

# Finham Park Multi Academy Trust

## World Class Education

October 2022

Edition 27



### Responsive Teaching

GOOD → GREAT

FINHAM PARK 2

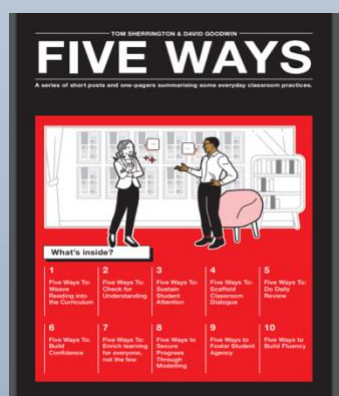
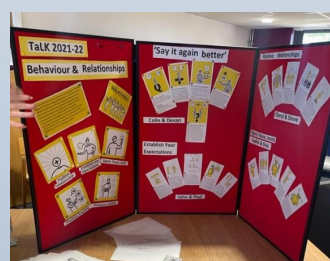
#### Responsive Teaching



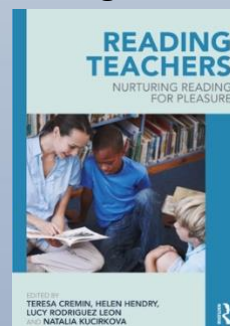
**Trials**

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

### Instructional Coaching: It's time to TALK



### Reading Teachers



## THE LION ALLIANCE

A primary /secondary partnership

## Welcome from Mark Bailie

Dear Parents and Members of the Community,

Welcome to the latest edition of World Class News, with a special welcome to any new children, families, and members of staff. I have been delighted with how quickly children in all of our schools have settled into the new academic year. It has been a pleasure to visit all the schools in the FPMAT and I have seen some excellent examples of children's learning. The start of a new academic year brings with it great opportunities to engage and excite learners in their education.



It is exciting to see the Multi Academy Trust growing and to be working with the newly created Education Development Team. I would like to give a warm welcome to Liz Allton as Head of Education Development, Claire Denton as Director of Primary Education and Matt Gaynon as the Secondary Support and Innovation Leader, who join Emma O'Toole as the Primary Support and Innovation Leader. They are all deployed to work across the schools in the FPMAT, improving teaching and learning and the experiences of our young people.

It is fabulous to read about all the successes that have happened in our schools over this first half-term and to hear about the wide range of out of school experiences children are able to participate in, such as residential and theatre visits.

As a Multi Academy Trust we continue to focus on the use of Instructional Coaching to develop our teachers and improve the quality of teaching and learning. One of the benefits of being part of a MAT is that staff can work together on co-construction activities to share best practice and develop curriculums together. Colleagues from across the primary schools and secondaries have all met this term to begin this work.

We are in the process of planning the annual MAT training day on Tuesday 3<sup>rd</sup> January and it will be fabulous to have colleagues from all the schools join together for a day of continuing professional development.

I am very excited for the year ahead and look forward to seeing more examples of the children's learning and experiences they are able to benefit from. I would like to thank students and their families, as well as staff, for enabling such a positive and smooth start to the year. I hope you all enjoy the half term break.

**Mark Bailie**  
**Executive Headteacher**  
**Finham Park Multi Academy Trust**



## Education Development Team



### Liz Allton – Director of Education Development



This half term I have been working at Lyng Hall and Meadow Park schools. I have really enjoyed working with the teams, visiting lessons and meeting the students. It has also been really lovely to be welcomed into the Central MAT team and as I'm sure everyone who has visited the MAT recently will know that my office door is always open there...

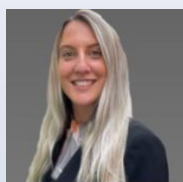
At Lyng Hall I have been establishing a baseline for the SSAT EFA project that Lyng Hall have launched this half term. I have focused on where the school is with formative assessment by meeting with subject leaders, students and triangulating it with learning walks. It has been brilliant to see the good practice already going on and the vision that subject leaders have for where they want to get to this year. I have also really enjoyed working with the Art, Design and Technology department looking at T&L, QA and Curriculum planning.

After my secondment to Whitley in the summer term of 2021 I was looking forward to heading back there this term. However, a transformation had taken place over the summer which saw the launch of Meadow Park School. It is so impressive to see how much hard work has gone in to launch the new school for September and it is great to be part of this exciting journey. The staff team at Meadow Park are so dedicated to making the new school a success and I have really enjoyed visiting lessons, meeting with colleagues and getting to know students and staff. I have been looking at QA of T&L and meeting a number of subject leaders to look at curriculum planning.

With co-construction a core value of our trust I was delighted to facilitate subject leaders to plan and lead a wide range of successful co-construction meetings in secondary. It is an exciting time for all colleagues to be working together to support, share good practice and co-develop subject areas across the schools. Thanks to everyone for their work on this. Having the co-construction groups for SEND and KS3 Assessment as well working across both our primary and secondary schools shows what a positive experience it can be working together and I look forward to more of this throughout the year.

"The schools in Finham Park Multi-Academy Trust are proud of their constantly evolving curriculum and the opportunity to work in a co-constructive way and ALL schools in the MAT have a responsibility to invest in this fundamental pillar of our philosophy." From the FPMAT co-construction Terms of Reference

## Claire Denton – Director of Primary Education



**Claire Denton**  
Director of Primary Education

What a busy and productive half term that has passed in the blink of an eye. Allow me to start by passing on my thanks to all the schools within the Trust I have visited and have extended me a very warm welcome. With particular thanks to Lillington Nursery and Primary School, Pearl Hyde Community School and everyone at the MAT offices as these are the places I have been primarily based. There is so much celebrate in each of our schools however, I have endeavoured to pick some highlights.

At Pearl Hyde seeing children access their newly built Phiz Lab to complete science experiments has been joyful, I was lucky enough to be part of a lesson exploring and categorising materials with year 1 and 2 children. We carried out an experiment testing absorbent and waterproof materials, that was a wet day! The discussion that followed defining and remembering key vocabulary was impressive.

At Lillington I have been spending some time in EYFS. Lillington has provision for 2-year olds, a nursery and a reception class. There has been a fantastic transformation in the learning environment and all three areas not only look amazing but encourage children to enquire about the world around them, developing their language skills. It is notable that there is thread running through all of the learning areas showing a consistent approach but also progressive challenge and new areas to explore as children develop from age 2-5. We have been working on improving children's fine motor skills with a range of opportunities from writing in glitter, using tweezers to chocolate scented playdough!

I am looking forward to a new half term as part of Finham Park MAT, visiting more schools an getting to know more staff and children.

## Matt Gaynon – Secondary Support and Innovation Leader



It's been a fantastic half term and I have been so grateful to the staff at Meadow Park, Finham Park 2 and the MAT offices for welcoming me into their organisations and making me feel like part of their team from day one. The amazing transformation to Meadow Park in such a short period of time has been a big highlight of the term so far. From the new signage to new systems and processes to support the students, the start has been incredible.

With lots to celebrate and share I've picked out a few examples from Finham Park 2 and Meadow Park as particular highlights.

Working closely with Mark Werner at Finham Park 2 it was great to be involved in the launch of the learning group. The group quickly established a clear focus to look at "intentional monitoring" processes as a strategy for effective responsive teaching and developing a framework for well-planned lessons in their first meeting. It was then so great to see this group of very committed and excited teachers go out to their classrooms to trial these strategies, ready to report back. I am sure that these approaches will quickly become key parts of the teaching and learning strategies in place at Finham Park 2 in the days and weeks to come.

At Meadow Park the focus has been around the establishment of the "house" pastoral structure. The introduction of 4 houses, Fulmen, Sol, Lunar and Orbis plus the 6<sup>th</sup> form house Stellae is already making a big impact at the school. I am fortunate to be working alongside the new heads of house and deputy heads of house to embed the routines and systems. It is so nice to see the pride that students and the staff at Meadow Park are taking in the house they are in.

## Emma O'Toole – Primary Support and Innovation Leader



This first half term of the year has flown by. I have been working in all three of the primary schools and as part of the new Educational Development team, which is brilliant to be part of. In just a few weeks there is already so much to celebrate, and these are some of the memorable experiences.

At Finham Primary the children in year 3 have been learning all about rivers. They have been finding out all about a river's source, mouth, and tributaries. They have been comparing the River Severn and the River Nile. I was particularly impressed with their prior knowledge and use of key vocabulary in discussions. In reception the children have been learning to orally retell the story of the Gingerbread Man using a text map and actions to help them internalise the story, which they are retelling confidently and enthusiastically.

At Lillington, Year 1 have made super progress in maths learning all about place value using various concrete materials, pictorial representations, and abstract symbol, the CPA approach. They have begun to record the answers to arithmetic questions in their maths journals, remembering to put 1 digit in each square, and are enjoying being the teacher and marking their own work.

I had a very interesting day accompanying a group of children to the APF forestry, woodland arboriculture show at the Ragley Hall Estate. The children learnt about how woodlands are managed, and had the opportunity to observe chainsaw carving, shire horse logging, and exciting tree climbing competitions.

At Pearl Hyde it has been brilliant to see the children developing their reading skills through reading a range of high quality, diverse, challenging texts. As part of Black History Month, they have been reading about Rosa Parks, Catherine Johnson, and Michelle Obama and thinking about their impact on society and why they are remembered.

I am looking forward to continuing working in the primary schools next half-term and being involved in some exciting projects.





## The Lion Alliance

A primary / secondary partnership



### Alexandra Ford – Head of the Lion Alliance

#### Initial Teacher Training

First, we should welcome and celebrate the first half-term of our trainee cohort for 2022-23. We've met together as a fantastic group for our first Alliance Day of the year, hosted here at Finham Park. Our trainees enjoyed a day focused on planning and behaviour, hearing from a number of experienced Finham and Finham Primary staff as well as having the opportunity to observe some lessons.

We have also opened applications for 2023-24 this week and have already received a high number of both Secondary and Primary applications. We look forward to a busy year of ITT recruitment.

#### Early Career Teachers

Along a similar line of congratulations, we also offer a huge well done to our Early Career Teachers both Year 1 and Year 2 who have settled into their first half term. Again, we've met our various cohorts (ECTs and mentors) in a variety of twilight and in-person events. Excitingly, our ECTs in Year 2 are engaging in their first Practitioner Enquiry Projects which will hopefully be a powerful way for them to continue their professional development.



#### Upcoming Opportunities

➤ **Lion Leadership Pathways:**

We offer routes in Aspiring Middle Leadership, Middle Leadership and Senior Leadership. Do please get in touch if you're interested in becoming part of our January 2023 cohort or have any questions.

➤ **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. These include the new specialist NPQs in Leading Teacher Development; Leading Teaching; and Leading Behaviour and Culture as well as the Early Years Leadership Programme.

➤ **The Chartered College:**

Our current cohort of participants for the new programme are now working through the examinations and Developing Teacher Practice units.

We'd love to welcome a new cohort for January 2023 so again look out for the flyer and do get in touch if you're interested.

CHARTERED  
COLLEGE OF  
TEACHING



Registered  
Learning  
Partner 2022

## 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.

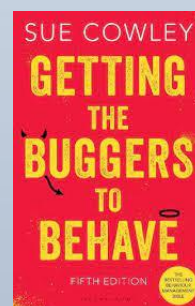
### ➤ Subject Specialist Workshops: Monday 31<sup>st</sup> October 8.30-11.00am



We're very excited to be hosting our third Subject Specialist Workshop, this time in Physics. After the great success of our Biology and Chemistry days, we've put together another fantastic programme of expert advice, collegiate sharing of approaches and hopefully the opportunity to bring together our Primary and Secondary experiences. Again, please get in touch if you're interested in attending or in hosting future sessions.

### ➤ 'Meet the Expert' Events including...

Sue Cowley – 10<sup>th</sup> November virtual 3.30-5.00pm



Adam Boxer – 10<sup>th</sup> Feb 2023 2.00-3.00pm virtual  
\*Guest writer in the WalkThrus\*



## Recruitment

If you, or someone you know, would like to train to teach then do please get in touch. We've opened the next round of teacher applications and we'd love to hear from you! We can support interested colleagues with several different routes into teaching and host regular information events.

## Get in touch

Website: [www.thelionalliance.co.uk](http://www.thelionalliance.co.uk) Email :  
admin@thelionalliance.co.uk







## Responsive Teaching at FP2

Our aim as practitioners is to deliver a *live curriculum* which meets the needs of all our students and we therefore must be responsive to the data that presents itself in each and every lesson.

This Autumn half-term our Good to Great focus has been on the Starts of Lessons. We recognised through our consistent routines our start of lessons can reduce unwanted cognitive load and increase student engagement. Our Bell Tasks provide students the opportunity to retrieve their prior knowledge committing taught information to their long-term memory.



### Starts of Lessons



#### What?

- **100%** of students get to lessons quickly
- **100%** of students are greeted positively at the door/in the corridor by their teacher (staff look out for nearby classes whose teacher may be coming from another classroom)
- **100%** of lessons have a Do Now activity to get on with straight away - students know the expectations and go in and get started
- **100%** of lessons have established routines for handing out equipment and a seating plan that is followed (and updated on PARS/Shared with cover staff)
- **100%** of Do Now information is used to inform teaching/intervent



This term we have launched a Teaching & Learning group of volunteer teachers from across the curriculum. During our first session together, we explored 'Intentional Monitoring' and 'Know and Show Charts' and members of this group are piloting how best to adapt these approaches to *data driven instruction* and effective planning in their subject areas.




### Responsive Teaching



#### Trials

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

Intentional Monitoring is the live monitoring of student work, whether that be during the retrieval tasks at the start of lessons or during deliberate practice tasks. Our intentional monitoring approach will aim to maximise the impact of teachers during independent tasks; making us experts at live data capturing and intervention.

At FP2 we plan in frequent 'deliberate practice' tasks and a Know and Show Chart aims to breaks down this task into knowledge and skills needed to be successful (or as Ofsted would refer to as *component* and **composite** elements). As a Teaching and Learning group we are starting to use Know and Show Charts to inform our planning.



## Principles of Teaching and Learning at Meadow Park School

As the new Assistant Headteacher for Quality of Education at Meadow Park School, I am passionate about setting high standards for teaching and learning. With a new name, new identity and renewed energy at Meadow Park School, the INSET days at the start of this academic year presented the ideal opportunity for teaching colleagues to craft a shared vision for teaching and learning that encapsulated our high aspirations for staff and students.

We know that 'the quality of teaching is the single most important in-school factor for improving pupil outcomes' (DfE, 2021) and recognise that great teaching is both hard to define and complex (Coe et al., 2020) so, during our INSET session, teaching staff spent time reflecting on the question 'What makes great teaching at Meadow Park School?', drawing on our experiences in the classroom as well as referring to a curated selection of education research. The notes and feedback from this debate informed the creation of the 'Principles of Teaching and Learning at Meadow Park School', which were reviewed by the senior team before being presented to staff. The principles and a description of what they mean can be seen below.

Principle	Description
Academically Ambitious	Students are entitled to experience 'the best that has been thought and said' in the subjects they study so content is selected to provide an empowering education and to challenge all students. The breadth and depth of this knowledge gives students a thorough grounding in each subject and is not limited by Key Stage, exam requirements or by a student's background.
Knowledge-rich	Knowledge matters. The core knowledge that students should remember is meticulously defined whilst hinterland knowledge is signposted to provide context. This powerful knowledge is selected for its significance, status, or influence in the particular subject discipline and is taught to our students so that they may understand, challenge and further the great conversations of humankind.
Scholarly Behaviour	Students are supported to behave in a way that facilitates a safe, encouraging and studious atmosphere in which all students enjoy working without disruption. Shared lesson routines and behaviour for learning techniques create an ordered, calm and consistent structure across all subjects.
Excellent Examples	Teachers share their subject expertise through carefully planned explanations, illustrated by models of what excellence looks like. Worked examples demonstrate problems and procedures to help students apply their knowledge.
Cognitively Active	'Learning is a change in long-term memory' and 'memory is the residue of thought' so the curriculum and associated tasks are designed to ensure all students think hard about what they are being taught, whilst minimising extraneous cognitive load, so that knowledge is remembered and not simply encountered. Students regularly engage in deliberate practice. Content is interleaved and revisited to disrupt the forgetting curve.
Responsive to Feedback	Teachers and students engage in an ongoing dialogue about what is being taught. Both expect to give and receive feedback and for this feedback to be acted upon to enhance student progress.
Disciplinary Literacy	High standards of verbal and written communication are promoted and students are encouraged to use academic language at all times. Subject-specific vocabulary teaching is regular and explicit so that students can engage with academic texts.

From this shared understanding and shared sense of ambition, we will use these principles to shape how teaching staff consider the curriculum, how we teach it and how we want it to be received by our students. The principles are not a checklist but instead will form the foundation of our approach to teaching and learning. At Meadow Park School we believe that when teachers implement these principles effectively, students will enjoy making progress in their learning and will attain excellent outcomes.

Alex Harris

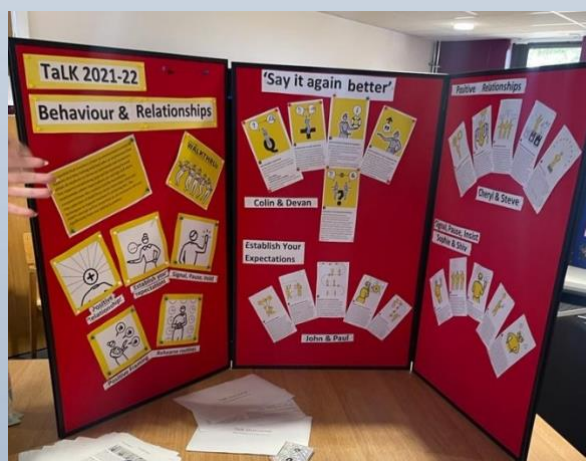
[a.harris@meadowparkschool.com](mailto:a.harris@meadowparkschool.com)



## Instructional Coaching: It's Good to TALK

Helen Cooke, AHT, Finham Park School

Long recognised as the most effective model for improving teaching and learning, instructional coaching is the cornerstone of Professional Development for all staff at Finham Park. It is very important to us that our CPD is research-based and that staff are personally invested in their training. Our philosophy is that every teacher can improve. For the majority of our experienced staff, a 'dialogical' partner coach rather than a 'Master/Apprentice' model is employed which has enable me to incorporate Instructional coaching into our existing Teaching and Learning Communities (based on the Dylan Wiliam model from his successful Embedding Formative Assessment project) which we have been running for 13 years. The IC coaching model also fits with the ECT course so that ECTs and their mentors, along with ITTs and mentors, are part of a TLC (or TALK group) alongside the rest of the staff and, crucially, they have also had some choice about which area of their practice on which they should focus their classroom research. In its first year, our IC research project was closely rooted in the Teaching Walkthrus with each coaching pair choosing one or more of the Walkthru sequences as a means of tackling an identified learning problem and using this Walkthru as the focus for their peer observations. According to staff voice, this has been a popular approach:



*"I like the peer coaching. It is very "low stakes" reflection meaning it doesn't feel forced."*

*"Target observations are useful, as this allows you to focus and improve on one area at a time."*

*"The coaching pairs model was much more personalised in terms of supporting individuals' areas for improvement."*

Once the project was underway, I successfully bid for a grant from Warwick University's Teacher Research Network (WTRN) and was fortunate to represent one of the 9 schools chosen to participate. Even more fortunately I was paired with Dr Kate Mawson who founded the TRN and has advised on the development of Finham Park's Instructional coaching research project. Scheduled discussion with Kate allowed me the time and intellectual space to crystallise my thinking; she has guided me towards specific research papers and clarified how I can demonstrate the impact of this project both on staff and students. The relationship between university research and the pragmatics of school life have been interesting to explore. We have had some good discussions about the space between theory and practice and the realities and limitations of conducting research and delivering CPD in a school. We have approached these discussions as equals, each respecting the different expertise and experience of the other.



TRANSFORMING PRACTICE IN

**Professional  
learning**

**ssat** the schools, students  
and teachers network

The Framework for  
Exceptional Education

Excitingly, our work with Professional Development has also been recognised this summer by the SSAT's Framework for Exceptional Education. After two assessment days, we have been accredited for Transforming Practice in Professional Learning. Our TALK group model and specifically the Instructional Coaching project were highlighted as demonstrating the very best practice nationally.

***"The school's approach to professional development is truly inspirational and colleagues are passionate about their own development and the work that the school does to support them." (from Dean Watson, peer moderator)***

***"The staff have now reached a very high level of maturity and trust which means that high quality professional dialogue with each other, that is both supportive and challenging, is the norm." (from Den Corrall SSAT moderator)***



In the second phase of our Instructional Coaching project, staff have chosen one of 5 research areas linked to our school priorities: Supporting students with SEND; Disadvantaged Students, Encouraging Diversity; Tackling Boys' attainment gap and Positive Behaviour Strategies. The WTRN funding has allowed me to offer a further element of choice in that each of our TALK groups can bid for their own research grant, each will report back in the Summer

term about the impact of this. So far the SEND group have successfully bid for some Teacher Fast Feedback machines which they will be trialling with the 'Short Feedback Loops' Walkthru to see whether this will make an impact.

It is hugely encouraging to hear the pedagogical discussions which happen in TALK, even at the end of busy teaching days and in the midst of stressful terms. In the first meeting of the new term all groups demonstrated renewed enthusiasm about the addition of further choice in terms of the priority areas and in who they work with within their research group; I am excited to see how this progresses and look forward to the opportunity of presenting my findings at the BERA conference in October and the Warwick Research conference later this year.







## Embedding Formative Assessment

One of the key focuses to continue the reciprocal teaching agenda for Lyng Hall, this year, is through the launch of the SSAT Embedding Formative Assessment 2 year programme.

It is exactly the right programme at exactly the right time.

After working hard on curriculum plans, reviewing the learning journey, furthering teaching methods through the instructional coaching principle - we can utilise all that we have learnt to now test whether what we deliver in the classrooms is the best fit.

Dylan Williams makes it clear that all teachers are on a continual improvement journey and all schools need to reflect clearly on the reasoning behind intention. The five key principles are central:

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

*Adapted from Wiliam, Thompson 2007*

Taking the existing plans a triangulation exercise begins. The EFA programme will ensure all teachers are focused on the core key knowledge students actually learn. It is now about questioning whether we have got it right and testing what the students actually know.

The focus, at a head of subject level, is ensuring we are all clear on what we need to teach and why. The teacher learning communities are investigating how we can get better at bridging the gap. Every teacher then will be fully informed and every student a participant in their learning.

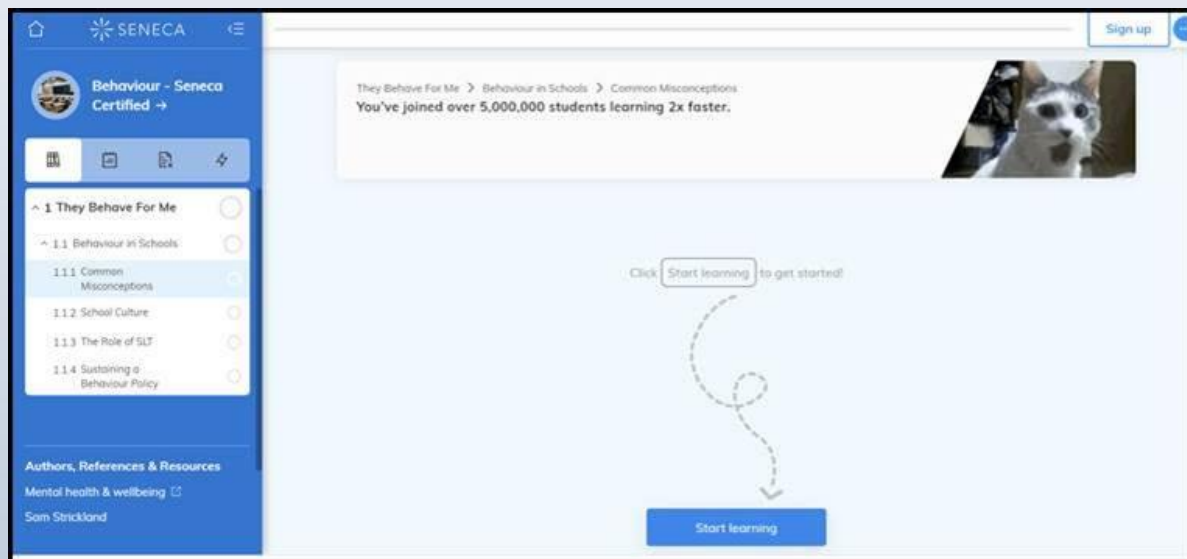
Liz Alton has conducted our baseline, the why and the how has been shared and probing now exactly how effective we are is key. It's an exciting challenge ahead.

Useful resource:

<https://teacherhead.com/2019/01/10/revisiting-dylan-wiliams-five-brilliant-formative-assessment-strategies/>

**CPD for Teachers on Seneca**

There are a range of online CPD courses on the SENECA Learning website. Click this link: [Free online CPD](#) to find Courses, Youtube videos and Podcasts  
Here is an example of a course: [Behaviour CPD by Sam Strickland](#)

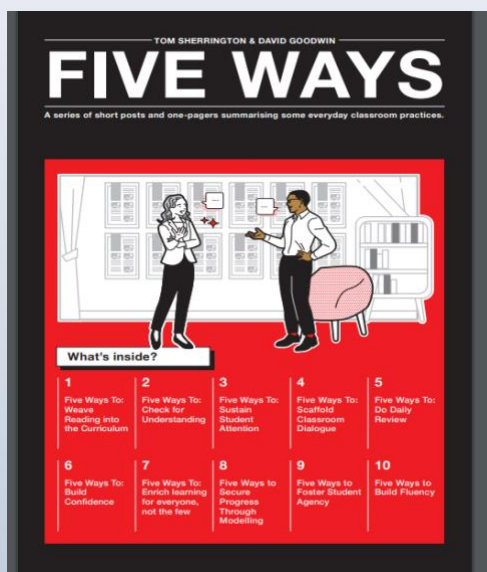


### [Seneca's Youtube Channel](#)

Has recordings of webinars on a whole range of whole school T&L and subject specific topics. There are new live webinars regularly – subscribe so you don't miss out.

Liz Allton





This is my favourite Teaching and Learning Aid Memoire I've found lately. To the point, easy to use and reference either before or after a lesson. Tom Sherrington collaborates with David Goodwin to create Five Ways.

The document covers:

1. 5 Ways To Weave Reading Into The Curriculum
2. Five Ways To Check For Understanding
3. Five Ways To Sustain Student Attention
4. Five Ways To Scaffold Classroom Dialogue
5. Five Ways To Scaffold Classroom Dialogue
6. Five Ways To Build Confidence
7. Five ways to enrich learning for everyone not the few
8. Five Ways To Secure Progress Through Modelling
9. Five Ways To Foster Student Agency
10. Five Ways To Build Fluency

### Five Ways To: Enrich learning for everyone, not the few.

#7 of series. Created by: TOM SHERRINGTON & DAVID GOODWIN @teacherhead @dgoodwin2000 www.teacherhead.com www.dgoodwin2000.com

SCENARIO 1	SCENARIO 2	SCENARIO 3	SCENARIO 4	SCENARIO 5
Organic, tutorial-style discussions	Group Tasks	High Challenge Problem-solving	Student-led inputs	Open-ended Tasks
<p><b>TOM SHERRINGTON</b></p> <p>The buzz and dazzle created from the responses of a few students – or even most students – can mask the slow drifting and falling back of the students with the least confidence and knowledge.</p> 	<p>Some teaching methods can feel rewarding but allow some students to lag, not participate or depend too heavily on the work of their peers. It's not that these techniques are wrong, but they can be insufficient for enriching all students. Tasks that focus on</p> <p>The teacher shares her wisdom, making random notes as she goes: the modern-day chalk and talk. The issue here is some students aren't contributing, and the board of notes gets</p>	<p>teaching to the top, such as high-challenge open-ended tasks, are most prone to running this risk. Unless we do something about it, the less confident students will feed confused and opt-out. Here are five scenarios Tom frequently sees on his school and college visits.</p> <p>confusing. The solution is to run through the main ideas with the least confident in mind: simply, summarise, generally spell things out, consolidate and practise.</p>	<p>task, but don't declare who. Also, inform the class that each group only succeeds when all its members complete the task and allocate sub-tasks to specific individuals.</p> <p>Classes often contain high-performing students ready to tackle challenging problems and students who still haven't grasped the main ideas. One solution is to create tiered sets</p>	<p>of problems and tasks that have incremental levels of challenge. The idea is that everyone needs to reach a certain level before beginning independent practice.</p> <p>Generative learning shows using students to teach one another works. But it's important both deliverers and recipients benefit equally. To achieve this, build in checking</p>
<p><b>CONSOLIDATE ORGANIC DISCUSSIONS</b></p> 	<p><b>STRUCTURE GROUP TASKS</b></p> 	<p><b>TIER CHALLENGE IN PROBLEM-SOLVING TASKS</b></p> 	<p><b>MAKE STUDENT-LED INPUTS INTERACTIVE</b></p> 	<p><b>SCAFFOLD OPEN-ENDED TASKS</b></p> 

Each page names and gives a brief explanation of strategies you can use.

The full document can be found here:

<https://teacherhead.com/2022/07/01/five-ways-to-the-collection/>

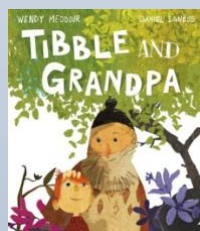
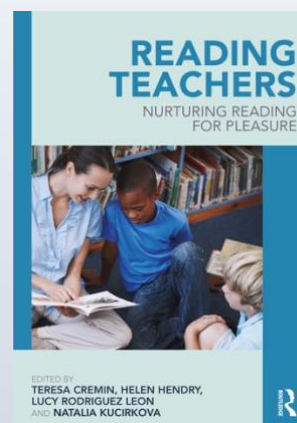
Claire Denton

## Reading Teachers

Nurturing Reading for Pleasure

On Saturday 1<sup>st</sup> October the Open University and the UK Literacy Association held a Reading for Pleasure conference exploring the relationship between being “a reader” and being “a teacher of reading”. They also launched the new OU publication *Reading Teachers* edited by Teresa Cremin.

Reading Teachers (capital R, capital T) are not just school based teachers of reading. Nor are they simply teachers who read. Reading Teachers are enhanced professionals and reading role models who reflect upon the relationship between being a reader and a teacher of reading, adjusting their work to make the experience of reading more authentic, and more relevant.



Teresa Cremin’s keynotes usually begin with her reading aloud a picture book. On this occasion we were treated to Tibble and Grandpa by Wendy Meddour and Daniel Egneus. It is a joy to listen to Teresa read aloud.

Teresa explained what a Reading Teacher is, drawing on evidence and research from the Open University. Being a frequent reader impacts on children’s academic outcomes, which in turn leads to better employment and economic prospects (OECD 2010). In addition, she argued that reading for pleasure is the right of every child as it enhances pupils social and emotional well-being, broadens their understanding of the world, and enriches their imaginations. The OECD 2021 suggests that, Finding ways to engage students in reading may be one of the most effective ways to leverage social change. (OECD 2021)

Workshops covered topics such as the benefits of reading aloud and developing Reading Teachers throughout their careers and celebrating reading. These are chapters in the book Reading Teacher.

The Open University Reading for Pleasure website contains a wealth of articles based on research which aim to support teachers in developing their practice to support life-long readers. <https://ourfp.org> You can also subscribe to their monthly newsletter with updates on the latest news and resources.

The day ended with a keynote by Katya Balen, the author of ‘October October’ which won the Yoto Carnegie Medal 2022. Her talk was inspirational, and if you haven’t read October October yet I highly recommend it. The audio book is also wonderful.

**Emma O’Toole**  
Primary Support and Innovation Leader



## Recommended Reads for Autumn

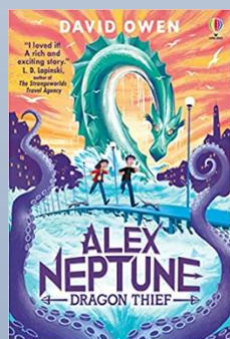


### **Pick A Story – Sarah Coyle & Adam Walker-Parker Farshore 3+**

The best picture books can be read time and time again - with this you read a different story each time. Vincent's dog has disappeared, what has happened to him? Well, that's for you to decide – Pirates? Aliens? Lost in the jungle? Can you make the right choices to reunite them? Will you find your favourite story?

### **Space Blasters – Katie & Kevin Tsang & Ay Nguyen Farshore 6+**

Good novels for younger readers are sometimes hard to find. This is perfect for those early readers (and older readers too). Suzie's inventions aren't always the successes that she planned ... When she invents the Super 3DTV Gizmo, she ends up being transported into her favourite TV show 'Space Blasters'. Will her inventions finally find a use? Can she save the day?



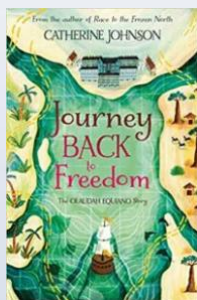
### **Alex Neptune, Dragon Thief – David Owen Usborne 8+**

The perfect book to hook in those reluctant readers. For as long as Alex Neptune can remember, the ocean has been trying to kill him. So, he's not too happy when a bunch of sea creatures drag him to the abandoned aquarium on the hill, where an imprisoned water dragon needs his help but how can he say no to a magical creature?

### **Mouse Heart - Fleur Hitchcock Nosy Crow 9+**

A historical murder mystery set in the heart of a theatre community. With fantastic characters and a mystery that will keep you guessing until the exhilarating climax. Mouse shows us that the right thing to do isn't always the easiest to do, especially when others are making it harder.



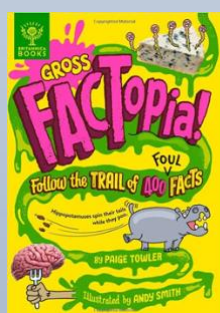


### **Journey back to Freedom – Catherine Johnson Barrington Stoke**

A super-readable format, which is great for dyslexic or less confident readers, or for reading aloud. From the horrors of the slave trade to a book that changed the world, Catherine Johnson celebrates the incredible life of Olaudah Equiano in this gripping true story. Journey Back to Freedom focuses on Equiano's early life, demonstrating the resilience of the human spirit and one man's determination to be free.

### **Which Way to Anywhere – Cressida Cowell Hodder Children 8+**

From the bestselling author of How to train Your Dragon comes an out of this world adventure. Cressida Cowell is back with a new adventure that is bound to excite readers everywhere. Twins K2 and Izzabird and sworn to secrecy about their family's magic but when their little sister is kidnapped, they have to let the cat out of the bag and enlist the help of their step siblings.



### **Gross Factopia! – Paige Towler Britannica Books**

Follow the trail of 400 foul facts, that kids will love. Did you know that sloths poo only once a week? Or that poo from crocodiles was sometimes used as make-up in ancient Rome? Poo from the lac bug is used in jellybeans and other shiny sweets. Welcome to Gross FACTopia! Follow your curiosity (and your nose) through this ridiculously revolting world of facts!

### **Birdsong by Katya Balen Barrington Stoke 8+**

A fantastic new novella for reluctant readers from Katya Balen, author of October, October which won the Yoto Carnegie Medal in 2022. There is music everywhere – if you know how to listen ... Birdsong tells the moving story of a girl unable to play her flute after a devastating car crash and she retreats from the music she's always loved. Then she meets Noah, who shows her the blackbirds' nest hidden in the scrubland near their flats. As their friendship grows, the blackbirds' glorious song reignites Annie's passion for music. But when tragedy strikes again, will her fragile progress be put at risk?



**Emma O'Toole – Primary Support and Innovation Leader**



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