



**World Class
Education
Ed 42: Summer 2 2025**



**FINHAM PARK
MULTI ACADEMY TRUST**

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01 Welcome from Mark Bailie

Dear colleagues

As you read the Summer Special, I hope you have managed to find a quiet, calm space to reflect on another successful year. They say 'time waits for no-one' but it certainly flashes past in the world of education! I wanted to take this opportunity to thank each and every one of you for the dedication, hard work and diligence you continue to show in supporting our pupils through the highs and lows of their life at school during the Trust's 10th year of operations.



Of course, this has been the first year of our three-year focus on 'Responsive Teaching: Connecting Learning'. The frequent 'shout-outs' and use of 'Steplab' are a joy to see – there is so much strong practice across our schools. Another development which shows great promise will be the Trust-wide launch of the Voice 21 Oracy Project from September. In my opinion, this is one of the best planned and delivered oracy initiatives we have seen in many years – initial showcase events at Pearl Hyde and Finham Primary reflect the fun that colleagues are having in the classroom – and the impact of everyone delivering an initiative in the same way at the same time is palpable... Long live the art of speaking and listening as a way of developing sharp, creative young minds that are capable of taking their place in a society where human understanding and empathy is needed more than ever!

The summer term always contains a smorgasbord of opportunity for us to work with our pupils in unique contexts. Notable examples include: The World Class Guarantee Showcase at Lyng Hall – our vision of co-construction between phases being very much evident in the way peers worked across age ranges on the day; the MAT Robotics Olympiad was a vision of the future – pupils designing, building and competing with robots over a series of challenges; in performing arts, Trust school performances of 'Peter Pan' (Limbrick Wood), 'Hairspray' (Lyng Hall); and 'The X-Factor' (Finham Primary) are all worthy of the West End! Meanwhile, Meadow Park's Art & Design Exhibition goes from strength to strength each year with the quality of work on display reflecting a wealth of talent – and great teaching of course. Lillington Primary are hosting a very special 'soiree' to reflect on the achievements of colleagues and pupils during the year. Finham Park 2's Year 11 Prom was something to behold...

This year Pearl Hyde Primary celebrates its 50th anniversary. Pearl Hyde was a local politician and the first female Lord Mayor of Coventry. She was appointed a Member of the Order of the British Empire (MBE) for her services during the Coventry Blitz of 1940 and received a diploma from Charles De Gaulle in 1949 for her war work. In 1948 she was invited to a tea party held at St. James's Palace in honour of her wartime work. The Queen Mother had recognised Hyde from a visit to Coventry in November 1940, and said 'I remember your delightful cup of tea'. Colleagues at Pearl Hyde Primary gave up hours of their spare time to celebrate the anniversary with their local community on Saturday 12th July – thank you to them all!

01 Welcome from Mark Bailie

Also this term, we say 'goodbye' to Paul Green from Lyng Hall. Paul has been at Lyng Hall since 1995 and Headteacher for 22 years. He has always led with kindness - children and young people at the forefront of decision-making. Paul has seen approximately 5000 pupils at Lyng Hall during his tenure and really ought to be writing his memoirs down for all to enjoy!! We all wish him a long and happy retirement with his family.



Meanwhile, we also bid farewell to Chris Bishop from Finham Park. During the last 8 years, Chris has taken the school from strength to strength – supporting pupils to attain fantastic outcomes, balanced with an innovative extra-curricular and student leadership offer that has drawn much interest from colleagues elsewhere. We all wish him the very best of luck for the next stage of his career, in Northamptonshire.

The 2024-25 academic year has seen a wealth of capital development at Trust schools. New build and/or refurbishment/repurposing projects have been started/completed at:

Lyng Hall New sports hall

Finham Park 2 New classrooms to house additional students as the school's PAN increases from 120 to 180 pupils for September 2025

Lillington Primary New Specialist Resource Provision to accommodate an additional 10 pupils with high level SEN

Pearl Hyde Plans for new Reception classrooms and refurbishment of current spaces to create Specialist Resource Places for an additional 10 pupils with high level SEN

Limbrick Wood Identified in the Government's Priority Build Programme for a complete rebuild – watch that space over the next couple of years!!

All this work creates new, exciting and innovative places where learning is enhanced by the environment.

And finally, I hope you manage to get some rest and play over the next few weeks – a well deserved break with family and friends – or just on your own with a glass of something cold and a good book!

Take care and see you in September...

Kind regards - Mark



Books

Student exercise books are vital for learning and development, providing a structured space for note-taking, practising skills, and tracking progress. They are a record of a student's learning journey, as well as a place for teachers to provide valuable feedback. Student exercise books are an essential tool but what we have to think carefully about is: what is the purpose of an exercise book? It is likely that this will vary between curriculum areas and teachers at MPS have been reflecting on this. These are some of the things that they said:

Taking pride in their learning and outcomes



The presentation is important for both the student's learning and the teacher's assessment. A well-presented exercise book/ folder demonstrates a student's effort, organisation, and understanding of the powerful knowledge. We wanted to improve the consistency of presentation across the school and, following feedback from all teachers and led by our school values, we came up with the following set of expectations for the front of all books and folders, regardless of curriculum area.

NURTURING EXCELLENCE

- Write in **blue** or **black** pen
- Write the date and title for EVERY lesson
- Complete drawings, tables and graphs in **pen** ONLY
- NO doodling or graffiti on any part of your book
- Cross through any mistakes with one line
- Use the **whole** paper of your book - the whole width and the whole page. Draw a line under previous work
- Complete peer and self-assessment in **green** pen
- Act on purple-pen-feedback from your teacher
- Glue all worksheets in or place them in the pouch at the back of your book

GROWING ASPIRATION

Good literacy is essential for your success in school and beyond. Writing clearly in your exercise books helps you communicate your ideas effectively and demonstrate your understanding. It also enhances your critical thinking and strengthens your academic skills. Your teacher will let you know:

- // = Paragraph needed
- Sp = Spelling error
- C = Capital letter missed
- O = Punctuation error/needed
- ^ = A word is missing

THRIVING TOGETHER

- Enter the classroom in full, correct uniform - shirt tucked in, blazer and tie on (all other jackets off)
- Sit in your allocated seat
- Start the DO NOW task straightaway
- Be silent by the end of the teacher's countdown
- Listen carefully when the teacher or others are speaking
- Complete all tasks to the best of your ability
- Pack away calmly when asked to do so
- Only leave the classroom when you are dismissed by the teacher

ORACY

Developing Knowledge and Skills



Developing knowledge and skills in school is crucial for students' academic success and future readiness. Schools play a vital role in fostering both knowledge acquisition and the development of essential skills through a well-rounded curriculum and effective

teaching practices. Student books should be the first port of call when students need to revise for an upcoming test or exam. The books should be presented in such a way that the powerful knowledge is there, worked examples and practices are also recorded and teacher feedback has been given so that students know what went well and what would improve their knowledge, understanding and skills.

Developing independence, Self-Reflection and Metacognition



Alongside scaffolded learning, exercise books help students to develop independence and learn to manage their time effectively. The more time students are given to reflect on their learning – through oracy, peer or self-assessment or responding to feedback – the better equipped they are to understand and articulate what they are good at and, arguably more crucially, what they need to do improve further and make

better progress. Metacognitive talk encourages deeper understanding by making their thought processes explicit and helps them become more strategic learners. This is the next step of our journey: to empower students to evaluate their own learning and to think about and articulate what it is they need to do in order to make progress.

Steplab

Instructional Coaching continues to make a huge difference for our coachees who range from ITT, ECT as well as more experienced teachers who have recently joined the school. It is exciting to see their development and engagement with Steplab and the individualised CPD that it offers to them. Equally exciting are the plans that we have for September around personalised CPD pathways and using Steplab as a tool to develop all teachers, not just those who are part of Instructional Coaching



03 Pearl Hyde



Art at Pearl Hyde Primary School.

At Pearl Hyde we strive to develop and foster the creativity of all of our pupils. We are very proud of the range of experiences and skills our Art coverage provides, based around our Cornerstones Curriculum.



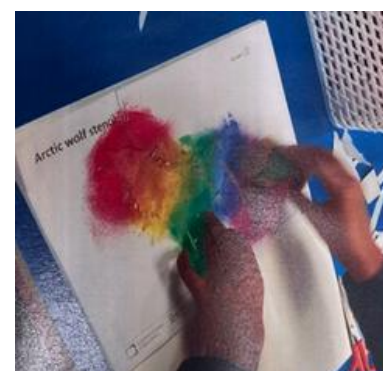
Last term we held an open afternoon, where parents and carers were invited into school for an afternoon of learning with their child. Each Key Stage focused on an art lesson. Years 1&2 worked with both clay and wire to create flower sculptures, based around the art of the Japanese artist, Yayoi Kusama. Parental turnout was high, and an enjoyable, creative afternoon was enjoyed by all. Key art skills focused upon rolling and attaching clay to make a low-level relief.



In Years 3&4, parents and children were tasked with modelling a clay Bankura horse – which stretched even the most skilled of amateur sculptors! The progression in skills was clearly evident. Children had now progressed to using an armature to strengthen their models and were attaching larger pieces of clay to make a 3D model



In Years 5&6 the children were developing their stencilling techniques, linked to their topic of 'Inuit'. Using the work of the print-making artist, Kenojuak Ashevak as inspiration, the children created their own animal stencils, using a rainbow of colours.

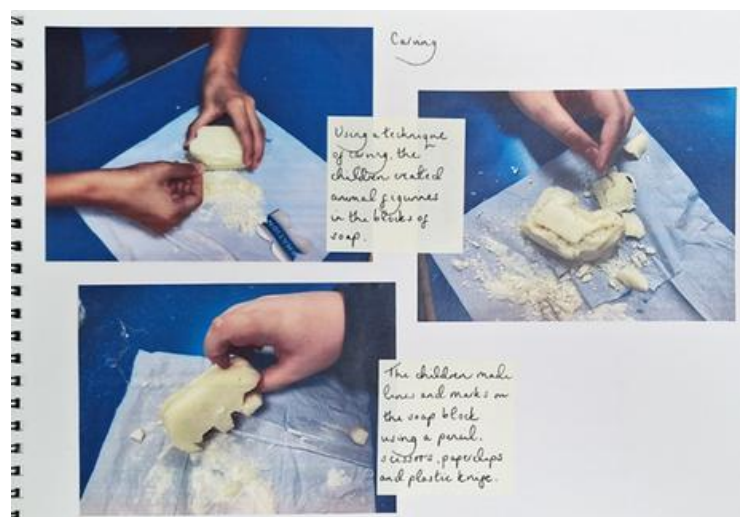
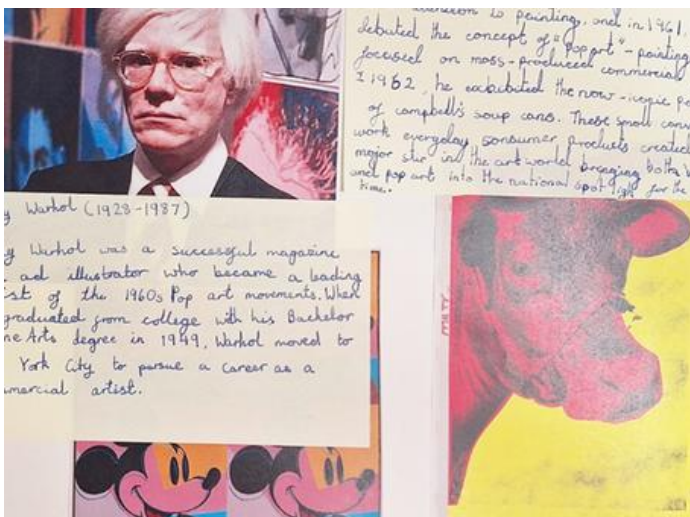


**Who enjoyed the afternoon more – the children or the parents?
It's debatable!**

03 Pearl Hyde



The introduction of floor books to evidence our broad range of Art skills and experiences has been extremely successful. The floor book enables us to capture the myriad of creative processes that the children engage with, plus to record the class' observations and learning about key artists and their style of work. They clearly demonstrate that a range of media is explored by the children and that progression is considered and planned for throughout the school. We are delighted by the high-quality work they contain.



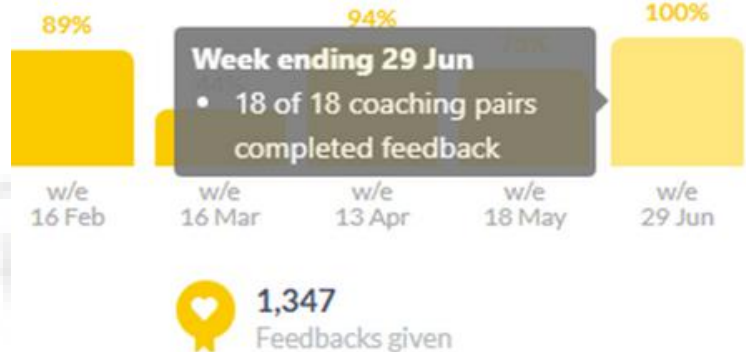


Survey:

We have completed the Coaching year with a survey of success and what would work better as we move forward into the new year.

All coaches were asked to complete the survey. The results show 100% felt they had improved in the way that they coached. This year, I organised training that was voluntary. 64% felt they had 'Improved significantly.' All of these coaches attended the training.

Feedback due by this date:



64% of coaches felt the in-school training had improved their coaching standard. The remaining coaches believed that just using Steplab to record their coaching had made a difference. Some EBIs to consider and a continuation of Thursday breakfast meetings, with rehearsals!

One thing I have learnt as a coach...

"The importance of letting the person I coach have time to feedback and think about their own practice and support/guide them to be a clear part of the step choosing stage."

"Small steps make big gains - coach a small detail to a high level and marginal gains will add up."

"How to properly take observation notes and praise effectively, being specific on one area rather than lots of different areas is key. This has then allowed me to be more selective with my steps and guide the person I am coaching into arriving at the same thoughts. My view of Steplab has completely changed and I am more confident in coaching because of this."

"The need to practice and rehearse. Also the need to look at a very small thing only."

"The training we have had put in place began at the start of the year. I am looking forward to utilising all of my knowledge in the next academic year."

It is important to coach and develop in this way because...

"It's the most effective method of CPD."

"Teaching is a continuous cycle of improvement; coaching allows us as coaches to help improve the teaching and learning within a department but also improves ourselves as teachers too."

"It gives important feedback to the person and taught me flexibility in approach. It was interesting to figure out what kind of coach I am."

"Sharing best practise - making confident and consistent teachers/leaders."

"We all need support to be better teachers. By being coached and coaching others we all develop our teacher toolkit, reflect on our own practice and get better as a result."

"This is vital to review and improve, coaching helps identify area of strengths and development."

Part of the Steplab Coaching course – module 3 – involved someone from cohort 3 visiting. We were fortunate to have Helen visit and give detailed feedback to Steplab. Please see a small excerpt below:

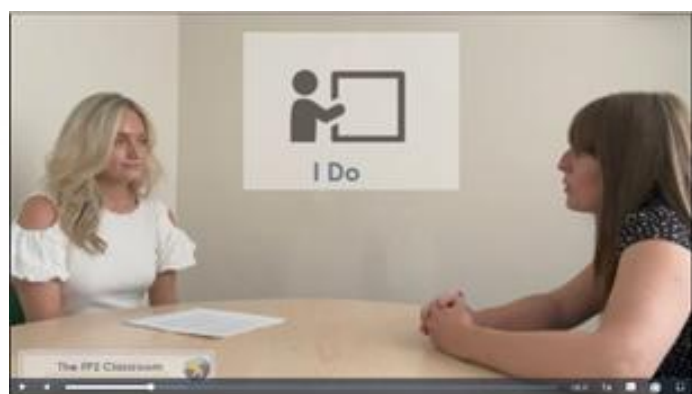
"Gemma's use of Steplab as a Curriculum Leader really impressed me. From the resources she shared, I can see how she uses Drop Ins as a team lead to know exactly what's going on in her team's classrooms and what needs to be a collective focus. Her tracking of common weaknesses and her use of shoutouts to celebrate, means that she has developed a powerful CPD tool. As I reflect upon the programme that I am putting together for your reciprocal visit, I can't think of any CLs in my school who are yet using Steplab in this powerful a way. This approach is definitely one to share."

Building a Culture of Consistency: Creating our first Teacher Training Video

The Behaviour for Learning (BFL) working group came together with a clear purpose: to create a high-quality training video that supports both existing and new staff in building consistent behaviour routines across the school. With a focus on clarity, confidence and shared expectations, the team set out to produce a resource that not only explains the rationale behind key routines but also brings them to life in real classroom settings. As part of this



FP2 BFL Routines



FP2 BFL Routines

work, they recorded a series of short clips that showcase key aspects of effective lessons such as meet and greet, equipment checks and the Gradual Release Model. These examples highlight how simple, consistent routines can be woven into everyday teaching to create calm, focused and engaging learning environments. The final video is now a resource to support staff CPD and induction, helping everyone feel confident, supported and aligned in the FP2 approach.

Forming the BFL Working Group

The BFL working group began by considering how best to share consistent routines with students in a clear and accessible way. After thoughtful discussion and observation, the team created a student-facing A1 poster that outlines the key routines and expectations for every lesson. This visual guide includes straightforward language and paired teacher-student actions, covering areas such as meet and greet, timekeeping, call to order, and exit routines. It also highlights the STAR framework and the stages of the Gradual Release Model, helping students understand what

effective learning looks like. Designed to be displayed prominently in classrooms, the poster acts as a daily reminder of the shared behaviours that support a calm, focused learning environment.



The FP2 Classroom



06 Educational Development Team

What a busy term... what a busy year!

I am really pleased that we have started two new working groups (Tackling Disadvantage and Oracy) this year and I am excited to see how they will develop and the difference they will make to our children in 2025/26. The collaboration and work developed through all of our working groups is a real strength of the Trust and a highlight of the co-construction ethos that is a strong feature - sharing best practice, but not a one-size fits all approach.



Liz Allton
Director of Education Development

Pearl Hyde hosted our first Oracy showcase morning in March and Finham Primary held the second one on the 10th of July. The mornings are really positive and a lovely way for the working group to learn from the good practice in other schools as well as make connections to other oracy leads across the Trust. I hope this will go from strength to strength next year with all of our schools joining Voice 21.



We held our first Leadership Conference day for Headteachers and Trust Leaders in June and it was great to get colleagues together to consider how we develop leaders and teams in the Trust schools, but also to get the chance of some professional development ourselves. In the afternoon we took part in a ColourWorks workshop. Staff development and training at all levels is a priority for the Trust and growing our own teaching and support staff is really important to us.



The use of Steplab for Instructional Coaching has been on a journey this year and while not everything has gone as smoothly as we would have liked in all schools there have been real positives. There are lots of exciting refinements planned for next year as part of our Connecting Learning strategy. We will be building on the quality and effectiveness of coaching with more training for coaches, development of our own school video models and opportunities for more group rehearsal as part of CPD not just in 1 to 1 coaching.



Our working groups have contributed to our Trust Blueprints this year. We have now developed 10. These explanations of our Trust approach give an idea of the ethos and alignment of our 8 schools. They give clarity to those working in our Trust and anyone joining the Trust in the future. Each of our schools is individual and we want to recognise that while some aspects of school based policies and procedures might be slightly different they all fit into our aligned ethos. You can view all 10 [here](#).



Thank you to Conor Fitzhugh and Ian Braim who have been seconded to the Education Development team this year. Conor has supported at Lillington 2 days a week and also leads our Primary assessment working group. Ian has done amazing work already developing our PowerBi dashboards for Head/SLT reports to LGBs/Trustees and for our Attendance teams! I am really pleased that Conor and Ian will continue working with us for the Autumn 2025 term as well.





06 Educational Development Team

Highlights of the final weeks of term...

World Class Guarantee Student Leaders came together again online to share what exciting things their schools have been doing over the last term. It was brilliant to hear schools highlighting the Robotics MAT event organised by Finham Park, the WCG event at Lyng Hall and a very wide range of trips, visits, sports, cultural and sustainable futures related activities. All students spoke really well while sharing with the other schools and Mr Bailie.



Liz Allton
Director of Education Development





06 Educational Development Team

Highlights of the final weeks of term...

The creative and performing arts talent that we have across our 8 schools is super and the end of term/year is often an opportunity to showcase this through performances and exhibitions.

Thank you to the colleagues who always go above and beyond developing talents, encouraging participation and giving up after schools and evenings to ensure that the children in our schools have these opportunities.

I know I am a little biased, but it is always great to see Design and Technology work on show alongside Art and Photography. I really enjoyed seeing students' fabulous design and making skills on show again this year.

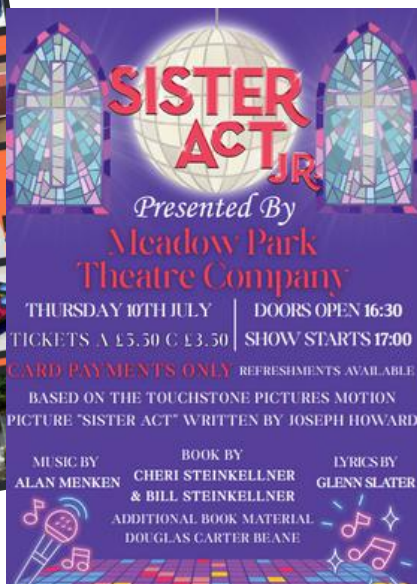
Such a shame not to be able to take photos of the live GCSE and ALevel work, but hopefully we can share some in a future magazine when we are allowed and it would be brilliant to have some student work for the new MAT offices once they are completed early 2026.



Liz Allton
Director of Education Development



'Hairspray' at Lyng Hall



KS3 Art work from FP2





MAT wide news...



Finham Park Multi-Academy Trust is very pleased to share that over the last three weeks, four of our schools have successfully been accredited with the Human Kind Staff Wellbeing Award.

Congratulations to:

- Finham Park school
- Finham Park 2,
- Finham Primary
- Meadow Park school



We are delighted to announce that FINHAM PARK MULTI-ACADEMY TRUST are now White Ribbon UK accredited, committing to working towards ending violence against women and girls.



Year 1 ECTs joining our schools and also Year 2 ECTs who will be new to us in September have received our welcome pack containing books, our Responsive Teaching Handbook and some FPMAT branded items including our 'Connecting Learning' badge to help welcome them to the Trust. Teaching and working in schools in other roles can be the best career - getting the opportunity to work with the brilliant children in our schools and we wish them all the best for September and beyond!

Our welcome event for all new staff is on the 18th September 3.30-4.30pm at FP2 - more details to be shared in September.

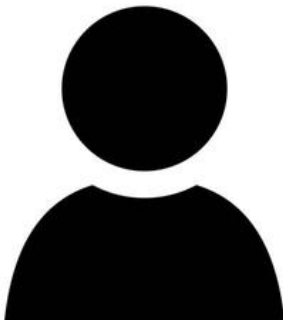




FPMAT Education Development Team September 2025



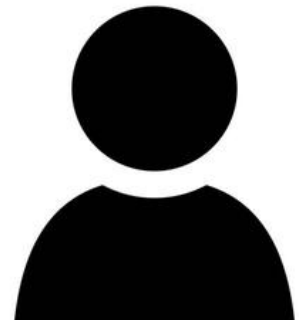
Liz Allton
Director of Education
Development



Vacancy
Director of Primary Education
Development



Rebecca Diaz
Safeguarding &
Inclusion Lead



Vacancy
Primary Support &
Innovation Leader



Andrea Sexton
Admin to the Education
Development Team



Conor Fitzhugh
DHT at Finham Primary
Seconded 2 days a week



Ian Braim
Data Manager at FPS
Seconded 2 day a week



06 Educational Development Team

FPMAT Strategic Framework update for September 2025

FPMAT Strategic Framework 2023-28 (version updated September 2025)

WS1 EDUCATIONAL OUTCOMES Our Trust will...	WS2 SUPPORT FOR ALL Our Trust will...	WS3 THE EMPLOYER OF CHOICE Our Trust will...	WS4 ENABLING SUCCESSFUL SCHOOLS Our Trust will...	5 GROWING THE TRUST Our Trust will...
Provide a "World Class" curriculum and learning experience for all through the development of outstanding & inspirational teaching, ensuring every learner achieves academic success and strives toward personal excellence.	Develop "World Class" support & guidance for our whole community where academic performance is underpinned by outstanding care, guidance and support for every student.	Offer "World Class" Continuing Professional Development (CPD) and career development opportunities so that our staff are happy, secure; feel valued by everyone and achieve work-life balance.	Benefit from high quality central services that will allow Governors and School Leaders to focus on education and provide excellent value for money.	Demonstrate capacity for future growth by securing excellent outcomes in all our schools that are recognised by parents and community wider partners; and the DfE.
1a Curriculum Design (including AP) (MB/LA) Review and design our curriculum models to ensure they remain ambitious for all pupils; reflect research-based evidence; and support them in knowing and remembering more over time. Reading is a priority in all of our schools.	2a Behaviour & Attendance Strategies (RD) Ensure our attendance strategy impacts on pupils and their families; supporting parents to work in partnership with our schools Improve pupil behaviour and attitudes through school culture.	3a Continuing Professional Development (CPD) (LA) Ensure that development needs are identified and met via the delivery of high-quality training within our schools and at a Trust level. Schools and the Trust will focus on developing leadership skills with leaders at all levels.	4a Governance & Leadership (MB/JW) Develop effective, responsive and inspirational leadership at all levels, securing the highest outcomes for all pupils.	5a Growth Strategy (MB) Review and refine the Trust's Growth Strategy, ensuring it reflects local, regional and national priorities whilst supporting the realisation of our vision for educating pupils from Coventry & Warwickshire.
1b 'Responsive Teaching; Connecting Learning' (LA) Continue to develop high-quality responsive teaching which reflects the need for students to retain, recall and understand knowledge alongside developing essential skills; and to ensure parents and wider community networks are used to support learning for all. A focus on Instructional Coaching with StepLab and Oracy with Voice 21 is a priority for all.	2b Multi-Agency Service support (RD) Ensure effective wider partnerships that deliver better support and education experiences for more children in our community.	3b Initial Teacher Training & The Lion Alliance (AF) Ensure the recruitment, training and retention of high quality, motivated individuals who will quickly become the outstanding teachers of the future.	4b Strong financial management & value for money (RC/BN) Ensure sound financial planning, monitoring of spend and review of impact against outcomes and experiences for pupils.	5b Marketing & Communications (MB) Ensure the Trust and its schools maintain a high profile Strive for clarity and positivity in communicating with all our stakeholders
1c Assessment and co-construction (LA) Continue to develop consistent assessment strategies and processes across the MAT which demonstrate how pupils' knowledge builds over time and supports evaluation of curriculum progression.	2c Special Educational Needs Strategy (RD) Deliver the highest standards of education and support for those pupils with SEND and those who are vulnerable Ensure our Inclusion Policies are applied consistently and have high impact.	3c Succession Planning (MB) Identify excellent practice in all areas of the Trust, ensuring a wide range of career development pathways provide exciting opportunities to develop and futureproof our workforce.	4c Human Resources (RC/JS) Recruitment & Retention strategies Use creative and innovative strategies to ensure we recruit, develop and retain highly effective staff, especially during periods of challenge at a national level.	5c Working with others for public benefit (MB) Develop and maintain effective partnerships with partners that make a tangible difference to the educational experience for our pupils
1d CEIAG (LA) Provide a comprehensive programme of careers education and guidance, resulting in successful destinations for all	2d Disadvantaged Students Strategy (LA) Further develop a systematic approach to closing gaps between groups of students, evidenced through successful use of Pupil Premium and other funding streams. Development of Boys Impact projects in all schools.	3d Developing a healthy workplace (JS/RD) Integrate employee wellbeing at the heart of our work, providing opportunities that lead to increased enjoyment	4d Digital Transformation Strategy (JH/WK) Deliver a Digital Transformation Strategy that impacts on the whole Trust.	5d International partnerships (LA) Develop exciting and meaningful international partnerships to enhance experiences for all pupils
1e Quality Assurance, Self-evaluation & School Improvement (LA) Ensure schools' internal systems, those of the Trust, and external bodies impact on school improvement	2e Safeguarding Culture (RD) Ensure a healthy culture of safeguarding exists in all our schools and children, parents and staff feel empowered to report concerns and know how to do so	3e Harmonising pay and conditions (MB/JS) Ensure that working practices, appraisal, pay and conditions make a significant contribution to the recruitment and retention of staff.	4e Estates Learning Environment development (DC/RC) Secure and maintain the safest, best possible environments in schools across the Trust to best support the delivery of our vision for education. Develop with schools a Trust wide approach to make buildings/estates more sustainable.	5e 'A Strong Trust' (MB) Evaluate the performance of our Trust in preparation for future growth, against DfE criteria and language that describes 'Strong Trusts'.

The Strategic Framework sets out the priorities for the Trust which shapes the individual school Strategic Frameworks. All of the strands capture the priorities in different aspects of running a success Trust.

07 World Class Showcase Event



On Friday 27th June, students from across Finham Park MAT came together for our World Class Guarantee Showcase event, at Lyng Hall School.

During the day children enjoyed three creative arts workshops:

1. 📷 Cyanotype printing using UV light



2. 🎭 Physical theatre with Highly Sprung Performance Company



3. 🎧 Music technology and podcast production



The day was full of inspirational collaborations from children of all ages, developing skills and demonstrating Finham Park MAT values.

The impact of the learning Walkthrus at Finham Park School

This week we held our 'TALK teachmeet' which was the culmination of the work all staff have been doing in Teaching and Learning Communities using the learning walkthrus as the basis of their professional development.

In the Teachmeet, every department shared an example of a strategy they have been trialing or developing this year. Subject leaders showed examples of student work and described the impact of the strategy. There was so much excellent practice on show; I only have room to showcase a couple of examples.



The History department for example have developed a range of resources they have to improve feedback using the whole class feedback Walkthru. Katie Hirst talked about the positive impact this has had both on teacher workload and student outcomes.

The History Department feedback

- We also reviewed our feedback processes with the aim of making students more self reflective.
- Group feedback sheets have been trialed at KS5.
 - Impact:** Student voice on this was particularly positive students said it helped to see all 'possible' WWWs, helping them to move forward and work on in their areas for improvement in DIRT time.
- Increased use of models (differing levels) during feedback with KS3.
 - Impact:** Students are demonstrating better understand key explanation skills over time.

PEDAGOGY

MODELLING



MODEL EACH STAGE STEP BY STEP

MODEL HOW YOU ORGANISE MESSY THINKING

REVIEW THE SUCCESS OR QUALITY OF YOUR OWN WORK

MODEL ALTERNATIVES AND FURTHER EXAMPLES

SET TASKS TO EMULATE THE MODEL

'Live coding' was used to show how to apply the concepts being taught. Sometimes teachers made deliberate errors in code as programs were being written and asked students to predict the output of the program using mini whiteboards.

Narrated video tutorials were also created and shared on Classroom. The narration would talk through the decisions made and thought processes involved, as well as the syntax.

LIVE MODELLING

makes the frequently **invisible cognitive processes** of experts visible to learners, helping them develop confidence and independence in their own learning

SCAFFOLDING



MAP OUT THE COMPONENTS OF A TASK

PROVIDE SUPPORTS AT A DETAILED LEVEL

PROVIDE SUPPORTS AT OVERVIEW LEVEL

PREPARE SCAFFOLDING SETS OFFERING VARYING LEVELS OF SUPPORT

TAKE THE SCAFFOLDING DOWN

Students were able to access **partially completed solutions** – the missing parts focused on the **key programming concepts** covered in the lesson

PARTIALLY WORKED

Scaffolding reduces **extraneous load** and supports **germane load**, allowing children to focus on understanding **concepts** rather than getting lost in syntax or tooling.

Computing have been looking at making the cognitive process visible. Jon Bridgeman explained the impact that this has had for Computing students.

- Students were able to build their understanding of programming so that they could develop programs independently
- While they made errors of syntax, their understanding of programming concepts and problem solving improved significantly
- The most confident learners were able to apply the concepts they had been taught to their own programming scenarios, moving beyond the simpler, scaffolded problems they had tackled earlier in the project.
- Less confident learners were able to solve the problems set. These problems gradually increased in difficulty but built on the concepts they had learnt in each lesson.

Maths- Whiteboards

- Over the past two years, we have invested heavily in the use of Mini Whiteboards as a core strategy for improving responsive teaching. This tool is now embedded in daily practice, enabling teachers to gather real-time responses from every student and adjust teaching accordingly.
- ✓ **Successes Within the Department**
- Staff now have a clearer, quicker understanding of pupil knowledge
- Teachers can intervene earlier before misconceptions are embedded
- Increased confidence among staff using whiteboards purposefully
- ✓ **Impact on Students**
- Student understanding has noticeably improved
- Feedback is now instant and corrections are made quickly
- Whiteboards reduce "opt-outs" — all students must participate
- They create a safe space for mistakes before committing answers to books
- Students gain more knowledge per lesson with very few leaving lessons without understanding the core content



ENSURE EVERY STUDENT HAS A BOARD AND PEN TO HAND



SET THE QUESTION WITH A GOAL AND A TIME FRAME



SHARE/TEACH/RESPOND AND FOLLOW UP



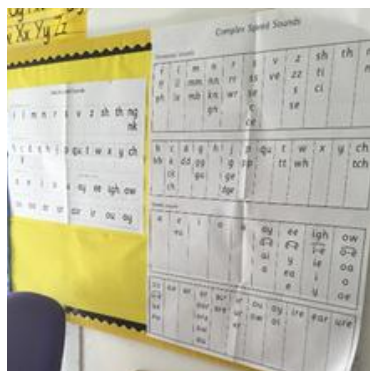
BUILD IN THINKING TIME



SIGNAL: 3-2-1 AND SHOW ME

Maths have been working on the use of Mini whiteboards and Kieran Pickerell explained the impact that having the confidence to make mistakes has had on student learning.

09 Limbrick Wood Primary



Throughout this school year, Limbrick Wood have been on a brilliant Read Write Inc journey. After a large teacher turnover, new resources and methods being introduced since our training ten years ago, we decided renew our training as a school. At the start of the year, we joined the Literacy Hub and gained access to funding which helped us to source all of the great training and resources necessary.

First of all, we focused on the sound aspect of the Read Write Inc program. We bought new cards and charts, which were provided to every class throughout the school. Every adult attended our first training day, which focused on the speed sound session section of the lesson. This was then put in place across all year groups.

The Phonics lead attended a one-to-one tutoring course to improve our ability to 'Keep up, not, catch up'. After assessing all children using new assessments, children we identified and new training on one-to-one tutoring was provided to each adult. This made sure that every child was provided support for their specific need which enabled them to succeed.

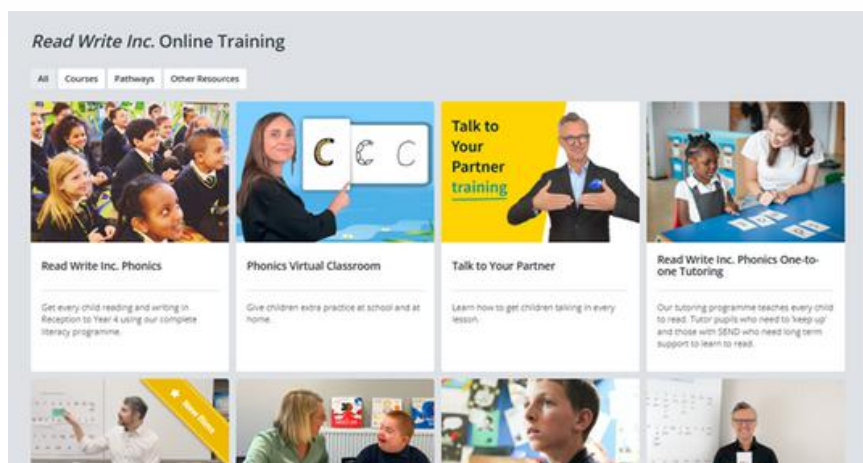
After our second training day, we became very aware that our books were no longer suitable. Purchasing new reading books containing the new pages meant that we are now able to follow the program more successfully. Once again, this meant consistent resources are now used across all groups.

Weekly meetings are held with all adults who teach the Read Write Inc groups. During this time, we discuss spotlight children, routines and watch training videos to keep our knowledge fresh. This has helped us to make sure that all adults are following the program successfully.



Having the Ruth Miskin portal has many benefits across our school:

- Training videos can be accessed by all adults.
- The virtual classroom can be used to provide extra specific interventions.
- Sound and spelling videos are shared by each year group on Dojo to increase the sound knowledge of our parents and give them the ability to support their children at home.
- Online assessments are now in place which helps to group and provide adults with the sounds they need to teach.



We have recently had our first Development day. During this, groups we visited and offered support. Our teaching was called 'Amazing' and 'Great' stating that they thought we were in a great position. Extra training was given to the Phonics lead on assessment and supporting staff members.

With our great teaching, focused interventions, consistent monitoring and extra support given where needed, we achieved 96% on the Phonics screening check.

We are ending the year by the Phonic lead and Reception teacher attending 'Making a strong start in Reception' training to improve our teaching in Reception.

Celebrating the journey of our Early Career Teachers

Congratulations to all our Early Career Teachers (ECTs) on successfully completing the two-year Early Career Framework (ECF) programme. As part of their professional development, ECTs carried out practitioner inquiries—small-scale, focused investigations into specific areas of their teaching practice. These inquiries involved identifying a key area for development, gathering and analysing evidence, and making informed adjustments to improve student outcomes.

In this issue, we highlight a range of inquiry topics explored by our ECTs, showcasing the thoughtful, research-informed approaches our ECTs bring to the classroom. A sincere thank you to the mentors whose guidance and support has been key to this journey.

For my ECT project, I investigated the effectiveness of Question-Level Analysis (QLA) in targeting topics for feedback in secondary Maths classes. The motivation for this study was to explore how I could make reteach lessons as useful as possible for every student.

I began by discussing this idea with colleagues in my department, who explained that conducting test feedback by going through the assessment question-by-question did not benefit most students as it did not give them opportunity to develop their own skill. Furthermore, students who had scored highly on the test did not have opportunity to further develop their skill further. As a result, they agreed that recording each student's test scores and conducting a QLA would allow me to identify and focus on the topics that students scored lowest on.

I tested this idea with classes across KS3 and KS4 and used my data analysis to prepare reteach lessons focusing on 3 or 4 topics that students scored lowest on. After some practice on these skills, I gave students similar questions on mini whiteboards and recorded their success. For example, in my Year 7 class, almost every student was able to answer the whiteboard questions successfully after the reteach lesson, gaining an average of 1 mark per topic when compared to their original scores. Similarly, in my low-attaining Year 10 class, approximately 80% of students were able to improve on their original test score in the whiteboard questions. My results strongly supported that using QLA resulted in significant improvements in the quality of students' work, allowing them to develop effectively in response to feedback.

One limitation is that I did not compare the effectiveness of this approach with other feedback strategies; this would have made my conclusions much more reliable. Another consideration is that teacher judgement may be needed in conjunction with QLA to ensure that the topics covered in the reteach lesson are more fundamental ones that will have the greatest impact.

Ben Walter - Teacher of maths Finham Park School

10 ECT Projects

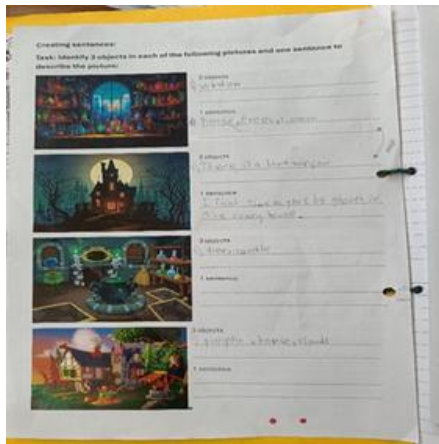


How does teacher scaffolding on worksheets affect independence and academic progress of SEND Year 7 students with different needs?

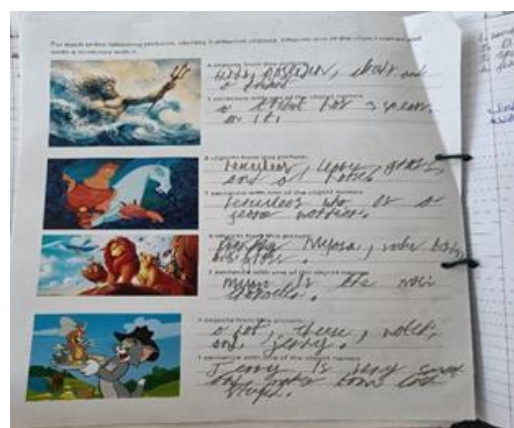
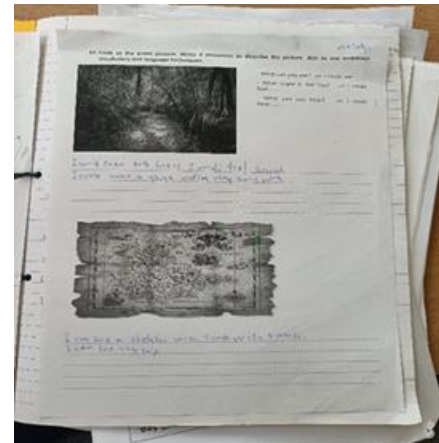
Background: SEND students face diverse challenges in mainstream classrooms, impacting their ability to engage with academic content and achieve progress at the same rate as their peers. Effective teaching strategies, such as scaffolding, can provide tailored support that helps bridge learning gaps and foster independence. This project focuses on two Year 7 SEND students with distinct profiles: one with English as Additional Language (EAL), struggling primarily with communication and task comprehension, and another with mild autism and ADHD, facing behavioural and attentional challenges. Both students were supported through teacher-scaffolded worksheets designed to meet their individual needs. Understanding how scaffolding influences their academic progress and task engagement can inform better practices to support SEND learners in inclusive classrooms.

Results: The scaffolding approach supported the EAL student's ability to engage with tasks independently, highlighting the importance of visual aids in overcoming language barriers. However, academic progress did not increase significantly, suggesting other factors may limit grade improvement. In contrast, scaffolding alone was insufficient for the student with autism and ADHD, whose behavioural challenges impacted task engagement negatively. This suggests that for students with behavioural dysregulation, scaffolding must be part of a broader intervention including behavioural support.

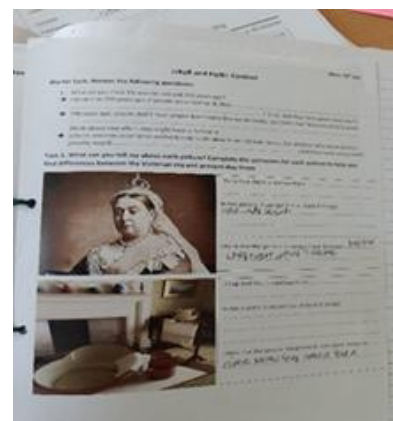
Picture 1 Student As work in the first half of the academic year, identifying and writing words based on the given image, with attempts to write sentences.



Picture 2 Student As work as the academic year progressed, writing simplistic full sentences and completed with very little TA support.



Picture 3 Student Bs work in the first half of the academic year, showing detailed work although the sentences are simplistic and contain SPaG mistakes.



Picture 4 Student Bs work halfway through the academic year. The student failed to complete the tasks fully, leaving gaps and struggling to focus.

10 ECT Projects



1. Rationale

Research highlights that disadvantaged pupils have lower educational outcomes compared to their peers (Sutton Trust, 2024). PP students in my Year 7 class showed limited depth in written work and lacked confidence in discussion. Having identified which pupils required support to develop literacy skills, I considered the barriers to learning. Lack of structured oracy limited critical thinking and coherent writing. Verbal reluctance hindered idea development and written coherence. Recognising oracy as foundational, this inquiry sought to address barriers to learning and improve outcomes in English.

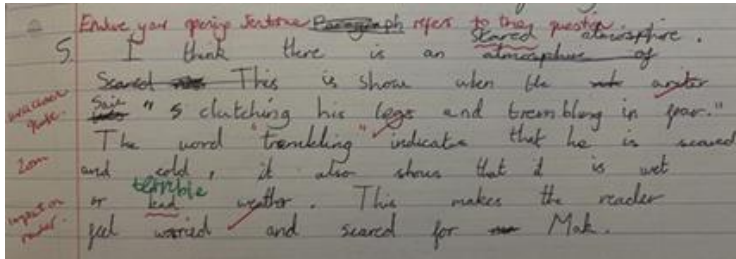
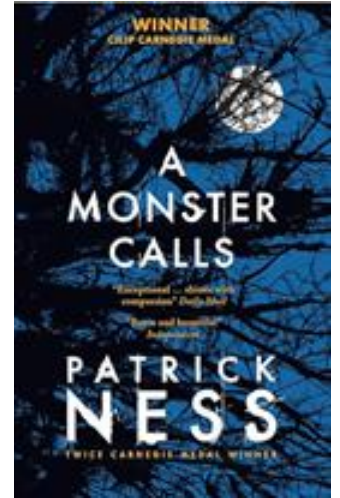


Figure 1 - Student A attempt at analytical writing with simple comments regarding the effect on the reader.

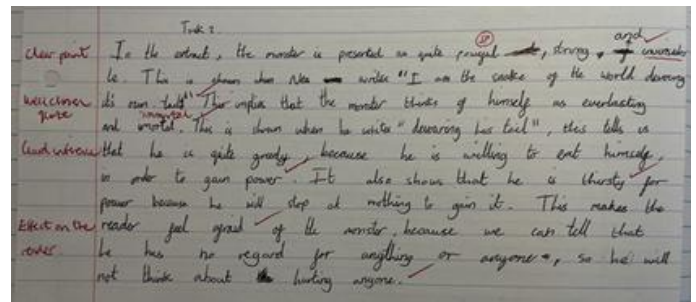


Figure 3 - Student A's improved analytical writing and progress to WA.

2. Research

Oracy supports thinking, reflection and writing (EEF, Voice 21). Structured discussion fosters inclusion, analysis and deeper engagement (Starmar, 2024). Dialogic pedagogy encourages inclusive participation and is instrumental to critical thinking. In English, the focus on exploratory talk facilitates exploration of writers' purpose, enriching the learning experience. However, 48% of state school teachers report limited time to develop oracy or a lack of a shared language or framework for these skills, (Sutton Trust, 2024). Despite barriers, growing initiatives (e.g. Voice 21) support implementation. This prompted me to reflect on how oracy could be implemented strategically in the classroom to promote outcomes.

4. Strategies implemented

Analytical Writing Support

- Modelled annotation and analysis.
- Used What-How-Why frames; gradually removed scaffolds.
- Shared exemplars; co-created success criteria.

Oracy Development

- Explicitly taught exploratory talk using Voice 21 Talk Tactics.
- Taught respectful turn-taking, active listening, vocabulary and sentence stems.
- Used oral rehearsal (talk frames) before writing.
- Embedded structured talk routines: Think-Pair-Share, debates, questioning.

Targeted Feedback

- Used "boxed method" to prompt deeper thinking.
- Conducted close-reading interventions; facilitated redrafting through feedback.

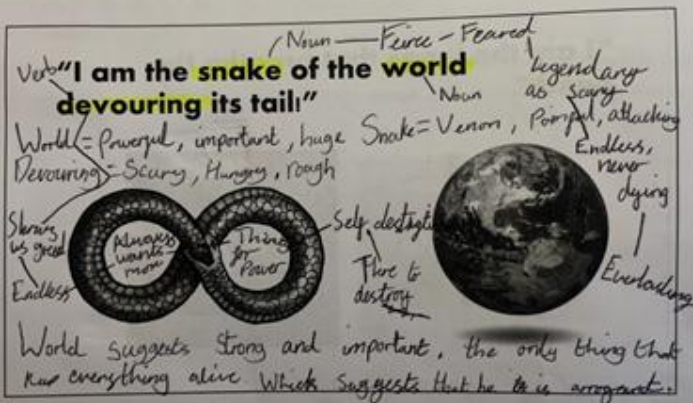


Figure 2 - Annotation of quotation following modelling and exploratory discussion.

3. Context

Focus: Raise attainment of two underachieving PP students (WT in reading) in Year 7 English. Aim: Close the gap and improve analytical writing through structured oracy and literacy interventions. Tools: Pupil data, work samples, observations.

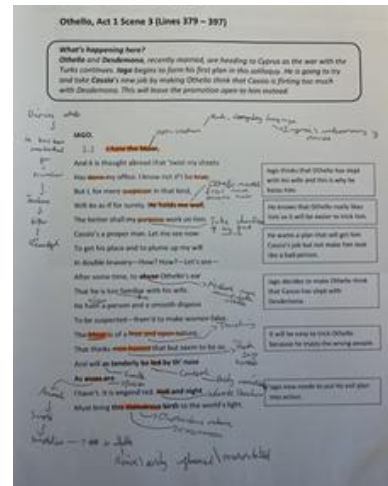


Figure 4 - Annotations following discussion of ideas centred around key quotations from an extract.

5. Reflection

This inquiry has explored the efficacy of interventions and the impact of oracy on the attainment of pupils from lower socio-economic backgrounds. Modelling exploratory discussion led to increased participation and empowered PP students to become more confident speakers thereby facilitating meaningful engagement with texts. This had a direct impact on outcomes, equipping students with the skills to construct well-structured responses using the What-How-Why framework. These strategies improved the clarity and depth of their analytical writing, fostering more sophisticated interpretations.

6. Next Steps

Discussion following strategies such as modelling and feedback directly improved outcomes. I strive to adopt a consistent approach, setting expectations and modelling good oracy. I endeavour to:

- Embed consistent oracy routines.
- Allow more time for verbal rehearsal.
- Expand talk-based scaffolds.
- Pursue oracy training to support reluctant speakers.

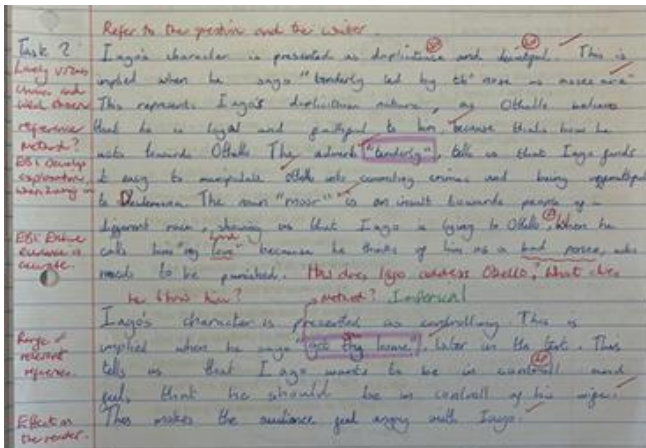


Figure 5 - Student A's improved analytical writing and progress to GD. Demonstrating increasing confidence commenting on writers' use of language at word level and methods, linking these to meaning.

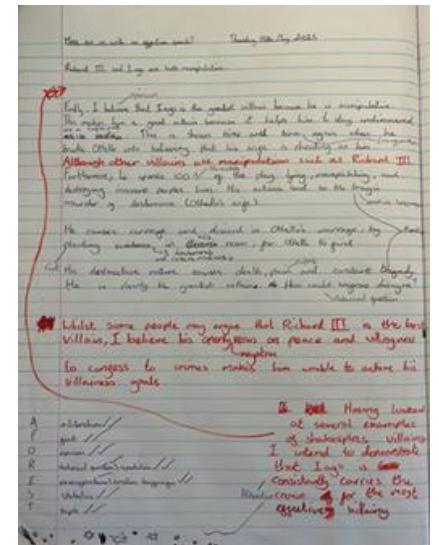


Figure 6 - Student A's speech incorporating a range of persuasive devices following detailed feedback.

References

- Education Endowment Foundation (May 2025). The EEF Guide to the Pupil Premium.
- Montacute, R., Holt-White, E., and Georgia Carter (September 2024). Life Lessons 2024. The development of oracy and other life skills in schools. The Sutton Trust.
- General Election Policy Briefing (February 2024). Closing the Attainment Gap. The Sutton Trust.

Bridging the Theory Gap with Low-Stakes Assessments: A Practitioner Inquiry in iMedia

Author: Your Name

Connor Parsons

July 2025

Introduction

Year 11 iMedia students effectively produce planning documents but struggle to explain or justify them in exam settings. Could low stakes assessments, like Quizizz and Google Forms quizzes, bridge the gap between practical skills and theoretical understanding?

Inquiry Question

To what extent does implementation of low-stakes assessments over a twelve-week period improve Year 11 students' ability to understand and apply iMedia terminology in exam-style questions?

Research Design

Baseline Assessment

- Initial diagnostic quiz
- 1.2 mark exam-style vinas identifying gaps
- Identified gaps in excats

Interventon: Low Stakes Assessments

- Trecking Quizz quizzes vla-Quizizz quizzes
- Quizizz quizzes with varidng formats 3- x

Application to Exam-Style Questions

- Significant improvements across cohorl
- Marked growth in justifying use of planning documents

Progress and Data Analysis

Initial Diagnostic Test

- Isak of pre-existing quiz identified gaps
- Gradually reduced prel-ex scaffodiling
- Positive reediback

Midpoint

Assessment (5 Weeks)

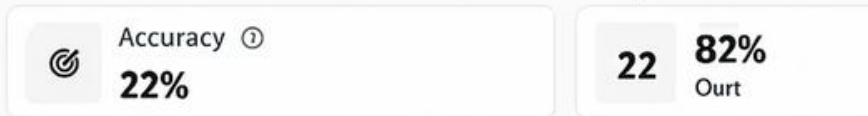
- Doubled accuracy rates
- Improved knowledge contridence
- Positive feedback

Conclusion

Low-stakes assessments significantly improved Year 11 stedents, ability to understand and apply ivedia iMedia rerminology in exam-style questions

Navigating Accuracy Challenges in Online Quizzes

Quizzes are a key element of online education programs. Where student success is often evaluated by learners' performance in assessments.



However, a high completion rate doesn't always mean students are scoring well. For instance, despite an 85% completion rate, the accuracy rate for completed quizzes may be significantly lower.



After identifying these challenges, the program focused on enhancing student engagement and clarity of content. This strategic shift led to significantly improved performance across subsequent quizzes.

SUCCESS DESPITE LOW ACCURACY

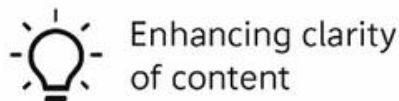
INITIAL METRICS



COURSE ENGAGEMENT REMAINED HIGH



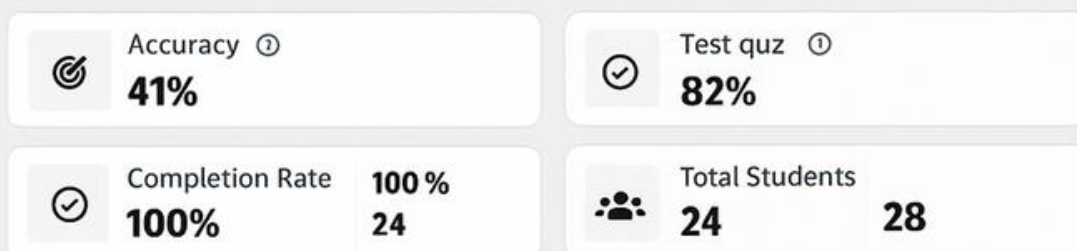
IMPROVEMENT STRATEGY



SUBSEQUENT RESULTS



☰ Test quiz





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