

## Wellbeing and CPD

### The Friary CPD Programme

- FFT Sessions are our core training meetings which all staff attend.
- There are six sessions during the course of the year.
- As well as these sessions, and the Inset days, staff select additional training relevant to them.
- Each member of staff receives a CPD guide detailing possible training routes appropriate to their individual needs.

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### Welcome to the fifth edition of the staff magazine for 2021/22.

We hope you'll find the articles useful, bite-sized snippets of good advice and insight, be it focused on CPD or on staff wellbeing.



## In the News

- A third of schools are planning for a deficit budget by the end of next year as a direct result of soaring energy costs. Research involving more than 1,000 school leaders in England found that they are anticipating an average 106% increase in energy costs over the next 12 months.
- A Freedom of Information request has revealed the concerning extent to which middle and senior leaders are quitting our schools.
- Carbon literacy training is to be rolled out from 2023 as part of the Department for Education's plans to ensure a sustainability lead in every school by 2025. The new sustainability leads will be charged with developing schools' climate action plans – which will also need to be in place by 2025 and which will "drive activity to improve climate education".
- Only 29% of teachers working with pupils due to sit GCSE or A levels this year say they have covered more than 90% of the curriculum content because of the disruption to learning caused by the pandemic and on-going problems with pupil and staff absence.

In the  
**NEWS**

## My Experience of Exam Board Marking

*An article by Gemma Jubb*

Every year I am filled with both dread and excitement when I receive my contract letter from AQA to find out which Sociology exams I have been allocated to mark that summer. These feelings are partly because it means exam season is approaching and my sociologists will be taking these exams soon but also because the decision to mark each summer is still not one I take lightly, even after 6 years as an examiner. In fact, every year I go through the same process around Easter time of first convincing myself this is a good idea, and then the harder task of convincing my husband that this is a good idea! It is a process I have been through recently and once again I have decided that on the balance of everything exam marking is something I will continue to do as it is one of the best things I do all year in terms of my professional development and as a head of department. So, if you have not decided yet whether to take the plunge as an examiner this year or next, here are my top reasons to give it a go!



- We are lucky that The Friary School support this as excellent CPD and as such staff who mark for exam boards receive a 'day off' each summer term to mark at home. This is invaluable and has made a real positive difference. I recommend taking this at the start of the marking process when inevitably marking each paper takes the longest.
- It boosts confidence in all aspects of your teaching practice. Every summer I adapt lessons,



assessments and mark schemes as a consequence of the training I receive from AQA but also due to the exam scripts I see other schools producing.

- It boosts student's confidence in your ability. I remind students regularly during lesson time that I am an AQA examiner and therefore they have an advantage over other sociologists.
- It gives you an opportunity to have professional dialogue and receive feedback from experts in your subject area. Most exam board training is now conducted online or via the phone meaning it can be done from home.
- The standardisation process, whereby you examine mark schemes, read a variety of scripts the exam board have chosen as examples and then receive personalised feedback on your own marking is the best subject specific CPD I have completed.
- The cash. It isn't the only reason to complete exam marking, but it is nice to get a cash flow boost at that start of the 6 weeks holiday! To give you a rough idea of that you can expect, AQA have always offered me around £1200 of marking.



*An article by Natalie Brickett*

I started the Gardening Club when we returned to school after lockdown. After being stuck at home, we had all seen the value that the outdoors can bring and I wanted to share this with students. I chose the space outside the food rooms. Teaching food to KS3, I had noticed how much of a sun trap and forgotten space it had become. I worked with Sarah Sutton and we decided it would be great to grow things to use in the school kitchen classroom. Starting from scratch, we started with donations and the mountain of seed packets I had accumulated over the years. My Mum donated us tools and a wheelbarrow, one neighbour some top soil and another some strawberry plants. It was lovely to share my enthusiasm with others.



I picked up a free compost bin advertised online and began collecting the vegetable and fruit scraps from curry, fruit salad and bolognese lessons. We created plant pots from paper packaging, and keeping any egg boxes and mini plastic tubs to create windowsill pots and green houses. I created raised beds from wooden palettes at home and Simon Beddow has been invaluable helping with large raised containers and a wall planter. I contacted the Plant pot Garden centre and they were happy to give us some plants to rehome and revive. The students also kept bringing in lovely surprises, a rhubarb plant from Grandma, a geranium plant and seed packets from mum, some seeds from last year's plants from Grandad.

I started to think about funding and more structure needed for the space. Together with the students who attended the gardening club, we completed the RHS schools gardening award up to level three. Awards we received were a



calendar, RHS gardening book and a £50 gardening voucher. This went towards buying compost with Curbrough garden centre donating a few extra bags. With the help of parents and the local community, through the Morrisons voucher scheme we were able to buy more seeds and equipment. I contacted the local council and managed to get two park gardeners to come and chat to the Gardening Club and bring gifts of large rosemary plants. I have also managed to obtain a grant from the council to develop a new garden area with a view to create a more productive and effective space.

With the loss of Sarah Sutton Last year, the space is missing her energy and cheer. Along with others in the school, we have bought a cherry tree, pot and Sarah Lear's husband, a stone mason, has carved a plaque. She is gone but not forgotten. The cherry tree will give us bright, delicious fruit, to remind us of her every year, and the space will be full of colour.

My aim now is to continue to develop the space, let it evolve and involve more pupils, staff and the community. We are planning a plant sale at the sizzler this year and to use more of what we grow around the school. If anyone has any ideas, time or free plants please do come and get involved.





*An article by Mark Lightfoot*

In most workplaces there seems to be a hundreds of abbreviations flying around and you're expected to get up to speed, know them and crack on. So before we start, over the past year I have attended Subject Knowledge Physics Training (SKPT), hosted by the Institute of Physics (IoP) and Open University (OU), which is a course with a similar structure to teacher subject specialism training (TSST), usually encouraged by the Department for Education (DfE).

What we teach (the subject content) is as important as how we teach (pedagogy). That might seem like an obvious statement but it's often underestimated. For example, the only teachers' standard linked to subject knowledge is Teachers' Standard 3 – 'demonstrate good subject and curriculum knowledge'. Science is a tricky subject though, as although I could ramble on and on about my specialism Biology, it pays dividends to have a similar amount of enthusiasm, passion and anecdotal stories to hook students into the field of Chemistry and Physics. This is where I thought the SKPT could help.



Physics and how best to avoid or address them. However, this course is much more than implied by its title. Not only am I more familiar with the content, but I now feel more confident and better able to deliver to complex theories and mechanisms to a high level - I guess subject knowledge and pedagogy come hand in hand.



Teaching is a strange profession, as although we are doing the teaching, we frequently find ourselves learning. Over the course of this academic year I have also been fortunate enough to be involved in team teaching larger year 10 and 11 classes with Simon Awbery. This too is a rich learning experience. Similar to the SKPT, I am exposed to new ideas and techniques which I can adopt as my own and run with – it's like TALIT week every week!

Whether you're thinking about teaching a new subject, bolstering your existing knowledge or want to become more versatile in the classroom I would strongly encourage anyone, at any stage of their career, to put themselves out there and get involved in the opportunities and experiences available to them.

*An article by Carrie Cain*

The role of a Subject Leader is demanding but so important to the success of students and a school. It can be challenging and sometimes lonely work. The Greywood Engagement Leadership Programme is designed to offer support to Subject Leaders or aspiring Subject Leaders in bringing greater success in this work.

The programme is split in to 10 modules, which we work through as a group alongside coaches, Helen Barratt (Head of Faculty) and Carrie Cain (Assistant Headteacher). These modules are designed to help participants to prepare the ground for success and to offer ideas and recommendations of a highly practical nature that help to deliver it. As part of the evaluation, each engager reflects using the CASE module (Clarify, Agree and Act, Support and Evaluate) and submits action plans and conclusions for each of the topics covered.



Participants are invited to reflect on what success looks like in their department and in their school. It is not just about results, of course, but there is no denying their significance. Therefore, one of the cornerstones of this programme is the WIG – the Widly Important Goal. The Subject Leader and Coach decide what this WIG will be but essentially, it is specific, measurable and precise. This WIG is the golden tread that runs through the programme and this is the central focus for the course.

The Greywood Engagement Leadership Programme is now in its third year of operation. However, due to Covid-19, the current cohort have had to complete the course over a 2-year period. For this reason, we are delighted that so many participants made it to the end and joined the final celebration event earlier this month. We were joined at the event by Trustees, Gill Stockdale, Nina Worrall and Michelle Painter. Gill Stockdale, said: "I really enjoyed participating in



the celebration of the Engagement Leadership Programme and would like to offer my congratulations to the colleagues who have clearly risen to the challenge. The presentations they made were focused, considered and pragmatic, showing thoughtful analysis at all stages of the process and a clear focus on the learning aspirations both for their pupils and themselves. Collaboration and cooperation are key benefits of the programme and it was exciting to hear how enthusiastically its principles have been developed. The value of the programme was very evident and I look forward to further success in future years."

A book written at the turn of the century by Ram Charan and Larry Bossidy was called Execution. It had the strap line, 'the discipline of getting things done.' What is certain is that this year's participants have had clear plans, sound strategies and have led with clarity. They have done all that needed to be done and checked to ensure it's working so their projects have been successful and their WIGs have been executed with skill and expertise.



*An article by Stacey Walsh*

I think it's fair to say that if someone asked you to think about a city you'd love to visit Birmingham probably wouldn't be top of the list. Over the years Birmingham has received its fair share of hate even being voted the UK's most depressing city on Facebook! Over the last twenty years Birmingham has had a major revamp including a renovation of the famous Bullring and New Street Station. Here are all the reason to buy that train ticket and take a trip to sunny Brum!

## Eating

Of course Birmingham hosts all the main chain restaurants you can name but did you know it has 5 Michelin starred restaurants with a further 5 receiving Michelin guide recommendation. One of Birmingham's most well-known Michelin restaurant's is Adam's which serves a tasting menu only at an eye watering £150pp. However, fear not! It's sister restaurant the Oyster Club (located a 2-minute walk from Adam's) a seafood restaurant that offers lunch and dinner at a much friendlier price point.



## Shopping

Think of Birmingham and you'll think of the Bullring the focal point of the City. The land has been used since 1164 when it first started to become a place to set up stall. In 1961 the Bullring shopping centre was opened. In 2003 the Bullring got a major facelift and became the second city to house Selfridges outside of London. At the time some Brummie residents did not welcome the change due to the futuristic design of the new building but many welcomed the investment which included a

revamp of the main station, New Street. One aspect of the Bullring that is well loved is the statue of the affectionately known 'Bully' who has had a series of show stopping outfits over the years even donning a snazzy Christmas jumper!



## Arts and Culture

The Birmingham Arts Museum is located in the city centre a short walk from the Bullring. It has been open since 1885. The Museum has been closed for the past 2 years in order for essential maintenance work to be done on the Grade II listed building. It is now partially open to the public and is hosting a series of exhibitions over the coming months including 'we are Birmingham' a celebration of iconic Brummies.

If poetry is more your thing head into Bearwood, a short drive out of the City to 'Why Not Coffee'. This independent Coffee shop holds open night poetry nights, usually opened by a published poet. Its also serves home made healthy food and drinks.





*An article by Lottie Hearn and Harriet Bates*

As a school, we are well known for our commitment to the Arts. Many of the children and parents who are interested in joining our school often comment on this being a key factor in choosing us as a secondary school. By applying for the nationally recognised quality mark 'Artsmark', we can further demonstrate our commitment to the creative arts.

We have recently been celebrating after receiving the prestigious Gold Artsmark Award in a momentous year for the programme as it celebrates 20 years of arts, culture and creativity in schools.

The Artsmark Award is the only creative quality standard for schools, accredited by Arts Council England. It supports schools to develop and celebrate arts and cultural education, putting creativity and wellbeing at the heart of the curriculum. Artsmark ensures every young person can be creative and access a diverse, high-quality cultural education.

reflection about how to achieve the usual outcomes under new constraints, and this meant your Arts provision became more embedded in the whole-school curriculum. All staff members are more aware of the opportunities that are apparent when the Arts are integrated in their subject. You achieved this through CPD and have committed to continue to grow awareness and confidence throughout your Multi-School Trust. Your range of offer has strengthened. Film Studies and Creative Digital Media Studies have been introduced for GCSE and A-Level, giving further opportunities in different sectors of the arts. Your tutor programme and Character Award, provide non-curricular outlets for students to showcase their creativity. From lockdown inspired postcards of their COVID experiences to raising awareness of the White Ribbon charity for domestic violence, you have ensured individual expression through the Arts is becoming embedded as part of the fabric of your school. While COVID interrupted the usual practice of welcoming arts partners to help co-deliver learning opportunities, you are about to



In order to achieve our Artsmark Award, we have continued to develop our arts and culture provision to embed a broad and ambitious curriculum. This was achieved by creating an overall plan that was committed to and delivered across the whole school. Not only did we celebrate all of the fantastic work we already do to celebrate the Arts but we also continued to develop our arts curriculum and provision through two of the most challenging years in our lifetime.

The Artsmark assessor was highly impressed in our provision and offered a full commendation:

'The Friary School has done well to consolidate and strengthen its approach to the Arts during a period of disruption through COVID lockdown. To some extent the lockdowns forced further

return to that, and the RSC is among the organisations you will be working with. As you continue it will be interesting to hear how the resumption of links to arts partners influences your own practice and how you share your philosophy of approach across your MST and more broadly.'

Elsewhere, Dr Darren Henley OBE, Chief Executive of the Arts Council, said: "I would like to congratulate The Friary School on their Artsmark Award. Becoming an Artsmark school demonstrates that through offering a broad, ambitious, and creative curriculum, every pupil can develop character and resilience, increasing their knowledge, curiosity and skills that will remain with them through to adult life."

## **We need your articles!**

Have you had a real 'lightbulb' moment in the classroom?

Do you have a hobby or interest which helps you maintain a positive work/life balance?

Send your article to:  
ccain@friary.greewood  
mst.co.uk



## **Training: the road ahead**

### **Twilight CPD:**

All sessions are now concluded for 2021/22.

### **Next Steps CPD:**

All remaining sessions are for NQTs only, being for Action Research Projects.

### **TALIT observation Week:**

Concluded for 2020/21. Thank you to all staff who were involved during w/b 9th May.

### **INSET Day:**

Monday 6th June

## **Distanced Learning Opportunities**

Working remotely has its challenges but opportunities too. So why not look into the options and try something that adds to your professional skills and knowledge, or explores a personal interest?

We've put together a suggested menu of 78 online courses covering the following areas:

- Mental Health and Wellbeing
- SEND / EAL
- IT Skills
- Medical, Physical Health & Sport
- Music
- Art and Humanities
- English and Literacy
- Safeguarding and Pastoral Care
- Teaching and Learning
- Science

- Maths
- MFL
- Leadership

Most courses range from 45 minutes to 20 hours total learning time (a small number require longer).

All courses are free to the user, and for most you receive a qualification or certificate.

There is further information available when you click on the links in the menu, sometimes including sample resources, to decide which course is for you.

This menu of online courses has been circulated previously, but if you missed it or want it re-sent, e-mail [ccain@friary.greewoodmst.co.uk](mailto:ccain@friary.greewoodmst.co.uk)

If you do end up taking a course, we would love to hear your feedback. Your experience will be useful in recommending courses in colleagues in the future.