

Finham Park Multi Academy Trust

World Class Education

December 2022
Edition 28



FINHAM PARK
MULTI ACADEMY TRUST

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of James Hattie and the International Academy of Education and is designed to help you understand the principles of instruction.

How to use this poster: It is designed to be used as a reference tool for teachers and students alike. It is not intended to be a checklist or a list of rules to follow.

01. CHECK REVIEW Use a checklist to ensure that all students have completed the review. This is a key part of the learning process.	02. NEW MATERIAL IN SMALL STEPS Break new material into small, manageable steps. This helps students to build on their existing knowledge.
03. ASK QUESTIONS The most powerful learning experience is the one that involves asking questions. This helps students to think critically.	04. PROVIDE MODELS Students need to see examples of the work they are expected to produce. This helps them to understand the standards.
05. GUIDE STUDENT PRACTICE Students need to practice the skills they have learned. This is the most important part of the learning process.	06. CHECK STUDENT UNDERSTANDING Check for understanding regularly. This helps to identify any gaps in learning early on.
07. OBTAIN HIGH SUCCESS RATE A success rate of 80% or higher is the goal. This indicates that students are learning effectively.	08. SCAFFOLD FOR DIFFICULT TASKS Scaffold difficult tasks by breaking them down into smaller, more manageable parts.
09. INDEPENDENT PRACTICE Encourage students to work independently. This helps them to develop self-reliance and problem-solving skills.	10. WEEKLY & MONTHLY REVIEW Regular reviews are essential for long-term learning. This helps to reinforce what has been learned.

TEACHING WALKTHRUS

FIVE-STEP GUIDE TO INSTRUCTIONAL COACHING

TOM SHEERBINGTON
OLIVER CAVIGLIOLI

BEHAVIOUR & RELATIONSHIPS
Establish a positive relationship with students. This is the foundation for effective learning.

CONNECTION TO LEARNING
Connect the learning to the students' lives. This makes the learning more relevant and engaging.

EXPLAINING & MODELLING
Explain the task clearly and model the expected standard. This ensures that students understand what is required.

QUESTIONING & FEEDBACK
Use questioning to check understanding and provide feedback. This helps students to improve their work.

MONITORING & EVALUATION
Monitor student progress and evaluate the effectiveness of the instruction. This allows for adjustments to be made.

Q&F | 90

COLD CALLING

Selecting students to answer; involving everyone in thinking

Q&F | 96

CHECK FOR UNDERSTANDING

A key question: What have you understood?

Q&F | 98

NO OPT OUT

Dealing with 'I don't know' responses

Q&F | 98

SAY IT AGAIN BETTER

Generating improved verbal responses

BACKWARDS DESIGN

A one-pager summarising the importance of establishing the end point before identifying activities when planning lessons.

How can I best help them get there? → How will I know when they're there? → **Where do I want them to get to?**

1. MASTERING THE ART OF LESSON PLANNING
Mastering the art of lesson planning is essential for teachers. Effective planning is likely to boost student learning, and being an efficient planner will help manage a teacher's workload. Educational psychologist, David Berliner, suggests expert teachers are fifty times quicker at planning lessons than novice teachers.

2. THE PITFALLS OF TASK-FIRST PLANNING
Effective and efficient approaches to planning are not always clear to new teachers. Even the most talented teachers in their early careers may begin their lesson plans by attempting to identify or create engaging activities. Doing so can result in the teacher losing their grasp of what they want their students to learn.

3. STUDENT ENGAGEMENT VS. STUDENT LEARNING
Creating and identifying good learning tasks is an important part of the planning process. But that doesn't mean it is the best place to start. Activity-first planning can lead to incoherent learning and foster a false sense of teacher security — where students are busy but not necessarily learning.

4. WHAT IS THE END POINT?
A better approach than first identifying tasks is to use backwards design, which entails asking yourself: What do I want my students to have learnt by the end of this session? And then spending more time trying to answer this than you think you should.

5. HOW WILL WE KNOW WE'VE ARRIVED?
Approach backwards design by asking How will I know if they've got there? Asking yourself these 2 questions "before" thinking about activities can (A) increase the likelihood of learning happening and (B) make your planning more efficient.

PEPS MCCREA
This one-pager is a graphic representation of Peps Mcrea's Twitter thread on backwards design for lesson planning. Peps argues teachers need to ask themselves, what do I want my students to learn, and how will I know when they've got there? Considering these questions will thereby increase students' learning and make the teacher a more efficient planner.

LAURENCE PETER
If you don't know where you're going, you'll probably end up somewhere else.

Acts of kindness this week at Finham.

Here are some of the kind acts and reflections made by staff and students this week in relation to acts of kindness!

A student said they had bought a breakfast for a friend who had no money left on their school account.

If everyone was more kind, then teachers wouldn't need to hand out detentions and everyone would have a better end of the day.

A head teacher of a primary school used to High 5 all students!

Make sure that you are only making jokes about things that people are happy to laugh about. Even if you think it is banter, think about how the other person is going to feel.

A Year 7 student standing up to their friends to protect a student they didn't know from being bullied.

- Footballers standing around Christian Eriksen (during heart attack) to block the press

'We all have a duty to mind one another'

BIG THANKS FOR MENTORS AND STUDENTS FOR SHARING!!

The diagram shows 'Happiness' at the top, with arrows pointing down to 'Physical' and 'Gratitude'. 'Physical' has arrows pointing to 'Smiling', 'Desire to show compassion', and 'Gratitude'. 'Gratitude' has an arrow pointing to 'Physical'.

Welcome from Mark Bailie

Dear Colleagues,

Welcome to edition 28 of World Class News, which is once again filled with amazing articles showcasing the many experiences open to our students across all of our schools.

I know that colleagues across the MAT have worked incredibly hard to provide “world class” experiences for our young people. So many of the articles and contributions in this magazine showcase this, from students at Lillington experiencing British pre-history, Finham Park students exploring different cultures and celebrating diversity in a student led culture day, to Pearl Hyde students representing Warwickshire County at Table Tennis. Providing our students with the opportunity to experience “the time of their lives” we regularly arrange guest speakers to come in and meet our students. Meadow Park students have engaged with their local MP, during UK Parliament week and Finham Park 2 students have enjoyed a whole week of rail inspired activities. It is so easy to forget how these experiences shape the lives of our students, not only during their formative years in education, but beyond.

Our annual Finham Park MAT Training Day is fast approaching, which I am sure all colleagues are looking forward to. Looking through the programme, I am impressed with the quality of the different sessions on offer to staff. It will also be good to see everyone face to face again. I look forward to seeing the impact of these sessions, together with time dedicated to co-construction. I am sure that colleagues from Primary and Secondary schools will enjoy sharing great practice and fostering closer links between the schools.

As we move towards a new term and the new calendar year, we are all mindful of the end of one year and the beginning of another. The New Year presents an opportunity for everyone to reflect on the successes in 2022 and the many possibilities for 2023. It will be a very exciting year ahead, and I hope you all take the opportunity to enjoy the holidays with your friends and family. Have a very Happy Christmas and best wishes for 2023.



Mark Bailie
Executive Headteacher
Finham Park Multi Academy Trust

Education Development Team



Liz Alton – Director of Education Development



I am sure everyone will agree that this half term has flown by, but what an amazing term it has been. I am extremely proud of the dedication I see and hear about in all of our schools providing brilliant education, a wide variety of support, kindness and opportunities for the children, their families and the wider community. This half term I have been working with colleagues at Lyng Hall looking at Responsive Teaching and Year 11 Raising Achievement and at Meadow Park we have been working on Curriculum and Quality Assurance. It is a pleasure everyday to work with such enthusiastic colleagues in the MAT Education Development Team as well as across the FPMAT schools. I am really looking forward to next term starting with our MAT Day getting everyone together to meet in person for the first time since before Covid. Wishing everyone a well-deserved break over the Christmas holidays.

Claire Denton – Director of Primary Education Development



Another half term has gone by in a flash! I have been working primarily at Pearl Hyde School this half term supporting the team to streamline Early Reading processes. We have also been working on making links across the curriculum subjects a piece of work we will be continuing into the new year. I want to take this opportunity to say Merry Christmas and Happy New Year to all colleagues. I look forward to seeing everyone on the MAT training day.



FINHAM PARK
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Emma O'Toole – Primary Support and Innovation Lead



This has been another busy half-term in the primary schools across the MAT. It is a pleasure supporting and working alongside our Early Career Teachers, who are all settling in well and developing the craft of teaching.

It is fascinating supporting the different subject leaders in their roles, working together to create intent statements, develop curriculum overviews and knowledge and skill progression documents. Monitoring their subjects together, through drop ins to lessons, book looks, and pupil voice have all enabled us to identify what is working well and next steps in the development of the foundation subjects.

Mat Gaynon – Secondary Support and Innovation Lead



As we approach the Christmas break, with a whole term coming to an end I am amazed at the hard work of colleagues across the MAT as we work to ensure all students succeed. Over the course of this half term, I have been continuing to support the Behaviour and Attendance teams at Meadow Park as we embed structures and practices, as well as supporting teaching and learning, curriculum developments at Finham Park 2.

The Principles of Instruction

I found Oliver Caviglioli's graphic summary of Rosenshine's Principles of Instruction when trying to find a document that summarised the key principles of the Tom Sherrington's Walkthrus. I found it a clear, comprehensive guide to improving teaching and learning. It was particularly useful because I felt it could be applied to all the subjects that a primary school teacher teaches, rather than just being English or maths based.











THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

HOW2
teachinghow2s.com

<p>01 DAILY REVIEW</p>  <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	<p>02 NEW MATERIAL IN SMALL STEPS</p>  <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.</p>
<p>03 ASK QUESTIONS</p>  <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	<p>04 PROVIDE MODELS</p>  <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.</p>
<p>05 GUIDE STUDENT PRACTICE</p>  <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.</p>	<p>06 CHECK STUDENT UNDERSTANDING</p>  <p>Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>
<p>07 OBTAIN HIGH SUCCESS RATE</p>  <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	<p>08 SCAFFOLDS FOR DIFFICULT TASKS</p>  <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>
<p>09 INDEPENDENT PRACTICE</p>  <p>Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	<p>10 WEEKLY & MONTHLY REVIEW</p>  <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>

This summary is based on a longer article by Barak Rosenshine - <https://www.aft.org/sites/default/files/Rosenshine.pdf> - and summarises the key points from his research-based report.

Whilst much of the summary appears to be common sense, I believe the areas of focus suggested lead to the most successful lessons. The focus on Rosenshine's four key principles of reviewing, questioning, explaining and modelling are presented in a useable, informative way.

Mat Holt – Lillington Nursery and Primary School



We discussed how the development of empathy affects our level of honesty, because we understand that in some social situations, our honesty can hurt people's feelings. When we are younger, we don't have empathy, therefore are honest about our feelings when we receive a present we don't like for instance.

Call in

Designed to create positive change in behaviours and actions in an effort to support, build trust and make life better.

Week 3:

Accountability

Links to...



We will touch down on.....

- What is the right way to grow accountability in our relationships.
- When thinking about how we talk to people when they have done wrong discuss the modelled examples of calling in and calling out.

Integrity

Acts of kindness this week at Finham.

Here are some of the kind acts and reflections made by staff and students this week in relation to acts of kindness!

A student said they had bought a breakfast for a friend who had no money left on their school account.

If everyone was more kind, then teachers wouldn't need to hand out detentions and everyone would have a better end of the day.

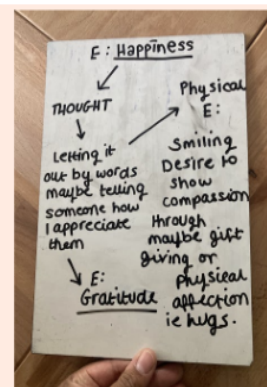
A Year 7 student standing up to their friends to protect a student they didn't know from being bullied.

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Make sure that you are only making jokes about things that people are happy to laugh about. Even if you think it is banter, think about how the other person is going to feel.

'We all have a duty to mind one another'



BIG THANKS FOR MENTORS AND STUDENTS FOR SHARING!!

Kindness

Student voice total- 172 students

Mentor winner KO7 (16) Avneet Gosal!!!



- 52% agree or strongly agree the sessions have had a positive impact on them.
- 46% feel more aware of kind acts in their lives.
- 59% think they have been more kinder to others this last half term.
- 42% think they have been kinder to themselves this last half term.
- 48% think they are feeling more gratitude in their lives.
- 83% have been able to evidence new words learned and or feel they have a better understanding of their current vocabulary around emotional literacy.

Thanking all mentors for your support and delivery of personal development this term!

Integrity is having a positive attitude and actions despite observations or potential consequences. (N05)

Integrity is being consistently honest and doing the right thing.

B02 - Doing the right thing when no-one else is looking

being honest and always choosing to do the right thing - 100% of the time. (N7)

Integrity is doing the right thing when no-one is watching, without thinking of the immediate consequences.

B01 - Integrity is making sure you make the right choices at all times.

Having the right attitude and setting a good example. (A0)

Don't be a fool, it's really not cool. Do the right thing. Even when no one is watching. (N02)

Integrity is doing the right thing when no-one else is watching (N04)

Over the last term students have taken part in radical pilot programme in the now extended mentor time (30 mins) centered around exploring emotional literacy and the connection between our thoughts, emotions and physical selves; through the filter of the schools values of Kindness and Integrity. Students at Lower school and Sixth Form have looked at topics such as the the role of internal chatter and how can we become more self-compassionate, the role of empathy and kindness in cultivating connection, accountability with ourselves and with others, as well as lengthy discussions on the topic of if it's right to be honest all the time?

With encouraging feedback from our students survey and now we have some data we hope to move forward with plans to present outcomes at the years end and build on feedback and the rollouts success! Stay tuned..

Helen Cooke, Cheryl Chester and Reece Kennedy

Whole School Focus: WALKTHRUs



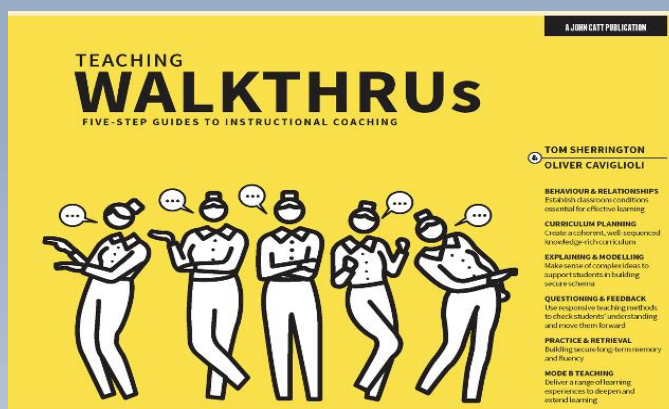
As a whole school we have been focusing on instructional coaching. Within our phases we have been given a strategy to work on for two weeks. After two weeks, we meet as a phase and discuss what has gone well and 'even better ifs...'

Most recently we have been trialling 'I do, we do, you do' where we have been working on setting the task, live modelling, completing examples with the children, giving the children an opportunity to practise for themselves and then evaluating, repeating and extending.

As part of this we have been focusing on deliberate vocabulary development which is a strategy to enable pupils to become more fluent in the complex subject-specific terminology and more general, the process of learning new words. In this approach teachers specify and define the words, give pupils the opportunities to say the words, read the words in context, practise using the words verbally and in writing and engage in word-based retrieval practice. By following this process, these steps support a deliberate vocabulary development process for all learners.

We have found these strategies very helpful in our teaching and it is very useful to discuss and feedback in our key stage groups.

We have also worked in groups to identify an area of teaching and learning we would like to research and improve. One group have chosen pace as their focus and within the group they have researched the impact of the pace of a lesson and how they would like to improve the pace of their teaching. Within this group we will observe each other and provide constructive feedback to help to improve this for future lessons.





Cognitive Load Theory & Ratio at Meadow Park School

At Meadow Park School we are committed to a culture of continuous professional development because we wholeheartedly agree with Dylan Wiliam's statement that "Every teacher needs to improve, not because they are not good enough, but because they can be even better". Yet we also recognise that there are rarely easy answers to some of the challenges that we face in our classrooms. So instead of framing our professional development around sharing tips and tricks we have opted to work together to explore detailed solutions to 'persistent problems'. In Autumn 2, we have therefore been exploring Cognitive Load Theory (CLT) to develop our understanding of how thinking works in order to address the persistent problem: How can we help students think deeply about what matters most?

This work builds on one of our principles of teaching and learning, identified below:

Principle	Description
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.

We know that students transfer information into their long-term memories when they think hard about its meaning. Teachers must therefore encourage students to think hard about the meaning of what is to be learned. While processing in working memory is essential for remembering, the kind of processing – deep and meaningful – is equally important. Thinking about meaning and connecting new concepts to existing information helps get material into memory better than thinking about other aspects of the content.

To apply this to the classroom, we have used Doug Lemov's concept of Ratio (participation and think ratio) to help consider the kind of activities that maximise the number of students involved in the learning and the kind of thinking that they are doing.

Our key strategies to help more students think deeply about the most important content will be:

- Writing: Use 'Front The Writing' so that all students write ideas before sharing them
- Questioning: Use 'Cold Call', 'Right is Right', and 'Stretch it' for high think ratio
- Discussion: Use quick 'Turn & Talks' to facilitate high participation ratio

Alex Harris

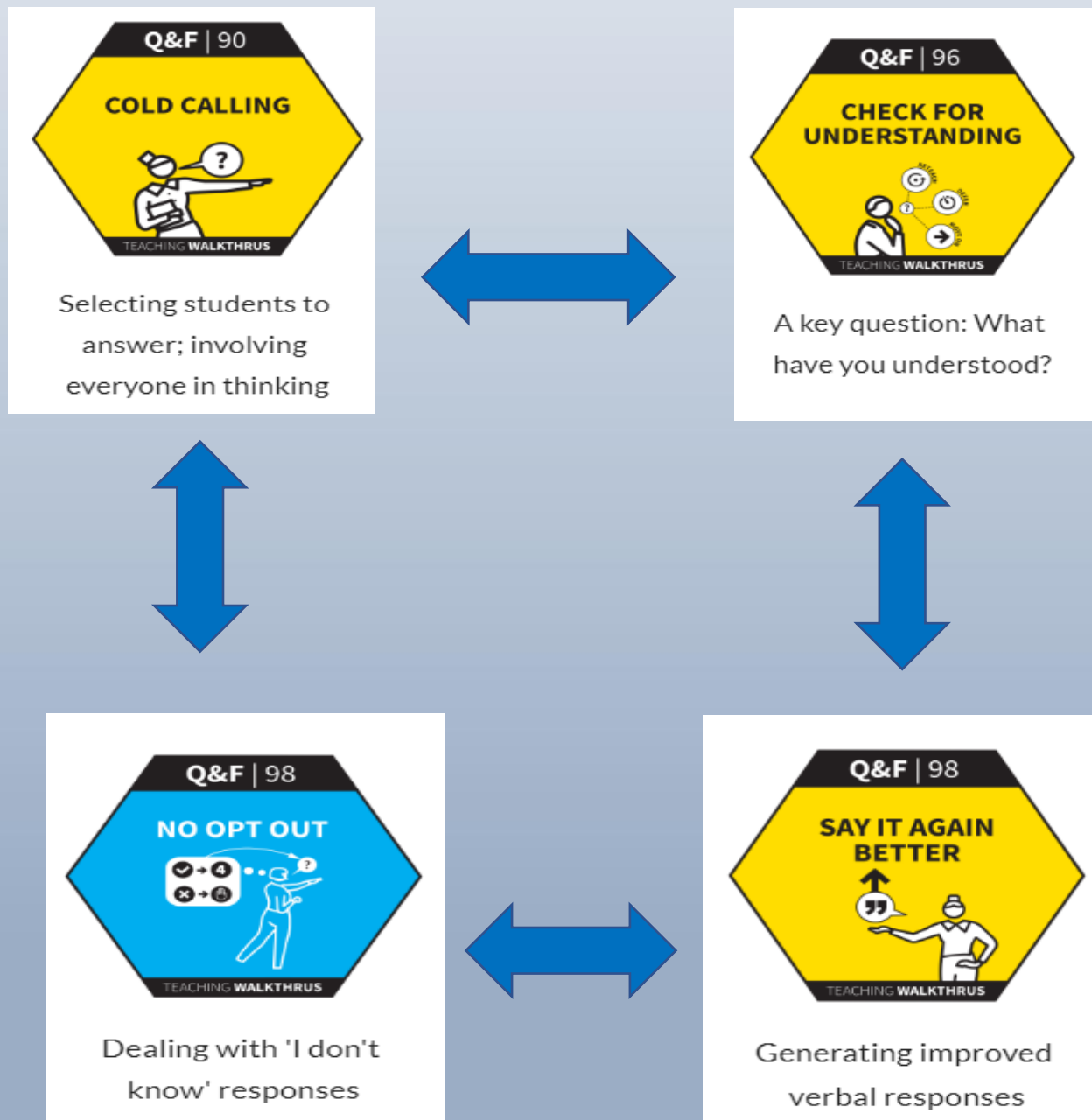
a.harris@meadowparkschool.com

Teaching and Learning at Pearl Hyde

[Full Package - Questioning & Feedback \(google.com\)](#)



At Pearl Hyde we have started taking an in depth look at the questioning and feedback strategies we use honing in on how we can make sure each child is taking an active role in their learning. We have used the WalkThrus website to create a cluster of strategies that are having high impact on engagement. This is the design of the cluster so far:

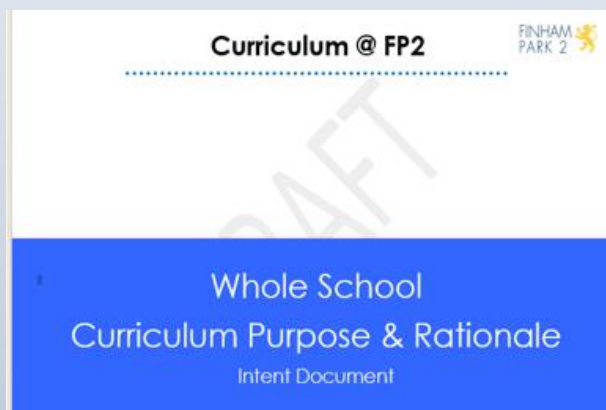


We are using 15 minutes at the start of every staff meeting to go over the strategies with a gap task to focus in on one of them in teaching over the week, we then feedback, supporting each other with any challenges.

Teaching from a strong foundation of planning at FP2


Our continued aim is to deliver a *live curriculum* which meets the needs of all our students. This term we have worked on our curriculum intent documents, our end of lessons and our use of know and shows charts to support planning.

We have drafted a new Curriculum Purpose and Rationale document which aligns our school vision and mission statement with the content of the school and the rationale behind our planning at FP2. Each department has drafted a Subject Curriculum Purpose and Rationale document using the same template to detail the specifics for each subject. This document aims to answer many of those searching questions i.e. What is the subject vision? Why do students at FP2 need to study this subject? What are the aims for your curriculum? How does the subject curriculum support the whole school curriculum aims? Why have you sequenced the learning in this order?



This term during a CPD session we used 'Know and Show Charts' to breakdown the deliberate practice into 'component' and 'composite' elements. This planning process ensures the key content has been taught and subsequently students are able to engage with work of a greater challenge.

This half-term our Good to Great focus has moved to end of lessons. We strive to include diagnostic questioning in the last 10 minutes of each lesson to determine whether the success criteria have been achieved. This data point informs our teaching and enables us as practitioners to responsively plan the next lesson/sequence of lessons.

FINHAM
PARK 2 

Lesson Title:	
Lessons objective	
Deliberate practice task (Exemplar completed by teacher)	
Know Powerful knowledge (Component knowledge)	Show Skills (Composite tasks)
Success criteria	

Backwards Design



PEPS MCCREA

This one-pager is a graphic representation of Peps Mccrea's Twitter thread on backwards design for lesson planning. Peps argues teachers need to ask themselves, what do I want my students to learn, and how will I know when they've got there? Considering these questions will likely increase students' learning and make the teacher a more efficient planner.

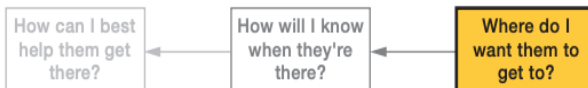
If you don't know where you're going, you'll probably end up someplace else.



LAURENCE PETER

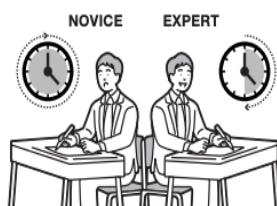
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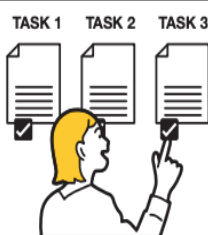
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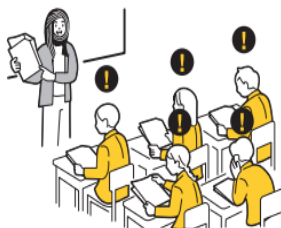
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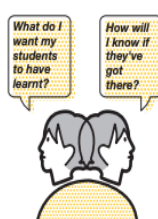
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5 HOW WILL WE KNOW WE'VE ARRIVED?

Approach backwards design by asking *How will I know if they've got there?* Asking yourself these 2 questions "before" thinking about activities can (A) increase the likelihood of learning happening and (B) make your planning more efficient.



Created by: DAVID GOODWIN | @MrGoodwin23

I came across this article by Peps Mccrea on backwards design which is really helpful in making teachers more efficient at planning and increasing students' learning.

Starting from the end point, identifying what you want the children to achieve helps you to remain focused when planning lessons.

Backwards planning helps ensure sequences of lessons are planned with teachers thinking about the end point and what they want their children to have learnt at the end of a lesson and scheme of learning.

It avoids planning lots of fun tasks and activities where students are busy but not actually learning or achieving the end goal.

Emma O'Toole – Primary Support and Innovation Leader

Early Carer Framework with WalkThrus

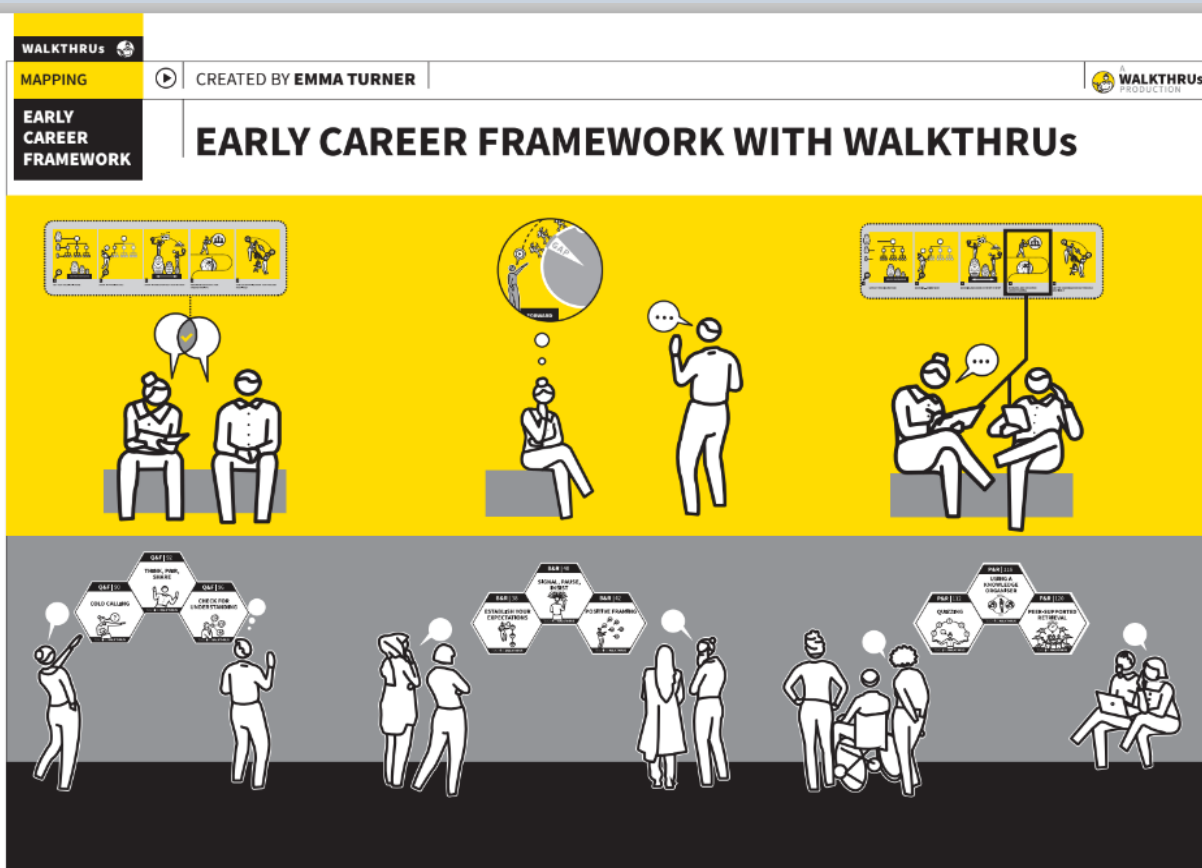
[Full Package - ECF \(google.com\)](#)

THE ECF

A FULLY MAPPED OVERVIEW OF HOW THE WALKTHRUS MATERIALS ALIGN WITH THE STATEMENTS WITHIN THE EARLY CAREER FRAMEWORK

THE EARLY CAREER FRAMEWORK

In response to demand from WalkThrus readers and subscribers, we have produced this WalkThrus Early Career booklet to provide a fully mapped overview of how the WalkThrus materials align with the statements within the ECF.

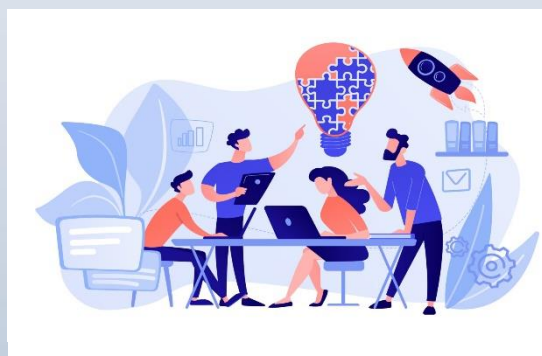


As an Education Development Team, we have been thinking a lot about how we can support ECT's, it was great to meet so many of you recently at the MAT offices. WalkThrus have now produced this booklet to support ECT's. They have used cluster to build up some of the most useful teaching strategies that underpin all teaching, providing a coherent and useful tool.

Claire Denton- Director of Primary Education Development

Secondary Co-construction Autumn Term 2022.

Many thanks to everyone that has contributed to the co-construction process across Finham Park School, Finham Park 2, Lyng Hall and Meadow Park School. It is absolutely fantastic that we have an opportunity to share great practice, collaborate with each other and support schools across the MAT with moderation and standardization of examinations and assessments. I was lucky enough to drop into a number of sessions in October to see colleagues working together in a variety of ways. I've included a summary of some of the key work, from the minutes for each group below so that you can take a look at the work taking place in groups outside of your subject area. The next opportunity to co-construct will be during the MAT training day on 5th January 2023. The focus for co-construction across the Spring Term will be "KS3 Assessment".



Extracts from the Co-Construction meeting minutes.

English used co-construction time to look at three key areas by sharing ideas and approaches that could work across schools. Area 1 around engagement of boys, discussed and shared ideas to build stamina and engagement in writing. Area 2 focused on Comprehension and Oracy and the 3rd area looked at formative assessment, feedback and exam resilience strategies.

Maths spent co-construction time sharing their school's approaches to developing resilience in learners. The group discussed introducing more "show that" questions rather than "answer" questions to encourage students to show their working, by sharing approaches that worked well in each school. Other members of the Maths co-construction group looked specifically at SEND support for maths students.

Science split into 4 breakout areas, with group 1 are looking at building cultural capital in science. Group 2 concentrated on assessment in Science, with a focus on looking at where assessments can crossover between schools. Group 3 focused on raising attainment and looking at how we can best prepare students for exam success and group 4 shared approaches that will best prepare Science students for Higher Education.

History held discussions around the key priorities of engagement and attainment of our SEND and PP students as well as sharing approaches around preparation for exams.

Geography wanted to look at a possible MAT master-class for year 8/9 students and future opportunities for collaboration regarding fieldwork for Geography. They also planned out moderation and standardisation opportunities.

MFL used the co-construction meeting to discuss the GCSE Speaking examinations, sharing ideas around “What the exam board are looking for”.

Art discussed and planned out standardization and moderation of exam pieces

Music co-construction involved planning for a ‘Modulo-style’ project where instrumental learners can learn the same pieces across a term and then come together for a workshop/concert.

Drama looked at 2 key areas, best practice for supporting SEND students and closing the gap and improving PP achievement. The group want to foster greater links between the schools to share methods of best practice.

D and T spent time sharing the different approaches to KS3 Provision and the coverage of the national curriculum. All staff from the schools have offered help/guidance and school visits at convenient times to facilitate greater sharing and support.

PE / Sport used the co-construction time as a forum for sharing practice regarding examinations. They also looking at repeating the “Whitley Day” day held at Meadow Park last year across the schools.

Social Sciences supported colleagues in preparation of materials and exam guidance for the theory component of Paper 1 and Paper 3 (Sociology) as this has been identified as an area of weakness by many centres and AQA exam board.

Computing looked at joint and shared planning of new curriculum and courses. They also shared initiatives that worked well with key groups, such as Literacy/Reading, SEND students, PP students and approaches for greater stretch and challenge for the most able.

Business Studies engaged in co-construction by sharing techniques for improving PP and SEN attainment via “teaching to the top”. Discussion also too place around Stretch and challenge of higher performing students and the standardisation of mocks/assessments

The **SEND** team are working on the developing the SEND strategic framework and priorities across the MAT



Mathew Gaynon
Secondary Support and Innovation Lead

The Lapworth Museum of Geology, Birmingham University

The Lapworth Museum of Geology has everything from Dinosaurs to Diamonds so there is something to spark everyone's imagination!

The Education Team at the Lapworth are delighted to offer a fantastic range of targeted **in museum and virtual** sessions, activities, and loan boxes. We aim to offer visiting groups fun, engaging and interactive learning experiences!

Our Primary school offers are designed to engage and inspire your pupils with the wonders of rocks, fossils, volcanoes, and earthquakes! Whether you're looking for activity ideas, talks or objects in the classroom, we're here to help you bring Earth Sciences to life.

Our Secondary School Learning Programme has been developed in line with the National Curriculum and Exam Board Specifications. The Museum offers a number of workshops and opportunities for Secondary Schools at Key Stages 3, 4 and 5, such as evolution of life, composition of the earth, and seismic and volcanic hazards. All workshops, school visits and loan boxes are free of charge and must be booked in advance.

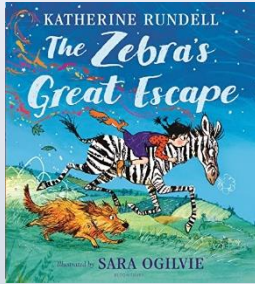
BOOKING FOR APRIL 2023 - JULY 2023 WILL OPEN 1ST MARCH

For more information on primary educational visits please contact: Lizzy Goodger (Learning and Community Development Officer) on [e.goodger@bham.ac.uk](mailto:l.goodger@bham.ac.uk)
For Secondary, Adult, Further Education or any other enquiries please contact Aerna Moore at a.moore.3@bham.ac.uk.

<https://www.birmingham.ac.uk/facilities/lapworth-museum/learning/index.aspx>



Recommended Reads for the holidays

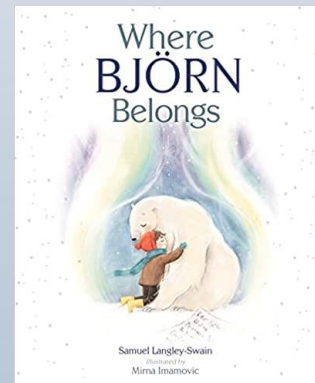


The Zebra's Great Escape by Katherine Rundell

Mink doesn't believe in rules. She loves running wild and free. So, when a zebra appears in the square where she lives and she finds that his parents have been captured by the evil Mr Spit, she knows that it's all up to her to help. So begins a grand adventure to rescue a whole menagerie of animals – an adventure that will take all Mink's courage and determination.

Where BJÖRN belongs by Samuel Langley-Swain

A heartfelt Christmas story of friendship and belonging, centered around the unbreakable bond between a boy and a bear, with a message about sustainability at the heart. Due to his autism, Arctic-enthusiast Arthur does not like Christmas, the noise, the lights, and the crowds. He keeps his precious toy polar bear close for security, but after losing him and asking Father Christmas for a new one, he wakes up to find a REAL polar bear in his garden! Arthur names his new friend Bjorn, and in spite of his best efforts to keep him cold and happy, it soon becomes clear that he needs to help his friend return to where he belongs. Time for some more Christmas magic . . .



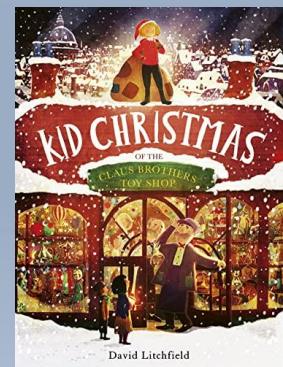
The Woodcutter and the Snow Prince by Ian Eagleton

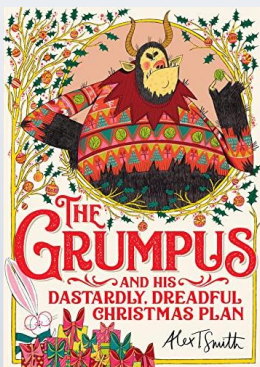
The Woodcutter and the Snow Prince is a spectacular fairy tale that will take readers on a beautiful journey through far away forests and ice palaces.

Every year, on Christmas Eve, a lonesome woodcutter called Kai whittles and sculpts a statue for passers-by. On one magical night however, Kai is visited by the cursed Snow Prince. But as Kai looks into the prince's eyes, he sees warmth and kindness until his prince once again turns to ice. Will Kai be able to free the imprisoned prince and break the curse. Follow Kai on a snowy adventure to rescue his snow prince from the cracking ice and break the frozen curse, changing Christmas forever!

Kid Christmas: of the Claus Brothers Toy Shop – David Litchfield

This charming tale tells the story of little Nicky Claus who wanted to make every child happy, if only just for one day. Nicky Claus works with his three uncles in the Claus Brothers Toy Emporium. Each toy made at the Emporium has a special sparkle that means it will find the child it is perfect for. One day, Nicky notices a young girl with her face pressed up to the glass. When she disappears, he follows her and finds her living on the streets with lots of other children, none of whom can afford a toy. Nicky vows that for one night only, every child will have the toy of their dreams and – with the help of his uncles and some flying reindeer – the legend of Father Christmas is born.



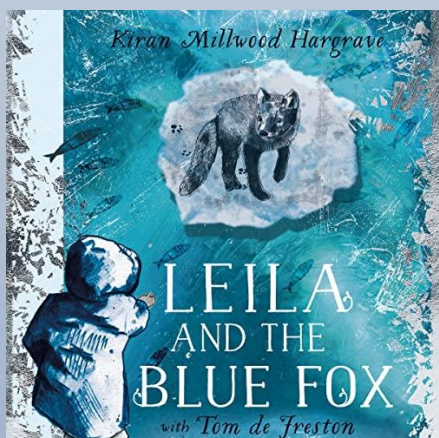
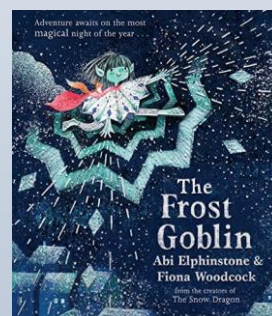


The Grampus: And His Dastardly, Dreadful Plan – Alex T. Smith

Another fantastically festive Christmas adventure from Alex T Smith, creator of *How Winston Delivered Christmas*. Do you know about the Grampus? And his Dastardly, Dreadful Christmas Plan? And about the awful thing that happened at the North Pole on Christmas Eve? Perhaps, I should tell you about it... This heart-warming story follows the adventures of an unlikely hero as he journeys to the north Pole,

The Frost Goblin – Abi Elphinstone

"The deepest frost has the power to rekindle hope in anyone whose lost it..." In Bertie Crash-Wallop's noisy family, it can sometimes feel like there is no room for a quiet boy like him. But when Bertie meets a family of goblins on the night of the deepest frost, is it possible he might make some magic and discover his own place in the world? Join Bertie and the Frost Goblins on an exciting adventure in this beautifully moving story.



Leila and the Blue Fox – Kiran Millwood-Hargrave

Come with an arctic fox on a breath-taking journey, based on the true story of an arctic fox who walked from Norway to Canada in 76 days, a distance of 2000 miles. Fox crosses ice and snow, over mountains and across frozen oceans, encountering bears and birds beneath the endless daylight of an Arctic summer. Meanwhile, Leila embarks on her own journey – finding her way to the mother who left her. On a breath-taking journey across the sea, Leila rediscovers herself and the mother she thought she'd lost, with help from a determined little fox.

Wren – Lucy Hope

Wren lives in an ancient castle in the mountains near the sea. The wind whistles through it and the walls sing to her. Wren is busy inventing things, and her father is busy disapproving. But the castle contains a mystery and as Wren is drawn further into it, she realises the answer lies in the foundations of her home, foundations that are being shaken to the core ...



Upcoming CPD from Lion Alliance



THE LION ALLIANCE PRESENTS LION LEADERSHIP COURSES 2023

SIGN UP

To sign-up, please contact: admin@thelionalliance.co.uk



THE LION ALLIANCE
A Primary/Secondary Partnership

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

WHAT PATHWAYS DO WE OFFER?

ASPIRING MIDDLE LEADERS

WHO IS THIS FOR?

Best suited to teaching staff (Primary or Secondary) who would like to step into middle leadership or who have very recently taken on additional responsibility. This may be as TLR holder, Pastoral Lead, Head of Department, Year Group Lead or Subject Lead.

WHAT CAN YOU EXPECT?

- 2 Virtual 'Peer Learning Group' sessions per term (Summer, Spring and Autumn) covering a variety of leadership topics.
- 1 'Project Introduction' session in the Spring.
- 1 'Project Review' session in the Autumn.
- **LEADERSHIP SELF AUDIT**
Review your strengths and weaknesses so you can see how you've progressed.
- **PROJECT**
Plan and action an ongoing project across the year that suits you and your local school needs and context.
- **IN SCHOOL COACH**
Work with an in-school coach to assist with developing your understanding and skills.

£150 LION ALLIANCE MEMBERS
£200 NON - LION ALLIANCE MEMBERS

*prices listed are per person

MIDDLE LEADERS

WHO IS THIS FOR?

Best suited to teaching staff (Primary or Secondary) who are currently Middle Leaders (TLR holder, Pastoral Lead, Head of Department, Year Group Lead or Subject Lead) and would like opportunities to improve their leadership skills, build networks with other Middle Leaders and aspire to Senior Leadership.

WHAT CAN YOU EXPECT?

- 2 Virtual 'Peer Learning Group' sessions per term (Summer, Spring and Autumn) covering a variety of leadership topics.
- 1 'Project Introduction' session in the Spring.
- 1 'Project Review' session in the Autumn.
- **360 REVIEW**
An in-depth 360 review of your leadership qualities, provided by your locally nominated colleagues.
- **PROJECT**
Plan and action an ongoing project across the year that suits you and your local school needs and context.
- **IN SCHOOL COACH**
Work with an in-school coach to assist with developing your understanding and skills.

£200 LION ALLIANCE MEMBERS
£250 NON - LION ALLIANCE MEMBERS

*prices listed are per person

SENIOR LEADERS

WHO IS THIS FOR?

Best suited to teaching staff (Primary or Secondary) who are currently Senior Leaders (part of a senior team, Assistant Headteacher) who like opportunities to improve their leadership skills, build networks with other Senior Leaders and aspire to Deputy Headship.

WHAT CAN YOU EXPECT?

- 2 Virtual 'Peer Learning Group' sessions per term (Summer, Spring and Autumn) covering a variety of leadership topics.
- 1 'Project Introduction' session in the Spring.
- 1 'Project Review' session in the Autumn.
- **360 REVIEW**
An in-depth 360 review of your leadership qualities, provided by your locally nominated colleagues.
- **PROJECT**
Plan and action an ongoing project across the year that suits you and your local school needs and context.
- **IN SCHOOL COACH**
Work with an in-school coach to assist with developing your understanding and skills.

£250 LION ALLIANCE MEMBERS
£300 NON - LION ALLIANCE MEMBERS

*prices listed are per person

ASSOCIATE LEADERS

WHO IS THIS FOR?

Best suited to associate staff (non-teaching roles in school) who would like to improve their leadership and management skills, as they make steps into more senior roles.

WHAT CAN YOU EXPECT?

- 2 Virtual 'Peer Learning Group' sessions per term (Summer, Spring and Autumn) covering a variety of leadership topics.
- 1 'Project Introduction' session in the Spring.
- 1 'Project Review' session in the Autumn.
- **LEADERSHIP SELF AUDIT**
Review your strengths and weaknesses so you can see how you've progressed.
- **PROJECT**
Plan and action an ongoing project across the year that suits you and your local school needs and context.
- **IN SCHOOL COACH**
Work with an in-school coach to assist with developing your understanding and skills.

£150 LION ALLIANCE MEMBERS
£200 NON - LION ALLIANCE MEMBERS

*prices listed are per person

COLLABORATIVE C & THE LION ALLIANCE

SEND TRAINING SUITE

2022-23

- ▶ **INCLUSIVE LEADERSHIP**
FOR SENIOR LEADERS
- ▶ **BEHAVIOUR AND SEND**
FOR CLASS TEACHERS AND TEACHING ASSISTANTS (TA)
- ▶ **DIFFERENTIATION**
FOR CLASS TEACHERS AND TEACHING ASSISTANTS (TA)
- ▶ **PATHOLOGICAL DEMAND AVOIDANCE (PDA)**
FOR CLASS TEACHERS AND TEACHING ASSISTANTS (TA)
- ▶ **ADHD**
FOR CLASS TEACHERS AND TEACHING ASSISTANTS (TA)
- ▶ **EHCP LEGALITIES, POLICY AND BEST PRACTICE**
FOR SENCOs

IN CONJUNCTION WITH:



THE LION ALLIANCE PRESENTS:

INCLUSIVE LEADERSHIP

FOR SENIOR LEADERS

SESSION 1

5PM ~ 6:00PM - MONDAY 9TH JANUARY 2023
Virtual Event via ZOOM

FEATURING:



PROF. DES HEWITT

University of Warwick

Director of Education/ Research, Centre for Teacher Education,
University of Warwick



DR NIC CROSSLEY

University of Warwick

National Autism Society and Honorary Teaching Fellow,
University of Warwick



SESSION 2

*To be confirmed following session 1
Virtual Event via ZOOM

INDICATIVE CONTENT

- Take away task: feedback triads;
- Change management for inclusion
- Group/ network support network for coaching and change-management for inclusion in SEND

RESEARCH PROJECT OPPORTUNITY

- Grant funding opportunity Lion Alliance, National Autism Society, University of Warwick
- 'Inclusive pedagogies for autism and associated issues (PDA, ODD etc)
- Developing and embedding practice
- Sharing effective pedagogy in the Trust, National Autism Society and Centre for Teacher Education: classroom case studies and professional development resources.

**Session 1 and Session 2 will cover different material. We encourage interested colleagues to sign up for both where possible.

FREE TO ATTEND
ALL SCHOOLS WELCOME



SIGN UP TO THIS EVENT

Visit: <https://forms.gle/vHbpbq8BRVRfvhPo9>
Having trouble with the link? Try copying and pasting the link into your browser directly.



THE LION ALLIANCE PRESENTS:

BEHAVIOUR AND SEND FOR CLASS TEACHERS AND TEACHING ASSISTANTS (TA)

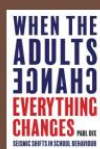
3PM ~ 5PM - THURSDAY 26TH JANUARY 2023
In Person @ The Venue, Finham Park, Green Lane, Coventry, CV3 6EA

FEATURING:



HANNAH HALL

School Improvement Consultant



Hannah is an experienced School Improvement Consultant, Coach & Trainer. She specialises in Behaviour, SEMH & SEND, and works nationally and internationally supporting Schools (early years to FE, & Special/AP settings), Local Authorities & Trusts in reviewing, implementing, and developing cultural change, policy, systems and provision. She is also part of Paul Dix's team of trainers (*When the adults change, everything changes*).

Hannah is a highly regarded Coach, and works with senior and middle leaders as well as teaching and support staff. As a qualified SENCo Hannah is able to guide and support whole school implementation & change alongside reviews and advice on nuanced and targeted therapeutic provision, monitoring and strategy.

Hannah is an associate of Optimus Education as an Adviser & Verifier for the SEND & Inclusion Award & Leading Parent Partnership Award. She also delivers training & consultancy for AC Education on Attachment, Trauma & therapeutic provision.

Hannah's school improvement expertise and bespoke support are further enhanced by being an Emotion Coach licensee, Thrive Practitioner, MITA/MPTA licensee, Mental Health First Aider & qualified Life Coach.

FREE TO ATTEND
ALL SCHOOLS WELCOME



SIGN UP TO THIS EVENT

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THE LION ALLIANCE PRESENTS:

ADAM BOXER

AUTHOR OF 'THE RESEARCHED GUIDE TO EXPLICIT AND DIRECT INSTRUCTION'
ALSO REFERENCED IN 'TEACHING WALKTHRU 3 - PAGE 42'

2PM - 3PM ON FRIDAY 10TH FEBRUARY 2023
Virtual Event via ZOOM

MASTERING MODELLING AND IMPROVING EXPLANATIONS IN SCIENCE (PRIMARY AND SECONDARY)

An interesting, engaging and clear explanation is the beating heart of your lesson. Despite the importance of explanations, many teachers will not have had the opportunity to think hard about how to improve their explanations.

In this session, we will cover:

- The evidence base around effective explanations
- Strategies for improving any explanation
- Models for structuring and sequencing your explanations

There will be time for questions and answers at the end.

This session is appropriate to teachers of all subjects, teacher trainers and teaching and learning leads.

Adam is a teacher and lead practitioner at a school in London. He has led CPD on a national and international level, and is the author of a number of books on evidence-based teaching. Adam is also co-founder and educational director of Carousel Learning, an innovative online learning platform aimed at reducing teacher workload and improving student long-term learning.
Adam blogs at achemicalorthodoxy.wordpress.com



MEET THE EXPERT: ADAM BOXER



PRICES

Lion Alliance Trainees - £15 /person
Lion Alliance Members - £25 /person
Non-Alliance Members - £30 /person



SIGN UP TO THE EVENT

Visit: www.thelionalliance.co.uk/meet-the-expert-adam-boxer/



THE LION ALLIANCE
A Primary/Secondary Partnership

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twitter: lion_alliance
facebook: thelionalliancepartnership

Supporting You



Supporting staff's mental health and wellbeing with our dedicated Employee Assistance Programme

Help at any time, available **24/7**
365 days a year

To access the service, simply call **03303 800658***
(or 0800 163 324 from any standard UK landline or mobile phone)

Whether you're facing problems at work or at home, you can access impartial, confidential advice from qualified counsellors for many different issues, including:

Anxiety | Bereavement | Stress | Depression | Workplace Issues | Trauma
Relationships | Finances | Family Difficulties

A wide offering of resources is available and includes downloadable self-help workbooks, debt advice, a mental health app and more. The telephone helpline is available **24/7**, 365 days a year is completely confidential and free to anyone needing mental health support.

Visit vivup.co.uk

*Calls charged at local rates

A reminder to all staff that you have access to the Employee Assistance Programme any time you feel like you need it.

Call: 03303 800658



Light up your *autumn* commute to and from work with Finham Park Multi Academy Trust's Cycle to Work staff benefit!

Save up to **37%**
for your commute to and from work

Stay safe, secure and seen as the new season takes shape with savings of up to 37% on essential biking gear for your commute to and from work in our **Cycle to Work** staff benefit. Find great deals on hardy bikes, high-vis clothing and visibility-boosting lights, plus many more must-have accessories to help you breeze through your autumn commute to and from work!

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*Savings are realised through a salary sacrifice arrangement. Figures are a guide only and dependent on personal situation.

There are a wide range of savings on the Vivup App as pictured below:



This can also be found at: <https://coventry.vivup.co.uk/>

Other Discounts

discountsforteachers

[Discounts For Teachers: Exclusive Discounts, Offers & Codes](#)

You can sign up to this website individually and there are a range of discounts for all school staff.

Exclusive discounts, cashback & vouchers for Teachers & Education Staff. For teaching assistants, headteachers, administrators, and everyone in between.

Also, on Discounts for Teachers you can find details of the cashback card shown below as recommended on 'Money Saving Expert' This can be used to claim cash back with a wealth of retailers such as:

ASDA

Sainsbury's

Waitrose

M&S
EST. 1884

Argos

Boots
Let's feel good

ASDA
Let's feel good



ode from
discountsforteachers

COSTCO
co.uk

All staff working in education can qualify for a Costco membership card which you can choose to pay for as an individual to make savings on products, fuel at Costco is currently much cheaper than other retailers.

 **Nuffield
Health**

Nuffield Health Gyms currently have 30% discount for education employees. To join online, search for your local centre below and enter code TEACHER30

If you know about any other discounts for staff working in education, please feel free to let the central team know and we can publish them in the next copy of the magazine.



FINHAM PARK
MULTI ACADEMY TRUST



FINHAM PARK
MULTI ACADEMY TRUST

Finham Park MAT Day

Tuesday 3rd January 2023

at Finham Park 2/MAT site

After being online for 2 years we are pleased to welcome everyone back in person for an important day of networking, co-construction and connection. Following feedback from colleagues we know how important it is for well-being to come together to share, learn and support each other across our Trust.

with **Tom Sherrington**
Responsive Teaching
Instructional Coaching



Internal & External Speakers



CPD Workshops



Co-construction



Networking



Well-being



Finham Park MAT Day Food Bank Collection

We will be collecting items to donate to local Coventry Food Banks. Please bring any unwanted & unused food or household items, plus we will also be collecting unwanted Christmas gifts to rehome in the community.



@FinhamParkMAT

Our FPMAT Values:

Kindness – Respect – Teamwork – Honesty – Integrity – Enjoyment