metal work and the correct tools to use. Year 10 Design & Technology students are learning all about different plastics while making a tangram. Year 10 engineering students are learning however to use a computer aided design package and then 3D printing their designs, while learning about other technical drawings such as working drawings and 1st angle orthographic projection.



The Design and Technology department will be launching a weekly robotics and drone club after half term. Anyone interested in working on robotic or drone platforms to immerse themselves in the areas of Science, Technology, Engineering and Maths (STEM) are welcome. It will be fun and an opportunity to engage in the interactive designing, building/3D printing and programming of robots and drones. Anyone interested should attend 15:00 – 16:00 Tuesday 2nd November or speak to Mr Maguire for further information.

Corrine MacLean

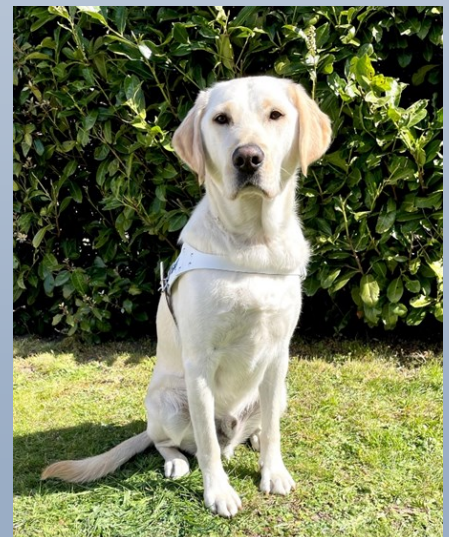
Subject Leader Art and Design Technology

Students from Finham Park 2 were fortunate enough to work with scriptwriters and producers on a new BBC drama based in a Coventry secondary school which will be aired next year. The team of 4 BBC staff who have worked on many shows including soaps Eastender, Hollyoaks, and Coronation Street, spent a day with students discussing real life in schools and then gave a workshop on careers in television production. Watch this space for news of a release date!



Guide Dog Success

We were very lucky to this week receive our official graduation photo of Alan the Guide Dog who trained at Finham Park 2. Alan is now a working Guide Dog, supporting a blind person in Nottingham. Work is now underway training our second Guide Dog, Cici. She will go to advanced training in the new year.



Ski trip!!!

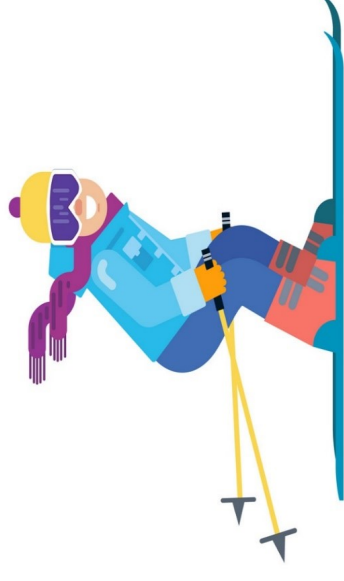
Where: Madesimo, Italy

Who: Current Y7-10 (beginners to advanced)

When: February half term 2023

Price: £1,150 (includes everything except ski clothes)

The deposit (due 4th Feb) and information letter is on the school website or collect a letter from student services or speak to Mr Green/PE team.



rayburntours



Star School of the Week

On Friday 29th October 2021, Lily-Anne (Year 9 student reporter) and I went to school for a recorded conversation with Dan from BBC Coventry Warwickshire Radio as part of the new Star School of the Week programme. This puts schools in the spotlight, showing part of their school history, how students feel about their school days and their thoughts on issues facing their local communities and the wider world. One topic we discussed was climate change: the 26th United Nations Climate Change Conference (COP26) would start 2 days later in Glasgow. Our interview was recorded and we then waited for a follow up live broadcast the next week.

Wednesday 3rd November 2021—Live broadcast on the radio

At around 8:20am 12 lucky students from Years 7 and 9 were invited to do a live interview for BBC Coventry and Warwickshire Radio (BBC CWR). This was the second part of the Star School of the Week. It was surprisingly warm and sunny even though it was November. We were located at the front of the school. The presence of the light purple BBC CWR van drew a lot of onlookers!

Following the live broadcast, we went inside to record our Whitley Academy Star School news. This was aired on November 5th between 6:30—8:30am.

During this broadcast, we discussed what we and are families have been doing to combat the problems of climate change. We also talked about what we do to contribute as a school and as individuals to try to reduce the rate of climate change.

Charlie, Year 7, mentioned his house is powered by solar panels and their hooovers and blinds were fully electrical. This is a huge contribution as the

Solar panels use no fossil fuels or carbon, but are fully powered by the sun.

We also shared with listeners our reflections on taking part in this brand new programme on BBC CWR. We felt it was a great opportunity to get the message of the school out there in the community.

These are the links to our recorded conversations:

Link: <https://www.bbc.co.uk/sounds/play/p09yjbw3>

from minute: 28:50 – 31:52

and: 2:40:00 – 2:43:15

Link: <https://www.bbc.co.uk/sounds/play/p09yjc1k>

from minute 2:40:00

Link: <https://www.bbc.co.uk/sounds/play/p09yicc5>

from minute: 06:30 – 06:32

and 08:17 – 08:20



By Cam-Ron, Year 9 Student reporter, edited by Mrs Nguyen



FINHAM PARK
SCHOOL

Drama

Hitting the ground running!

The start of a new academic year means the countdown to practical exams for our KS4 and 5 classes and as always, our students are hard at work on their devised and scripted pieces.

Year 9 were given a satirical cartoon as their stimulus which showed the danger and futility of the cold war. As a result, their pieces are centred around the use of government propaganda, the way world leaders have historically neglected and disregarded their innocent citizens and the ramifications of the decisions and the ripple effects they have caused.

Year 11 are knee deep in mock exams but their practice performances were excellent, showing maturity and subtlety. They have chosen extracts from plays such as 'The Long Road', '5 Kind of Silence' and 'Girls Like That'.

Year 10 and 12 are coming to the end of their devising journey, mixing naturalism and non-naturalism to create thought provoking and abstract work. Year 10 have focused on discrimination and prejudice and year 12 are questioning what it really means to be 'Free' and if it is even possible in today's society to have true liberty.

We are always bowled over by our student's resilience, creativity and insight, and we are excited to see their practical work in the New Year.



Mrs J Spokes and Ms S Bartlett



THE LION ALLIANCE

A Primary/Secondary Partnership

Initial Teacher Training

I can't believe we're nearing the Christmas break already! And in that time, not only have our Warwick and Coventry University trainees settled well into their host schools but we also welcomed our Birmingham City University trainees into school, following their longer Autumn term University based sessions. Despite the challenges of starting their teaching career, our trainees have embraced the new opportunities on offer, all working hard with their mentors to navigate new paperwork, thrown themselves into instructional coaching and continued to refine and hone their own pedagogy. We are incredibly proud of them all and of course their fantastic mentors.



In November we held our Second Alliance Day of the year – hosted by Princethorpe College and Earlsdon Primary – focusing on marking and feedback. Again trainees spoke very highly of the day, with 86% commenting they found the day extremely or highly useful. A huge thank you to those staff who lead sessions for us; we couldn't have done it without you.

Many of our trainees will soon be preparing for their second complementary placements in partner and local schools. I know they are excited by the opportunities a new context and setting will bring and we wish them all the best of luck.



Of course one of the most exciting developments this year is the trial of our SWIVL robots with all trainees. This state of the art technology has been loaned to all our host schools and trainees are encouraged to film themselves at least twice across the academic year. What better way to truly reflect on your developing skills in the classroom! We're excited to hear how they get on

Upcoming Opportunities

Lion Leadership Pathways:

New cohort sign up late Autumn term. See next pages for details.

New NPQs:

Remember the new suite of NPQs are now all fully funded so do speak to your CPD lead or Headteacher if you're interested in signing up.

The Chartered College:

Exciting opportunities to engage with the 'new look' Chartered College offer Information to be shared in a webinar on the 7th December. Again, please speak to your CPD Lead in school or get in touch if you'd like to part of this exciting opportunity.

CHARTERED
COLLEGE OF
TEACHING



Registered
Learning
Partner 2022

Subject Specialist Workshops:

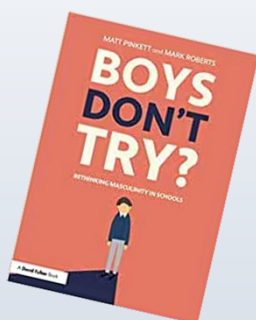
We're very excited to be hosting our first Subject Specialist Workshop in Biology. This is set to be a morning of expert advice, collegiate sharing of approaches and hopefully the opportunity to bring together our Primary and Secondary approaches. Again, please get in touch if you're interested in attending or in hosting future sessions.



Meet the Expert' Events including...



2nd February 2022 – Mark Roberts



June 2022– Tom Sherrington

“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](https://www.teacherheadconsulting.co.uk/) – 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

Head of the Lion Alliance

LION LEADERSHIP COURSE - 2022

ASPIRING MIDDLE LEADERS



THE LION ALLIANCE
A Primary/Secondary Partnership

www.thelionalliance.co.uk
admin@thelionalliance.co.uk
twitter: lion_alliance
facebook: thelionalliancepartnership



Lion Leadership Courses 2022

Aspiring Middle Leaders

Session	Title	Content covered
1	What is leadership?	Leadership qualities; Manager or Leader; Self-Awareness
2	Value and Vision	What are your values?; What is your vision?; How do you get others to buy into your vision?
3	Introduction to Aspiring Middle Leadership Project	An introduction to deciding and planning a project linked to the Lion Alliance Aspiring Middle Leadership Programme
4	Working with others	Communication skills; Other Middle Leaders; Managing the needs of your team; Supporting others; External agencies; Difficult conversations
5	Working with data	Department Level – understanding and acting on data; Pupil outcomes and tracking
6	Budgeting and resource management (Departmental Level)	Responsible and effective budget management; Resource management; Making the most of your budget / resources
7	Enhancing your knowledge and skills	Knowing your subject and keeping up to date with developments; Enhancing your knowledge and skills
8	Pastoral Session	Personal development, behaviour and welfare; Safeguarding; SMSC; British Values; House systems
9a	Planning for your area (Teaching staff)	Intent; Implementation; Impact; Key knowledge; Recall and Retention; Cross Phase curriculum development
9b	Planning for your area (Support staff)	Intent; Implementation; Impact.
10	Problem solving	A day in the life of a middle leader; Time Management; Dealing with issues / complaints; Priorities; Project management
11	Making the move to Middle Leadership	Being an effective Middle Leader; Being an effective subject leader; Single class teacher to leader of curriculum / phase leader Monitoring; Supporting; Plans; Quality Assurance
12	Reviewing and reflecting	Review and reflect on what you have learnt from the course. Sharing project outcomes.

LION LEADERSHIP COURSE - 2022

ASPIRING MIDDLE LEADERS



THE LION ALLIANCE
A Primary/Secondary Partnership

www.thelionalliance.co.uk
admin@thelionalliance.co.uk
twitter: lion_alliance
facebook: thelionalliancepartnership



Lion Leadership Courses 2022

Middle Leaders

Session	Title	Content covered
1	How to lead a team	Professional Persona; Delegation; Supporting others
2	Moving a department on	Knowing your team; Building a team / growing a team; Building on success; Supporting others Difficult conversations; Holding others to account; Action Plans; Departmental SEF; Quality Assurance
3	Introduction to Middle Leadership Project	An introduction to deciding and planning a project linked to the Lion Alliance Middle Leadership Programme
4	Using data effectively (Departmental level)	Identifying gaps; Identifying trends; Accuracy of predictions; Intervention planning – and how to avoid it.
5	The bigger picture	The demands of Middle Leadership; The demands of whole school priorities; National developments; Where you / your team sit in the whole school context; The here and now versus vision for the future
6	360	A 360 review. Individuals will complete a review of their own skills and experiences. A confidential survey will be completed by agreed line manager, peers and other colleagues which will enable a reflection of their own and others' perceptions. They will receive a summary of strengths and areas for development.
7	Policy development (Departmental level)	How to develop subject policy which impacts on whole school (maths / numeracy example)
8	Financial management (Departmental level)	Managing a Departments Budget
9	Working with external agencies (SEND)	Fostering relationships; Multi Agencies; Early Help
10	Curriculum development and phase transitions (Departmental Level)	Curriculum design ; Intent; Implementation; Impact; Key knowledge; Recall and retention; Broad and balanced experiences; Cross phase understanding and development; Cross curricular development; SMSC; CEIAG
11	Reviewing and reflecting	Review and reflect on what you have learnt from the course. Sharing project outcomes.

Prices for the course:

£250 – Lion Alliance members

£295 – Non-Lion Alliance members

www.thelionalliance.co.uk
admin@thelionalliance.co.uk
twitter: lion_alliance
facebook: thelionalliancepartnership

LION LEADERSHIP COURSE - 2022

SENIOR LEADERS



THE LION ALLIANCE
A Primary/Secondary Partnership

www.thelionalliance.co.uk
admin@thelionalliance.co.uk
twitter: lion_alliance
facebook: thelionalliancepartnership



Lion Leadership Courses 2022

Senior Leaders

Session	Title	Content covered
1	Leadership styles and leading through others	Professional Persona; Leadership Styles; Delegation; Supporting others; Growing other leaders; Quality Assurance
2	Vision and leading change (Whole school level)	Vision; Bringing people with you; Sharing with stakeholders
3	Introduction to Senior Leadership Project	An introduction to deciding and planning a project linked to the Lion Alliance Senior Leadership Programme
4	Communicating with stakeholders	Sharing with stakeholders, Communication skills, Variety of stakeholders, difficult conversations.
5	Using data strategically (Whole school level)	(Course content to be provided by course host)
6	360	A 360 review, linked to Leadership Standards. Individuals will complete a review of their own skills and experiences. A confidential survey will be completed by agreed line manager, peers and other colleagues which will enable a reflection of their own and others' perceptions. They will receive a summary of strengths and areas for development.
7	Performance management	Performance Management culture; Performance Management systems and structures; Developing others; Support plans
8	Financial management (Whole school level)	(Course content to be provided by course host)
9	Governance and accountability Reporting and holding to account.	This session will explore the role of governors in holding senior leaders to account, and, how senior leaders may discharge this requirement effectively. Examples of good practice will be shared.
10	Lessons from headship	When starting in a new headship role, what are the likely challenges you will face professionally, personally and mentally as you learn your craft for the first time... on the job?
11	Reviewing and reflecting	Review and reflect on what you have learnt from the course. Sharing project outcomes.
12	Visit / shadowing / short placement at another school	To be completed by individual in agreement with their school

Prices for the course:

£350 – Lion Alliance members

£395 – Non-Lion Alliance members

www.thelionalliance.co.uk
admin@thelionalliance.co.uk
twitter: lion_alliance
facebook: thelionalliancepartnership



FINHAM PARK
SCHOOL

Does motivation help or hinder success?

Sumayyah and her family will attend the prestigious awards ceremony on the 6th December which this year will be held at Oxford University in the amazing Sheldonian Theatre. Author Dan Freedman will be judging the competition and awarding the prizes; we wish Sumayyah all the very best of luck!



You can read her essay here:

In order to understand if motivation helps or hinders success, we should first understand what exactly motivation is. According to the Cambridge English dictionary, motivation is defined as:

‘The need or reason for doing something.’

This shows that motivation is the drive that moves people to achieve and so, consequently, it should be the reason for their success. However, there are also other important factors that decide whether motivation from important adults helps or hinders success; factors which will be explored during this essay.

Within the study of psychology, there are two types of motivation: intrinsic motivation and extrinsic motivation. While intrinsic motivation is solely derived from one's self because a person enjoys an activity, extrinsic motivation is normally motivation that a person has as a result of the opportunity to gain external benefits. This proves that psychologically, a person offering motivation often triggers a person to work hard and aim for success.

The first important question that should be asked as to whether motivation helps or hinders success is: to whom is the motivation given to. At a young age, children are in their early stages of development. They often rely on their parents or carers for direction and encouragement. This means that their parents' words mean more to them when they are young. If they receive praise and motivation from their parents, they are much more likely to try harder to please them. Motivation at this age is imperative towards inspiring the child to try new things. It will also encourage them to perform better at a young age and continue that habit throughout their lifetime.

However, as a teenager such as myself, being given motivation from parents and teachers can sometimes feel overwhelming. Many people feel pressured to perform well. A study led by the University of York, showed that one in seven secondary school pupils have a diagnosed mental health disorder. Constant motivation can build up pressure in the individual contributing to declining mental health. A lot of the time, in trying to please others, people overwork themselves and lose sight of their own passions.

However, statistics show that motivation is key to success in adult life too. According to statistics mentioned in the inc magazine motivated employees are 87% less likely to resign. While according to a Gallup study, employees work 20% better when they are motivated.

Another factor that can affect whether success can be helped or hindered by motivation is the type of motivation given. Motivation can be given through praise, rewards or even threats, to name but a few. If a person is praised, the body releases dopamine, which makes them feel good inside. It also makes people feel like they are appreciated, which motivates them to continue to put in the effort to make their work spectacular. It also encourages others around them to put more work in next time, to try and receive recognition.

However, by threatening a person into performing well, they may develop mental health issues. Although they may look like they're successful, they may live in fear of not doing well enough. This may lead to anxiety and overworking, which have negative effects long term.

An additional factor that determines whether motivation helps or hinders your success is which adult the motivation is received from.

Some people consider celebrities as being their motivation. Personally, my inspiration is Malala Yousafzai, who fought for women's right for education, even after the point that she was shot for her beliefs. I find her story very fascinating and she empowers me to want to make a difference. She motivates me to persevere, even through difficult times.

However, if the significant adult that is giving motivation is motivating someone to do something harmful, for example through radicalisation, the effects could be very negative and be a hindrance to success.

Another significant adult that could give motivation is a parent. However, parents grew up in a different generation to their children and therefore sometimes do not understand how things have changed. Their advice that they give can only be based on their knowledge on specific topics. Sometimes, parents will motivate their children towards a career or an academic pathway for example, without having up to date knowledge of how qualifications or job prospects have changed; This could lead to young people making choices that are not suited to them or that are not fulfilling or raising their aspirations.

Furthermore, motivational language does not always have the desired effect when offered by an important adult. Other influences such as peer pressure has a significant influence: for example, some students fear doing too well in their tests because it can be considered 'nerdy' and provoke jealousy from other members of the class.

In the age of social media becoming even more prominent in today's society, young people are spending less time with their parents/carers and more on apps such as Instagram, Snapchat etc. This suggests that maybe, parents are not having as much influence on their children's lives as they would have 30 years ago. Today, young people are looking to influencers and celebrities more for motivation and direction and so the impact of parents is declining.

Another factor that influences whether motivation helps or hinders success is how much motivation is received. If a person receives too much motivation, they may become overconfident. Additionally, it may lead to them constantly having to seek reassurance from others and expecting praise for everything they do. It may be hard for them to take criticism after receiving praise all the time.

On the other hand, if a person does not receive enough motivation, they will not be driven to succeed.

Success means different things to different people. To some, success is economical. It is all about the worldly pleasures that can be attained by achieving something. It can be based on how well you have progressed in your career. These people measure success by how many cars you have and how big your house is.

And although this may be important in the long term, success can also be measured by the smaller things in life. Personally, I felt successful when I made friends with a person in my tutor group when I was in year 7. Although this seems like a small accomplishment, it boosted my self confidence and I would have never have thought to talk to her without the motivation from my new teachers. Looking back as a year 9 student. I still consider this a success since we are still firm friends and I cannot believe how things would have turned out if I did not talk to her on that scary first day in year 7.

Happiness is a form of success. When you are happy, your body feels content and safe. Scientifically, happiness has major benefits for your health. According to healthline, happiness can combat stress, boost your immune system and protect your heart. This shows that if you are happy, you will feel healthier physically and emotionally. As a result, if you are happy you will continue to pursue what makes you happy; keeping you motivated. Aristotle, an ancient greek philosopher stated:

"Happiness is the meaning and the purpose of life, the whole aim and end of human existence."

Therefore, this is why people measure success according to their happiness; because they believe it is the true meaning of life. If they have achieved happiness, then they have discovered the purpose of life.

In conclusion, although it has been stated throughout this essay that significant adults can both help or hinder success, I believe that mainly they help success. This is because, from my experience, parents and responsible adults usually have my best interests at heart. Although sometimes I may not respond well to the motivation, generally it drives me towards becoming a better individual and widening my opportunities and skills.

Sources:

Healthline - happiness

https://www.healthline.com/nutrition/happiness-and-health#TOC_TITLE_HDR_4

Adult motivation:

<https://teamstage.io/motivation-statistics/>

Secondary school mental health issues statistics:

<https://www.york.ac.uk/news-and-events/news/2020/research/mental-health-children/>



FINHAM PARK
SCHOOL

Finham Park Physical Education

In Physical Education it's all been about getting back to normality after two years of disruption. At the start of the year the department set its new curriculum intentions. This encompasses our 7 sports principles:

GO FOR IT - Rise to the challenge – always strive for excellence.

Show **PERSEVERANCE** and **COURAGEOUSNESS** to discover how good you are.

PLAY FAIR - Show honestly and **INTEGRITY** all the time. Winning is only meaningful when competition is fair and played with the correct spirit

RESPECT OTHERS - Show respect to all involved in sporting experiences. Win with **HUMILITY** and lose with grace.

KEEP IT FUN - Find the joy of sport. Always keep a positive attitude both on and off the field of play

STAY HEALTHY - Place physical, emotional and social benefits above all other considerations. Respect your body and keep in shape.

INCLUDE EVERYONE - Share sport with others by showing **KINDNESS**. Ensure everyone has a place in sport

GIVE BACK - Find ways to show your appreciation for those who support you in sport and help make it possible.

At the end of last academic year, we noticed that there was an increased gap in the physical literacy of Key stage three students in PE. As a such the department has developed to distinctive pathways for Year 7 & 8 students. **Pathway one: Sports Education.** Student develop their sporting ability through competitive sporting opportunities. **Pathways two: core skills** – Through Sports literacy students will be given opportunities to improve their confidence in their movement ability.

In year 11 core PE students can now opt for what physical activities they want to participate in and we are also offering all of post 16 the opportunity to take part in sports activities.

It has been fantastic to offer students a full diet of enrichment activities. In term one we have weekly offered a variety of different activities including: Football (girls and boys), cross country, table tennis, trampolining, rugby (girls and boys), badminton, fitness suite and Netball. We have had 20 students participating in archery lessons and also offer fencing! We have also re-introduced inter-college sports activities, where Asiatic are currently leaders.

By Christmas the PE department would have run **85 inter-school fixtures**. This includes running rugby festivals and the Coventry Schools cross country league. Unfortunately, we did lose the Derby to Bishop Ullathorne school. We will also be taking 30 year 10 students to the London Olympic Velodrome. We are seeing an increased uptake by pupil premium students. We have also contacted the parents of all pupil premium students to offer outside community sports support where needed. Department staff have done a variety of CPD activities including first aid, Basketball and rugby contact work.

The department re-introduced Year 7 and year 8 student sports leaders, where one of their roles is to take responsibility for the start for each lesson by warming up their group.

Next term we will be introducing Taekwondo to our enrichment programme, where 25 students have already signed up for lessons. We are working hard on the logistics to make this year's ski trip to Switzerland Covid friendly. We have also offered the opportunity of a girls netball PGL trip in May.



Remembrance Day 2021

Art Speaks –

Addressing thoughts of Global Remembrance

A reflection by Miss. Hagan

For the past fortnight, students in Y10 and Y11 have been involved in an international project of Remembrance. We were joined in this reflection by two other schools: International School of Lusaka, Zambia and Tagore International School, Vasant Vihar. It was an incredibly powerful experience to not only reflect on the philosophies that surround remembrance and conflict; but additionally to share with other communities and learn how their cultural perspectives shape their own understanding.

Each student was challenged to select a piece of art that responds to the question: why should we remember WWI and WWII?

I have always believed that Literature is a powerful medium to humanise the lives shaped by history, to unearth the individuals, moving beyond mere facts and statistics. This project was a beautiful way for students to explore complex ideas and consider how art (in different forms) can enable them to express their theories. Creatively they were able to deconstruct what values truly matter.

On Tuesday 9th November, a panel of international judges read all submissions from across the three schools – each judge selected three finalists. At Lyng Hall School, our finalists were: Alex Ignat, Blessy Mathew, Ethan Waters, JK, Mia Mattu and Zeid Elmesalati. We are incredibly proud of the sensitivity, maturity and accomplishment they showed in their final responses.

Then on Remembrance Day, the finalists from each school had the opportunity to participate in an International Seminar. This was an inspiring discussion to be involved with – all students shared insightful observations and evaluative conclusions to some thought-provoking questions about the role History and Art play in our collective legacies. I sat in awe - listening to a group of young people debate and discuss some profound philosophies. We believe it to be the beginning of a number of collaborations.



“The Art Speaks project was a unique opportunity to collaborate both across departments and across continents. It gave us an opportunity to link Historical facts with personal stories in the service of the important act of remembrance. The students responded in a variety of ways and I was very impressed with the thoughtful consideration they gave to the topic. Choosing the winners with the other judges was incredibly difficult because the quality of the work was so high. I was blown away by both the artistry and the depth of the responses. It was incredible to think that students so young could produce work of such skill and maturity.

I was also incredibly proud and impressed during the seminar which the winners took part in. The consideration they gave to the complex topics which many adults couldn't comprehend was breathtaking. It made me so proud of Lyng Hall and gave me hope for the future in the hands of these considerate young citizens.”

– Ms. Burton, Director of Humanities

When I came to consciousness,
All I saw were gravestones.
Each one stamped with the identity of
a nameless pawn.

Together they merged into a khaki green,
all facing a lonesome wire statue
With an unidentifiable face drained of thoughts.

I ask myself ‘why?’

It was as if there was no life left here
No one to talk to, no one to console
the bottomless pit in my mind
Never letting out a ‘I’m home!’ again.

Several months passed like this,
Several silent weeks went by
while I incessantly bombarded my surroundings
with what was left of my sanity.

I ask myself ‘why?’

However, on a certain day
my endless interrogation lead to the church bells ringing
Then an overwhelming presence stood there

People, how long ago has it been
since i last saw someone, walking and talking
For how long I don't know



They stayed close by, eyes closed and left as soon as they came.

All that is left was me, the gravestones and a wire statue
This time a sombre expression was hung there
I understood all too well that expression
As I was feeling it too

I ask myself 'why?'

As I stay in the darkness
Every year or so
The same people with the familiar faces visit
And went on 100 or so times after that

This time, a child, as small as the forest of gravestones
Behind him was the girl that visited me
For as long as my memory serves me
Smiling with a letter of a variety of fancy lettering
I ask myself 'why?'

I would have started crying if i had tears to shed
Full of joyous moments was the letter addressed to me
However the heavens cried for me
As did the wire statue, leaking drops of rain
from where the eyes would have been

Why had it been so lonely all the time?
Why was this so unbearable?
Why did happiness only appear on a single day>
Why has this become my fate?

All that is left was me, the gravestones and sir wire statue
Without words did we communicate
A hint of concern flew by with the thought

Was this it?
Was this what I have to bear with for many more years
Talking to myself and a wire statue
I spent all this time, waiting for human connection
That I have resulted to madness

What even is this statue doing here?
Why is it here of all places?
Was it built here to mock the dead



Saying 'you'll never be able to see what I see'

Or is it to guard us from the evil that lurks past the gates

Was it even built for us, the dead?

Was it to serve as a reminder of the living instead
To never forget why we, the dead, are here in the
first place

Many gravestones stamped with the identities
of those buried below them
None of which I can recall
From when I gained consciousness to now.

By Blessy Susan Mathew, 10R



Comments received from the judges:

"Your ability to empathise with the ordinary Unknown Soldier was deeply touching!"

"Your words really made me think and reflect and that is exactly the effect good poetry should have!"

"I thought your poem was very brave because you decided to tackle a very difficult and deeply challenging topic."

"Your poem contains very thought provoking imagery and a strong voice. Those are the sort of poems that stay with you as a reader for a long time!"

"Reading it I almost felt like you could have a dialogue with the lyrical hero."

"Your poem managed to capture in very few words some incredibly complex themes and ideas. You have found your artistic voice and it is strong!"

One of many by Timuna Kalaluka, International School of Lusaka, Zambia

He died in Stalingrad

Blood seeping into soil

Watering the plants of the motherland

And mixing with sweat and oil

The gears of war keep turning around
Greased by the tears of a mother's despair
Her son dead at 26 from a Schmeisser round
As the scent of smoke and pain lingers in the air

Bodies dragged away
By comrades, and brothers-in-arms
As they place the corpses down to lay
Putting aside any past qualms



He lies in a graveyard
With Slavs, Kurds, Tatars, and Tajiks
As result of a psychopathic facade
The Molotov-Ribbentrop pact turned tragic

He answered the call of conscription
To defend the land given to his kin
To a war without jurisdiction
A fate his wife would be bereft in

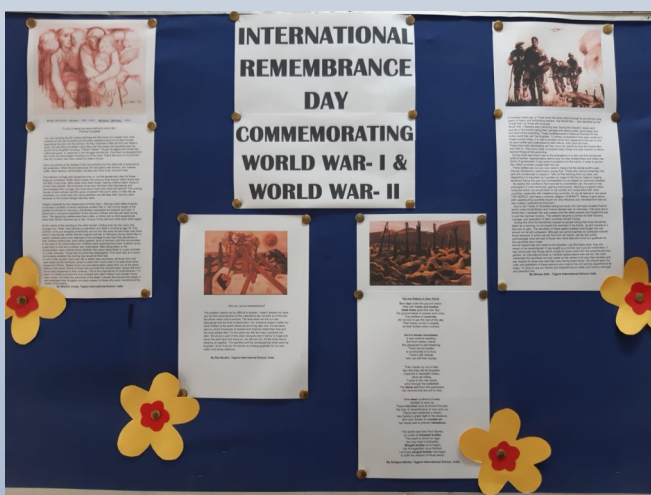
The fuel of desperation
Motored the motivated defenders
Of fear they lacked the slightest inclination
As they faced the Nazi parties' members

The onslaught continued until there was one
As the solitary soldier made a last stand
With honour and glory he was finally overrun
As his weapon fell from his hand

His eyes were glazed when the reinforcement
But the tremor of footsteps gave him solace
In his final breath he had completed his aim
As the heroes' names were sung in a chorus

The people sing tales of sacrifice
Of grief and gratitude
Of a fight in which cowardice could not suffice
Of war never seen at such amplitude

The nations' greatest triumph
Its greatest loss
Maintaining its existence
At immense cost
The debt of their strength
On our shoulders weigh
Every year on November 11th
By honouring them, it we can repay
He was one of many soldiers
With one of many widows
One of many sacrifices
One of many heroes
One of many memories to keep alive.



came



Mr. Ivanov, [IGCSE Coordinator, International School of Lusaka] said: “The Art Speaks competition was an incredibly meaningful project which allowed our students to collaborate across continents and engage with some deeply challenging questions around war and conflict, and their legacy in the modern world. When we started this project, we set ourselves very ambitious goals. We wanted to provide a forum for students to engage with ideas around global remembrance. Our goal was to expand their intellectual horizons and help them develop a more complex understanding of the past.

‘What’s this? Do you want to understand my past?

It’s footprint in our today?

You are the ones who will become our legacy.’

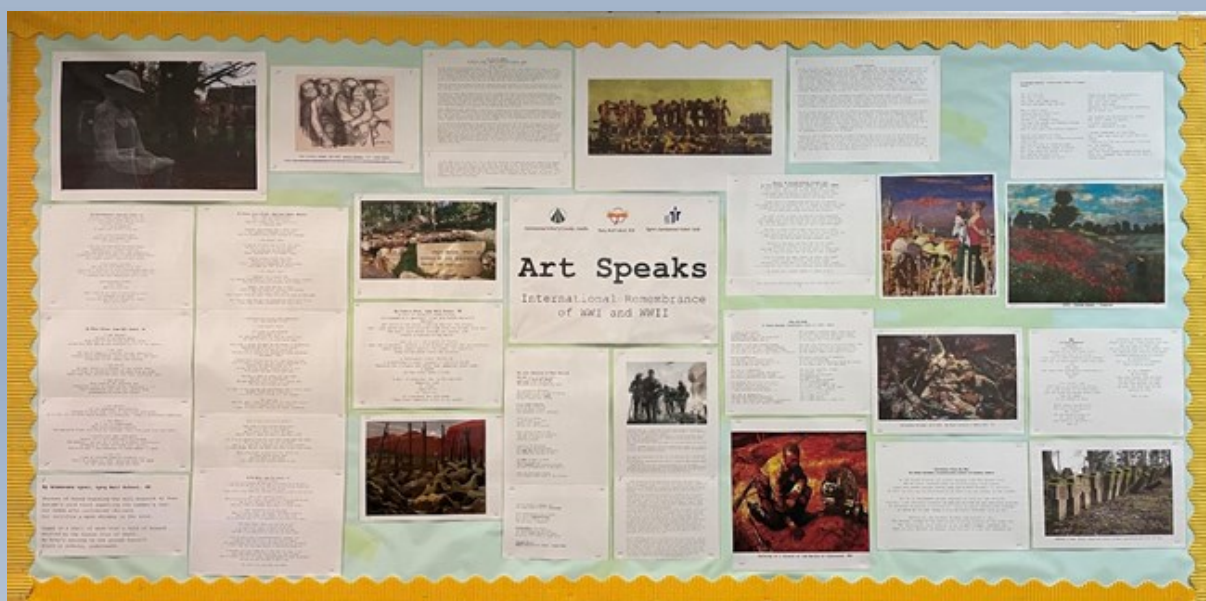
This quote from Zeid Elmesalati’s poem I think perfectly encapsulates how well our students rose to the challenge we tasked them with. The students’ works provide us with a rich and diverse set of ideas and perspectives about remembrance. What’s more, in many ways they help us establish a dialogue with the past. ‘Poetry helps us to humanise the past’, I recall one student reflecting in the post-project seminar. What I would add is that it also helped us build bridges in the present by developing a greater awareness and deeper understanding of ourselves, our heritage and its global legacy.

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

Mia said: “So, what is Art Speaks? Art Speaks is an international seminar with India and Zambia, exploring remembrance through poetry. It means to allow art to inspire us, allow it to multiply and grow within our souls and for us to share the seeds of art further.”

Alex said: “We learnt that often history is more about numbers and data, and through poetry we are able to humanise and give voices to the millions of soldiers whose names aren’t mentioned.”

A virtual collection of the students’ responses will be forthcoming on our website, and for now the students will begin working on an international publication of the work from all three schools.





At the annual 11th hour of 11th November, the Commonwealth participates in a two-minute silence to remember those who sacrificed their lives during conflicts. In our school, we did exactly just that and this year Remembrance Day took place on a Thursday. Miss Savage, Assistant Headteacher, organised the event. At 10:45am on a clear and mild day, staff and students gathered on the quad. All stood in respectful silence and listened to a powerful reading of 'For the Fallen', by Robert Laurence Binyon. After this, the Last Post rang from the tannoy, triggering a two minute silence. Jamie, Lily-Anne and I (all Year 9 students), were selected to recite the poem. Here are our reflections:

Jamie—9W : 'I like the thought of Remembrance as it brings to life the sacrifices that were made for us. It is a nice way for the people of today to realise how much was given up for us.'

Lily-Anne—9H: 'I feel wars will never end as there will always be someone who wants power and will not care who gets hurt on their path to victory. This is how innocents get hurt.'

Miss Savage: Organising Remembrance Day is special for me as I feel so strongly about remembering all those who have given their lives for us in some way or another. This started when I was 15 and began attending the parade in Birmingham city centre to watch my grandad march on parade. My grandad was at war in Burma during the Second World War and they are often referred to as the 'forgotten army' This was a tough campaign and conditions they had to endure were awful. Their war continued after the war ended with Germany. From the day I watched my grandad and his comrade's march, I made a promise to myself that I would ensure the 'forgotten army' are never forgotten.'

Miss Nguyen: 'Wars are the product of humans and have destroyed too many lives. I always take it seriously when I stand to remember the fallen. We cannot change history, but we learn from it.'

Mrs MacLean: 'Once all the flags were flying in the quad I felt so proud of what the Year 7 and 8 students had achieved. There are about 200 flags and each one is different. It was lovely to hear from student that they had searched for their flag and were delighted that it was flying for all to see.'



For The Fallen

***... "They went with songs to the battle, they were young,
Straight of limb, true of eye, steady and aglow.
They were staunch to the end against odds uncounted,
They fell with their faces to the foe.***

***They shall grow not old, as we that are left grow old:
Age shall not weary them, nor the years condemn.
At the going down of the sun and in the morning
We will remember them..."***

Robert Laurence Binyon (1869-1943)

By Cam-Ron, Year 9 Student reporter, edited by Mrs Nguyen



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.lillingtonschooll.org/>



Finham Park School

Headteacher: Chris Bishop

Address: Green Lane, Coventry, CV3 6EA

Tel: 024 7641 8135

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



Lyng Hall School

Headteacher: Paul Green

Address: Blackberry Lane, Coventry, CV2 3JS

Tel: 024 7672 4960

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



Finham Park 2

Headteacher: Russell Plester

Address: Torrington Avenue, Coventry, CV4 9WT

Tel: 024 7771 0720

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



Whitley Academy

Headteacher: Kathryn Wright

Address: Abbey Road, Coventry, CV3 4BD

Tel: 024 7630 2580

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



Finham Park MAT

Executive Headteacher: Mark Bailie

Address: Torrington Avenue, Coventry, CV4 9WT

Tel: 024 7641 8135

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

Finham Park Multi Academy Trust

World Class Education

Follow us on Twitter:

@FinhamParkMAT



FINHAM PARK
MULTI ACADEMY TRUST



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

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



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