

## UCL Beacon School Programme QUALITY MARK AND RE-DESIGNATION REVIEW, WRITTEN REPORT

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| SCHOOL NAME                                    | Croydon High School GDST                                 |
| SCHOOL ADDRESS                                 | Old Farleigh Road<br>Croydon<br>Surrey<br>CR2 8YB        |
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| DATE OF LAST OFSTED INSPECTION AND GRADE       | ISI (11-14 March 2014)                                   |
| DATE OF QUALITY MARK AND RE-DESIGNATION REVIEW | 21 March, 2019   |
| QUALITY MARK AND RE-DESIGNATION REVIEWER       | Nicola Wetherall MBE, UCL Centre for Holocaust Education |



**Review Document content:**

|   |   |               |
|---|---|---------------|
| School and review/reviewer details  |   | Page 1        |
| Contents  |   | Page 2        |
| Review context  |   | Pages 3-4     |
| School overview   |   | Pages 5-6     |
| Further context and actions agreed on last review                             |   | Page 7        |
| Phase 1: non-negotiables and any actions urgently required for re-designation |   | Page 8        |
| Phase 2: summary of review visit methodology                                  |   | Pages 9-10    |
| Phase 3: key findings   | Holocaust education within Croydon High School curriculum | Pages 11-29   |
|   | quality of teaching and learning, pedagogy and practice   | Pages 30-64   |
|   | assessment, achievement and outcomes for students         | Pages 65-84   |
|   | wellbeing, behaviour and safety of students (PD)          | Pages 85-92   |
|   | the leadership and management                             | Pages 93-104  |
|   | commitment to CPD and networks                            | Pages 105-108 |
| Phase 4a: summary reflections of Quality Mark visit; <i>What went well?</i>   |   | Pages 109-110 |
| Phase 4b: summary reflections of Quality Mark visit; <i>Even better if...</i> |   | Pages 111-114 |
| SWOT analysis document (completed Lead Teacher and/or SLT/SMT)                |   | Page 115      |
| Review accreditation summary comment, Centre for Holocaust Education remarks  |   | Page 116      |
| Appendix 1: Lesson Observation  |   | Pages 117-123 |
| Appendix 2: HMD 'Torn from Home'  |   | Page 124      |
| Appendix 3: Impact Study Findings   |   | Page 125      |
| Appendix 4: Assessment Task and Mark Scheme                                   |   | Page 126      |
| Appendix 5: Assessment examples (a-c)   |   | Pages 127-132 |
| Appendix 6: HMD creative responses  |   | Pages 133-135 |
| Appendix 7: Timeline in corridor  |   | Page 135      |
| Appendix 8: Croydon High School marking and assessment policy guidance        |   | Page 136      |

## Review context

UCL Centre for Holocaust Education works with schools to enable young people to deepen their knowledge and understanding of the significance of the Holocaust and to explore its relevance for their own lives and the contemporary world. Developing this area of the school curriculum has also been shown to have significant benefits for broader educational goals, for pupil engagement and achievement, and for teaching and learning across a range of subject disciplines.

The programme seeks:

- To raise the status of Holocaust education in schools, embedding it within a school's ethos and ensuring it becomes a priority area in the curriculum.
- To support schools in the development of more powerful Schemes of Work, linking aims, outstanding educational resources and advanced pedagogical approaches to clearer understandings about pupil progress and robust forms of assessment.
- To demonstrate the value of teaching and learning about the Holocaust as part of a broad and balanced curriculum and to broader educational values such as SMSC; Global Learning; active, democratic citizenship; and students' development of independent and critical thinking. The focus on teaching and learning about the Holocaust can provide a lens through which generic teaching and learning improves.
- To establish Beacon Schools as dynamic hubs within school networks, models of how teaching and learning about the Holocaust can make a major contribution to young people's education.

The Quality Mark serves to uphold the integrity of the UCL Beacon School programme, ensures key criteria and expectations are met and that innovative best practice, specific to individual school contexts are recognised. The award of the Quality Mark and re-designation of UCL Beacon School status is the result of a successful review process.

The visit was designed to externally validate good practice; to identify and celebrate areas of excellence; acknowledge and suggest areas for further development; and to offer strategies, opportunities and guidance where appropriate for continued improvement through coaching, CPD opportunities etc. As such, this report constitutes external verification of the school's high-quality Holocaust education for senior leaders, governors, Ofsted inspections and parents. It is also intended to be a useful internal quality assurance and ongoing CPD opportunity for the Lead Teacher. The report also includes an outline of '*What went well... Even better if...*' and opportunities for ongoing development and support from the university.

To ensure this is a meaningful process, the Quality Mark and re-designation review visit was carefully designed to be rigorous and robust, but feel light touch, with a supportive, developmental and coaching framework; to offer credible evidence of impact; cast a critical friend's eye over the last year; and champion and support Lead Teachers and colleagues in furthering their practice, innovation and

opportunities. It enables UCL to be confident of the quality output of its named Beacon Schools and to further champion and develop schools' work. It provides verification that our CPD and programme is having an impact on staff confidence, substantive knowledge, pedagogy and practice and that this ultimately is making a positive contribution to the Teaching and Learning (TandL) in the Beacon school.

It allows us to ensure the pedagogy and principles of the UCL Centre for Holocaust Education's approach is embedded and for us to access ways in which our pathway of professional development, CPD offers and materials are responsive to need. It seeks to answer the question of whether the Beacon School programme is working or not, and hence assist in improving this programme and developing further work. We, like schools, want to know why and how a programme works, not just *if* it does.

## School overview

- Croydon High School is an independent selective day school for girls aged 3-18 in Selsdon, South Croydon. The school consists of a junior section, which includes the Early Years Foundation Stage (EYFS) and accepts pupils aged 3-11, and a senior school for pupils aged 11-18. It is the senior school which is the subject of this Quality Mark review report.
- The school was founded in the centre of Croydon in 1874 and moved to its present site in 1966.
- The current Headmistress, Mrs Emma Pattison, was appointed from September 2016.
- The school is one of the 26 schools of the Girls' Day School Trust (GDST), whose council provides governance and retains legal responsibility; a local governing body supplies advice and support.
- At the time of the review visit there were approximately 600 students on roll (3-18), with 360 in the senior school. Croydon High School girls come from a wide range of family backgrounds and mostly live within 15 miles of the school.
- There are no FSM or PP students; though there are a small number of girls in each year group who receive a bursary place at the sole discretion of the Headmistress).
- At the time of the review, there are no pupils with a statement of special educational needs or an education, health and care (EHC) plan. The senior school have identified 47 pupils who have special educational needs and/or disabilities (SEND); with a number receiving additional needs such as dyslexia, dyspraxia and hypermobility. They are supported by the SENCO in small groups, or sometimes in one-to-one tuition, rather than in class.
- There are 23 girls in the senior school whose first language is other than English. Students derive great knowledge, understanding and insight from the cultural backgrounds of girls and women with school community.
- Nationally standardised tests indicate the ability profile of the senior school is above average. The ISI Regulatory Compliance report, in 2018, notes that: *'At GCSE in the years 2014 to 2016, performance has been above the national average for maintained schools'* and that *'In the sixth form, A-level results in the years 2014 to 2016 have been above the national average for sixth formers in maintained schools'*.<sup>1</sup>
- Most pupils transfer to the senior school at the end of Year 6 and two thirds of Year 11 continue into the sixth form after GCSE. Those who leave mostly continue their education in local grammar schools or other independent schools. It is usual for pupils to go on to higher education at the end of their sixth form studies, taking up places at a variety of universities and colleges.

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<sup>1</sup> See: <https://www.isi.net/school/croydon-high-school-gdst-6370>

- Croydon High School is not part of a Multi Academy Trust, nor is it a Teaching School. The school does however accept PGCE students, predominantly associated with the Institute of Education and the University of Buckingham.
- DfE published final data (2017/2018) in regard to Croydon High School is limited due to the school being independent and thereby not required to report or comply with certain measure, but reveals that :<sup>2</sup>
  - Attainment 8, 15.5 (school; as compared to 45.8 points in local authority and 46.5 England average)
  - EBacc average point score, 0.53 (school, as compared to 4 in local authority and 4.04 nationally)

- The school was last formally inspected by ISI in 2014, and adjudged excellent.<sup>3</sup> Back then the report described a school that:

*‘Croydon High School is successful in achieving its aims to be a forward-looking community where all girls achieve their personal best and are nurtured within a safe, happy and supportive environment. Pupils achieve highly and make good progress in their learning due to their very positive attitudes and the good teaching they receive. The teachers’ strong subject knowledge and careful lesson planning enable pupils, including those with SEND and EAL, to make good progress in relation to their abilities. More able pupils achieve well when they are challenged, but opportunities for independent and collaborative learning in lessons are inconsistent. Pupils enjoy excellent relationships with one another and with the staff. A broad curriculum, supported by an excellent range of extra-curricular activities and trips, and an outstanding personal, social and health and economic education programme (PSHEE) also enables pupils to gain a broad base of knowledge, understanding and skills.’*

- The 2014 ISI integrated report recommended Croydon High School should do more to improve regards:
  - *‘Increase the variety of activities in lessons, including greater use of ICT by pupils, in order to provide appropriate challenge for all pupils.’<sup>4</sup>*
- Despite the gap since a full Ofsted visit, the Headmistress, Mrs Emma Pattison and colleagues have remained ambitious for the students and community they serve; they have made progress regards the 2014 areas of for improvement and in 2018 with the ISI regulatory compliance visit, this was confirmed.<sup>5</sup>

<sup>2</sup> Headline figures and reporting taken from: <https://www.compare-school-performance.service.gov.uk/school/101845/croydon-high-school?tab=ks5-16-to-18>

<sup>3</sup> See: <https://www.isi.net/school/croydon-high-school-gdst-6370>

<sup>4</sup> <https://www.isi.net/school/croydon-high-school-gdst-6370>

<sup>5</sup> <https://www.isi.net/school/croydon-high-school-gdst-6370>

### Further context

- Croydon High School senior leadership are well supported by governors/trustees, teachers and other staff, and together have created an effective culture and a caring community that keep pupils safe and well looked after. Pupils and sixth-form students are fully involved in creating and maintaining this. Effective procedures ensure that safeguarding welfare and all-round development of pupils prepares them well for the next steps in their lives.
- Duty of care is utmost – as much for students’ sense of well-being and value as their own Croydon High School staff. Safeguarding protocols and principles are implicit, explicit and effective. E-safety, given the amount of highly effective ICT driven learning undertaken, is also very evident. There was a warm, calm, orderly and quiet school reception and this was echoed in the review’s experiences of the wider school throughout the day. All safeguarding procedures for visitors are observed; students speak with confidence and are positive when engaging visitors, such as those involved in the student voice panel and in the lesson observation. There is a visible climate of celebrating diversity and difference throughout the school, epitomised in pupils’ behaviour and attitudes to the 'other'. It was evident throughout the Quality Mark review process that students do feel safe at Croydon High School and that relationship building was key to the success of the curriculum offer, which in turn led to behaviour for learning and positive outcomes.
- At all times, including during break times, lunchtimes and lesson changeovers, pupils behave in a safe, sensible, calm and orderly manner. Students move promptly to lessons and arrive ready to learn.
- Croydon High School are blessed with a highly professional, positive and hospitable, reflective staff body, middle and senior leaders who know their school well; aware of areas of strength and understanding of *what* and, tellingly, *how* to improve.

### Actions agreed at previous Quality Mark and re-designation review: (If applicable)

Not applicable, as 21 March was Croydon High School’s first re-designation/Quality Mark visit.

**Phase 1: Non-negotiables**

To remain part of the UCL Beacon School Programme the following **MUST** be achieved:

|  | YES                                 | / | NO                       |
|--|-------------------------------------|---|--------------------------|
| • Has the Lead Teacher attended one-day UCL CPD course?                              | <input checked="" type="checkbox"/> |   | <input type="checkbox"/> |
| • Has school hosted one-day UCL CPD course for network/local/regional schools?       | <input checked="" type="checkbox"/> |   | <input type="checkbox"/> |
| • Has the school identified a named member of SLT to support Beacon School Status?   | <input checked="" type="checkbox"/> |   | <input type="checkbox"/> |
| • Did Lead Teacher and member of SLT attend UCL residential?                         | <input checked="" type="checkbox"/> |   | <input type="checkbox"/> |
| • Did school submit initial Scheme of Work?  | <input checked="" type="checkbox"/> |   | <input type="checkbox"/> |
| • Has the Scheme of Work been refined/edited in light of UCL mentor feedback?        | <input checked="" type="checkbox"/> |   | <input type="checkbox"/> |
| • Did school send representative on Poland study visit?                              | <input checked="" type="checkbox"/> |   | <input type="checkbox"/> |
| • Has the Scheme of Work/Learning been shared with at least five partner schools?    | <input checked="" type="checkbox"/> |   | <input type="checkbox"/> |
| • Has Beacon School Status been prominently included in the SIP plan and acted upon? | <input checked="" type="checkbox"/> |   | <input type="checkbox"/> |
| • Has teaching and learning about the Holocaust been observed by UCL?                | <input checked="" type="checkbox"/> |   | <input type="checkbox"/> |
| • Has a SWOT analysis been provided by either Lead Teacher, SLT or both?             | <input checked="" type="checkbox"/> |   | <input type="checkbox"/> |

**As a result of this initial phase of the Quality Mark Review the following actions are URGENTLY required to ensure compliance/re-designation is possible:**

Not applicable as Croydon High School met the expectations.

## Phase 2: Summary of review visit methodology

### Prior to visit

- Copies of Croydon High school improvement/development plans, most recent ISI report, along with other relevant internal school policy document were sent to the reviewer.
- A copy of the scheme of work and range of UCL and Beacon School related documents were requested, collated and reviewed, along with links to related policy documents on the school's website.
- A SWOT analysis was completed, and a rich and impressive range of supplementary evidence was offered, along with an itinerary prepared for the pre-arranged one-day review visit.

### During visit

- A tour of the School site
- Meeting with SLT link, Mr Chris Burnie (Deputy Head)
- Meeting with Lead Teacher, Ms Katy Fenwick (History Teacher, Head of History, UCL Beacon School Lead Teacher)
- Work scrutiny undertaken, sample lesson plans and resources from various subject areas and documentation including UCL scheme of work in History, plus assessment samples and data reviewed and discussed. Copies and photographs of examples and displays taken throughout visit (see Appendices).
- Lesson observation with Ms Katy Fenwick, teaching a Year 9 History lesson reviewing the Holocaust scheme of work.
- A student voice interview panels: six girls from Year 9-11.
- Meeting with staff who have experienced and engaged with UCL Centre for Holocaust Education CPD and the school's engagement with the programme; including Lauren Austen (Head of Lower School and English teacher) and Samantha Kelly (Head of RS and Academic Development).
- Visit debrief with Mrs Emma Pattinson (Headmistress) and Ms Katy Fenwick (History Teacher, Head of History, UCL Beacon School Lead Teacher)

### After visit

- Follow up questions or clarification sought via email.
- Letter of thanks sent via Ms Katy Fenwick to acknowledge time and insights of students participating and contributing to the Student Voice panel, and those in the lesson observation and staff meetings/debriefs.
- Drafting and publication of a news item article for UCL Centre for Holocaust Education website announcing Quality Mark visit and outcome.
- Drafting and posting on Centre Twitter feed regards announcement of school's Quality Mark visit and outcome
- Drafting of e-newsletter acknowledgement of the Quality Mark visit and the school's outcome.



- Drafting and sending a letter to Mr Chris Philp, constituency MP for Croydon High School, raising awareness of the school's visit and outcome, with copies sent to Mrs Emma Pattinson and Ms Katy Fenwick
- Drafting and sending a letter to Girls Day School Trust Chief Executive, Cheryl Giovannoni to congratulate the school on its achievement, raising awareness of the review visit and outcome, with copies sent to Mrs Emma Pattinson and Ms Katy Fenwick.

### Phase 3: Key findings

#### 1. Holocaust education in Croydon High School curriculum

The 2014 ISI integrated report described the contribution of Croydon High's curricular and extra-curricular provision as excellent.<sup>6</sup> The report stated: *'Throughout the school, the curriculum covers the linguistic, mathematical, scientific, human and social, physical, aesthetic and creative areas of learning well. It is consistent with the school's aim to be a forward-looking community where all girls achieve their personal best and develop into confident, well-balanced global citizens who have respect for themselves and others.'*

How Holocaust education sits within the wider curriculum offer reveals much about the Croydon High School teaching and learning experience, and its extra curriculum offer, ethos and values.

It is worth acknowledging that the bulk of the 'traditional' academic Holocaust content of Croydon High School's curriculum offer is focused principally upon Year 9. As a History department Ms Fenwick's team have taken a stance that Holocaust teaching and learning should form a key part of all students' history education, so they have chosen to teach this unit before students have made GCSE option.

Despite professional caution regards duty of care and reflection upon age and stage appropriateness, when Croydon High School Year 9 students engage with Holocaust, it is clear from this review, particularly in student voice, that Holocaust teaching and learning does not exist in a vacuum. It is neither the preserve of historians nor a specific subject discipline, or even within a specific school – rather, Holocaust knowledge and understanding emerges contextually and is encountered in a range of contexts, within which students can engage meaningfully. We know for example that many students have studied something of the Holocaust, often at KS2, or encountered it via books, films or through discussions at home or in wider society and the media. With the right support, strong relationships and sound pedagogical practice, younger learners can flourish whilst exploring the Holocaust. Beyond the Holocaust's provision within the curriculum of the school, it was clear from the student voice panel that Croydon High School girls have and are encountering Holocaust representations *in* and *out* of school.

Therefore, to appreciate the standard and place of Holocaust teaching and learning within Croydon High School's curriculum, it is vital to understand the context within which it sits, a recognition of the pre-learning/knowledge that students have from wider society, the media and such like, along with the values and principles of the school.

The school's values and educational mission is clearly documented – *'lived and not laminated'*. Senior and middle leaders are explicit about the purpose of the curriculum – and indeed the disciplinary distinctiveness – of the offer, along with identifying the holistic, enrichment, whole school and cross-curricular or inter-disciplinary opportunities.

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<sup>6</sup> See: <https://www.isi.net/school/croydon-high-school-gdst-6370>

- During their Beacon School year, Croydon High School have developed a clear rationale for their approach to Holocaust education that is a blend of **mission** (sense of values/educational ethos) and **research** informed pedagogy and **content**.
  - *In terms of educational ethos, values, sense of **mission** or purpose Croydon High School's mantra 'Every girl, every day' permeates everything. It is an aspiration in every lesson, every activity, every opportunity, that every girl enjoys the very best learning experience possible. Relationship building is essential to fulfilling that ambition, as knowing every girl, '...as a learner, as a performer, or a sportswoman and we recognise her individual potential' is fundamental to bring out their best in every way, to provide necessary challenge, encourage curiosity, wonder, participation through a rich and varied curriculum and enrichment offer.<sup>7</sup> This means the school lives out its educational vision in terms of appreciating, celebrating and developing the 'whole child, whole person' and by embracing the holistic approach to support each learner to become the person they aspire to be; in turn this shapes curriculum design. Holocaust education opportunities within the curriculum ensures that young people experience sensitive, challenging and profound learning opportunities within which they can grow. The school website speaks of the Croydon High learning experience as one which is:*

*'...characterised by academic adventure, wide ranging opportunities to excel, a balance between challenge and individual support and a passionate and dedicated staff for whom the girls are always the first priority. Enrichment opportunities are extensive for everyone with our elite performers modelling excellence for their peers. The girls who leave Croydon High School are remarkable; they are typically confident and engaged in school life and are compassionate and ambitious individuals.'*

This review would concur. Throughout the entire process; pre-visit document and policy trawl to the review day in school meeting staff, girls, in observation and work scrutiny there is a sense of community, pursue and ambition. The positive, nurturing and academic learning environment provided for the girls is encapsulated in the school's motto '*May Her Character and Talents Inspire Others*'. Despite the highly academic and outstanding education it provides its girls, the values of the school mean that character education is implicit and explicitly embedded in the curriculum and in the experience of being part of the Croydon High School community. From talking to Headmistress Mrs Pattison, teaching staff and the girls themselves there is a clear sense of the school's purpose to equip its girls with the knowledge, confidence, skills and experiences that can ensure and encourage them to be young leaders, confident women who can make a valuable contribution in the wider world. There is a great pride in the history of the school and regard for its ethos – this was passionately articulated by Esther in the tour of the school - and this comes together in the curriculum provision of the school. Mrs Pattison's 'Welcome' recalls that:

*'In 1874, our founding headmistress, the formidable suffragette, Dorinda Neligan, set up a school for girls in Croydon, the first in the area. On their way to their first GDST*

<sup>7</sup> See: <https://www.croydonhigh.gdst.net/about-us/aims-and-philosophy/>



*prizegiving, she famously grabbed some ivy from the school grounds and asked the girls to wear it in their hair to help them stand out as Croydon High girls. To this day, the ivy symbolises our desire to celebrate each girl's successes and to help her stand out confidently and distinctively'.<sup>8</sup>*

The dignity, respect and value of the individual is foregrounded and thus Holocaust teaching and learning is an imperative for it demands reflection on the nature of being human, the role of human rights, an exploration of suffering (theodicy) – that reflection is both academic and self-reflective. There is clearly a civic and values driven underpinning to the approach taken at Croydon High School to Holocaust education – but this is not to be mistaken for a 'simplistic lessons' from approach or curriculum offer. The school has developed strong disciplinary distinctive approaches to Holocaust teaching and learning that are underpinned by authentic values. There is clearly a hope that with quality provision for and experience Holocaust education, students can themselves reflect on their values and ultimately their choices – ideally contributing to a more tolerant, respectful, peaceful world; but it was also evident that such curriculum provision encouraged resilience and outward thinking. It was telling that in the History scheme of work/learning regards the Holocaust, the Lead Teacher was explicit regards how the Beacon School project and Holocaust teaching and learning fit into the broader school ethos. Indeed, in the Beacon School History scheme of work it is noted by Ms Fenwick that:

*'This ethos ensure that our girls enter adulthood thoughtful well-rounded individuals who can have a positive influence others. Building their knowledge, understanding and humanity through Holocaust education will help achieve this.'*

- The role of **research** is credited by Ms Fenwick as being the '*...foundation we built everything else on*'. This has principally been engagement with the UCL Centre for Holocaust Education's 2009 and 2016 national studies, the resulting research briefings – but not exclusively so. The school also prides itself on proactive engagement in educational research that it championed and explored in internal and regional staff training. In terms of the Holocaust in the curriculum, research has brought an explicit awareness of prevailing myths and misconceptions (both of students, staff and wider British society) and, from Ms Fenwick and her team's perspective, with that has come '*...greater confidence to challenge those...we feel more equipped thanks to research and resulting strategies*.' As a UCL Beacon School, Croydon High School's curriculum draws upon the Centre's distinctive research informed pedagogy heavily – whether in using directly its research informed materials or adapting its own with greater emphasis on key research themes. Whilst History and the programme Lead Teacher have driven this approach, it is impressive to see English and RE proactively engaging with research, developing materials and distinctive disciplinary approaches that challenges misconceptions, encourages criticality, independent thinking and a respect for scholarship, fact and evidence.

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<sup>8</sup> See: <https://www.croydonhigh.gdst.net/about-us/>



- Disciplinary **content** and integrity are important. As a result, the Holocaust's place within Croydon High School is not niche, but integrated whilst remaining in distinctive subject contexts, with History taking the lead. This links to the research point – for example, the 'Timeline' lesson addresses misconceptions regards victim groups and indeed the definition of the Holocaust itself. The groups of victims identified enables students to both make explicit links to the shared experience of persecution and the distinctiveness of that suffering. The lessons have identified gaps in the research and have been designed to respond within a historical context, or disciplinary setting – but, some misconceptions remain stubbornly resistant to change – namely the idea that perpetrators and collaborators were scared and so participated, stereotypes towards the Jewish, and indeed the traveller communities prevail. On this latter points, it was noticeable in the student panel that one student talked about antisemitism in the 1930s and in the Timeline activity, whilst another responded and said it was older than the Nazis, citing Roman and Church persecution before adding *'it just wasn't as bad back then'* – which is a cautionary example of how a victimisation Olympics/scales of suffering narrative can emerge when various victim groups are talked about. Acknowledging the distinctiveness of each, as the Timeline seeks to do, is vital – but it takes skill for students to grasp the complexity of similarities in the suffering being distinct from their cause. In another example, a student referenced the *'bad Jew'* propaganda and said it was *'...the same as gypsies'* and disabled people today. It was not clear if the student was providing a description or offering opinion; but what was telling was the group's overall acceptance that somehow travellers were different, and distinct from *'other'* religious, racial, social groups in society today.
- Ms Fenwick and colleagues are reflective and disciplinary driven in their articulation of what they seek to achieve in their approach to Holocaust teaching and learning. Middle leaders throughout this review were able to express its importance. The document states that (*italics*), with additional Quality Mark commentary or review examples added in [blue](#):

*'Our aim is to encourage knowledge and understanding of why and how the Holocaust happened through an interdisciplinary approach across a number of subjects within a humanities faculty and beyond.*

*This model is to increase pupils learning and understanding, enabling them to study an area in depth. It will allow pupils to gain a deeper learning experience by understanding that knowledge is not isolated to particular subject disciplines and has broader relevance in the world than merely something that happened in the past. Studies have found that interdisciplinary/cross-curricular teaching provides a meaningful way in which students can use knowledge learned in one context as a knowledge base in other contexts in and out of school (Collins, Brown, & Newman, 1989). We felt that this subject deserved the time and dedication of an interdisciplinary approach, allowing pupils to think critically about important issues and values not only within the historical context of the Holocaust, but also in contemporary society. The Holocaust demonstrates how governments and societies are not always a force for good, which has as much relevance today as in the 1930s and 1940s.*



*It challenges students to think about their role and participation in society as responsible, humane citizens.*

*This model should also benefit pupils by enabling staff to be better supported and therefore more confident. This again should affect the depth of experience the pupils have. It requires teachers pool their talents, resources, time, and efforts to maximize coherence, relevance, and connections. In short, we hope that the interdisciplinary nature of their learning experience will mean that the learning will have a longer impact, influencing our pupils understanding and ability to think critically into their adult lives.'*

- When asked which other subjects in the curriculum could add to provision, and upon what basis, Ms Fenwick's scheme of work/learning document states that (*italics*, with additional Quality Mark commentary or review examples added in [blue](#)):

*'At this stage ([Jan 2018](#)) History, PSHE, RS, Geography and English are involved. These subjects were chosen, for their relevance to the topic as they are all involved in delivering a Year 9 workshop on Holocaust Memorial Day, which acts as a trigger for the Schemes of Work on the Holocaust. There is a clear knowledge link for these subjects to the Holocaust with RE considering Judaism, PSHE issues of morality, citizenship and British values, Geography the location of the camps, and English the responses in Literature. Contributions are beginning to be made elsewhere with most departments having a representative on our Holocaust Education group. Year 10 continue from these Schemes of Work with a workshop on the 'The Pursuit of Justice' considering the trial of John Demjanjuk alongside the trials of perpetrators in Cambodia, Rwanda and Bosnia to see if justice can ever be achieved in cases of genocide. Our aim is to have Holocaust education at the centre of a workshop with all year groups from Year 9 with an EPQ option for Sixth form.'*

- Croydon High School middle leaders have been able to guarantee curriculum time for their Holocaust provision thanks to departments writing their scheme of work/learning into their programmes of studies. Departments each deliver a different number of lessons, depending on their time commitments as all departments in the school start GCSE teaching of content at some point in Year 9. This is another example of how Croydon High' interdisciplinary approach has been adopted and indeed why it has been successful; it's adaptability, its enabling teaching to be shared in terms of expertise and time whilst retaining disciplinary integrity and based upon a pragmatic reflection and in a spirit of shared endeavour.
- The current curriculum provision for Holocaust teaching and learning at Croydon High School can be mapped such: - to what extent can the sequencing of lessons and content secure girls' abilities to address and answer the schemes key question?

HOW AND WHY DID THE HOLOCAUST HAPPEN?

|           | History  | PSHE  | RS   | Geography  |
|-----------|--|---|--|--|
| Lesson 1: | Why were the Jews Persecuted?<br>A brief History of antisemitism   |   | What was life like for Jews in pre-war Germany?<br>Understanding diversity in pre-war Germany including:<br>What is Judaism?<br>Revision overview of Judaism |  |
| Lesson 2: | How and why did the persecution escalate?<br>Developing a chronological understanding of the Holocaust.  | Being human?<br>Perpetuators, collaborators, bystanders and rescuers.       |  | Spaces of killing<br>Where were the camps located?                     |
| Lesson 3: | What happened at Treblinka?<br>Enquiry into the events at Treblinka II 1942-1943   | What would you have done?<br>Impossible choices facing Jews in the Ghettos. |  | Could another Holocaust happen today?<br>Genocides since the Holocaust |
| Lesson 4: | Did the Jews resist?<br>What is resistance and in what ways did Jews resist?   |   |  |  |
| Lesson 5: | Why did Britain not stop the Holocaust?<br>Interpretations into the British response to the Holocaust? Could more have been done?  |   |  |  |
| Lesson 6: | To what extent was Hitler the most significant reason for the Holocaust?<br>Assessment considering the role of Hitler alongside the role of others in the murder of 6m Jews. |   |  |  |

- Middle leaders have collaborated with Ms Fenwick to ensure provision provides rich and challenging opportunities for Croydon High girls. They justify the approach they have taken in terms of its benefits for pupils in the scheme of work/learning document which states that (*italics*), with additional Quality Mark commentary or review examples added in blue:



*'The students have expressed that they like having a day off timetable and collaboration between departments; the Holocaust Memorial Day worked very well last year (as evidenced by survey monkey). The current Year 9 wished to have this day repeated as they, alongside the staff, felt it was successful. Moreover, the holistic approach benefits the students by enhancing their learning through greater subject knowledge and understanding (Miller, R 1999. Martin, R 2002).*

*Despite the positive feedback, the school felt Holocaust Memorial Day would be improved by dedicating the time and teaching expertise in a range of subjects after the day, as a single session is too short to allow fully developed knowledge of the Holocaust. The approach of mixing a whole school day with follow up lessons in relevant subjects allows them to explore the themes in greater depth with the benefit of subject expertise being fully utilised. The holistic approach allows students to fully appreciate how the issues effect their lives rather than seeing it as a topic to be 'pigeon holed' into a certain a certain topic (e.g. that is what I was taught in Year 9 History). It is felt that this would undervalue the issues and lead to less contextualised, enriched experience.'*

- When asked during the review process how Croydon High, as an institution, benefits from this approach to Holocaust education, Ms Fenwick, and middle leaders had clarity of purpose and belief in their strategy and co-ordinated approach. The scheme of work/learning document states that (*italics*), with additional Quality Mark commentary or review examples added in [blue](#):

*'This approach leads to greater collaboration between departments. Currently the school does not follow a faculty structure and therefore departments may work in isolation of others. This interdisciplinary structure will allow for closer collaboration and team work between colleagues and knowledge of each other's curriculum and discipline. This has set a trend with future collaborative projects haven taken place or being planned for, for example, Science, History, RS and Geography produced a workshop for Year 8 on the influences on Mary Shelley on her writing of Frankenstein: A Modern Prometheus.*

*Pupils will appreciate the holistic approach to learning which will also enable them to learn more deeply by experiencing many lessons from different subjects. This will also develop their capacity for critical thinking. This skill will enable the pupils to develop the ability to question perceived knowledge, reject anecdotal or non-scientific evidence and examines the source of all information. We aim for our pupils to be lifelong learners and therefore enable them to develop thinking skills, which ensure they are open-minded and well informed, able to judge the quality of an argument and draw cautious yet evidence-based conclusions. We feel that these skills are invaluable to produce a healthy society within which we expect our girls to take an essential role.*

*The school will also benefit from engaging collectively (staff and pupils) in remembering and understanding such an important event in our human history. Our interdisciplinary approach should enable us all to reflect philosophically, factually and apply our critical understanding to the modern world and issues to do with human rights.*



*As an independent school, we also had the mantle of working with local schools and communities. As part of a network of schools in the GDST our impact has the potential to be far reaching. Our approach should enable us to train a team of practitioners who can develop workshops that can be shared with other practitioners or directly with the community.'*

- Ms Fenwick's history scheme of work (developed across the year of the UCL Beacon School programme and constantly reviewed and refined) takes as its title '*Why and How did the Holocaust happen?* Its overall rationale (linking both the scheme of work, school's approach to Holocaust education and broader school ethos) presents a comprehensive statement of aims, that will be discussed more later, but which is rooted in 20<sup>th</sup> century world and British History. It is a bold and admirably aspirational approach that does champion disciplinary distinctiveness, even where collaboration cross curricular or inter-disciplinary opportunities present themselves. The primary scheme of work/learning is explicit about it being rooted in an interdisciplinary approach. The document states that (*italics*), with additional Quality Mark commentary or review examples added in [blue](#):

*'The Holocaust is a key event in Modern World History; History is about past events, people and their actions. History also has a role in educating about societies and their values, shaping students into responsible, caring, reflective adults. Our students need to understand that the Holocaust was not an accident but occurred because of the actions or inaction of societies that allowed discrimination and eventually mass murder to occur.*

*Year 9 have proved themselves emotionally mature enough to deal with this topic in the past and it is the last opportunity for them to explore this event in History if they are not continuing with this subject.*

*The Scheme of Work will be taught to all of Year 9, which consists of 3 classes and 61 girls.'*

- Intent within a curriculum or scheme of work/learning can play out in several ways. The scheme submitted to the Centre explicitly seeks to

*'...follow Holocaust Memorial Day where the girls are off timetable and have a cross-curricular day on 'What was the Holocaust?' this day consists of 4 sessions; Authentic Encounters, Timeline of Persecution, Liberation of Bergen-Belsen and Making a Memorial to Remember. In conjunction with these lessons PSHE, Geography and RS will also be teaching 'How did the Holocaust happen' (See GANT chart with explanation) and the majority of subjects will be spending some time discussing areas relating to the topic (English will be looking at the Diary of Anne Frank, Science will be considering ethics, German lessons are focusing on Literature).*

*All lessons allow for SMSC in considering human behaviour and how society is not always a force for good in that the actions of the government and citizens can lead to horrendous consequences. This in turn leads to opportunities for 'British' values by considering how people*

*and governments should have acted. This is significant as these historical events have an impact on our current world in shaping societies.'*

- In terms of prior learning, synchronicity and SMSC links, the question posed by this review is to what extent student progress and how the department knows substantively given lack of baselining? It is evident the purpose of the scheme of work/learning is to embed and build upon a disciplinary framework whilst ensuring impact beyond the History classroom: evident not least in the History schemes final lesson (which was observed during the review) which reflects upon why Holocaust education matters and sees the girls apply their knowledge and understanding in a historical context whilst also providing the learner space to reflect on SMSC aspects of what they have studied, how they have studied and how this might apply to or influence their thinking, choices and behaviour.
- The school's rationale for Holocaust teaching and learning speaks to affective and cognitive outcomes for learners. In terms of Holocaust teaching and learning this review found the school's curriculum offer speaking to values of respect, empathy and inclusion:
  - **Respect** for the victims of the Holocaust, the subject matter. Respect in terms of duty of care to the past, to survivors, students and staff. Respect for one another and a regard for what happens in relationships and societies where respect for the humanity of an individual or group breaks down. Respect for the craft of the historian. Respect for the truth. Respect for the truth, however inconvenient, challenging or complex. Respect for young people and their right to such knowledge.
  - **Empathy** for the victims, understanding of the perpetrators, collaborators, rescuers, liberators and bystanders. Empathy as fundamental to human relationships. Empathy for each other, for students and for staff in dealing with this complexity. Empathy for those case studies and human stories told within the scheme.
  - **Inclusion** for Jews and all victims of Nazi persecution. Inclusion in that all young people can access the scheme and Croydon High's provision for Holocaust education. Inclusion of potentially 'uncomfortable' learning episodes – based upon established classroom relationships of trust, where respect and inclusion flourish.

As a result, the provision for and impact of Holocaust education at the school has significantly improved, both in terms of academic outcomes, but also in terms of personal development, its contribution to character education, civics and the schools' values (resilience, leadership) and its mission.

- Croydon High School leaders and teachers are committed to the principle that all learners have the right to access quality Holocaust Education.
- Beacon School status and the working towards Quality Mark status is included in the school's improvement/development plan and features in several of the departmental plans.



- Whilst Beacon School status and pursuit of the Quality Mark is embedded in the High School's Improvement Plan, it is recommended that throughout the Quality Mark designation period Croydon High School includes reference to the Quality Mark process in such strategic and developmental plans; this serves to secure it as an ongoing focus, ensure continued senior leadership support for access to specialist UCL Holocaust CPD to continue developing a critical mass able to innovate and work collaboratively. Annual reference to Quality Mark Beacon School status should serve to ensure some of the EBIs of this report are adopted or considered over the coming years. This review would also recommend, where appropriate (principally History), Quality Mark status is included in subject or department plans or equivalent; this would serve to ensure substantive knowledge and subject specific skills are further developed in some of the identified EBIs.
- There is clear senior leadership team support to ensure time and opportunity to review teaching and learning and outcomes across the school including Holocaust education, and middle and senior leaders, principally the Beacon School SLT link, Mr Burnie (Deputy Head) and Headmistress Mrs Pattison accurately judge and assess their provision, strengths and weakness. Such reflective practice ensures developmental innovative practice and a sense of constant striving to move forward and progress.
- Ms Fenwick has a clear sense of what worked well and why, but equally can identify areas for improvement. She recognises that senior leaders have supported reflection, discussion and planning time for the scheme of work and stated, she felt confident to ask for that time and positive that whenever possible SLT would support or enable it.
- At Croydon High School, staff with an idea and initiative are, by and large, supported, encouraged and enabled where budgetary and staffing compliment considerations allow. This is true within the context of Holocaust teaching and learning. In Ms Fenwick's pre-visit SWOT analysis, she pointed to high staff turnover – including the pending departure of her SLT link, Mr Burnie – and curriculum content concerns regards to lessons missed by girls on various trips, participating in various projects as threats to the success, scale, reach and indeed development of Holocaust provision. She also noted that an over-reliance on her to essentially lead and deliver this programme, when increasing workload for many in the profession is a concern, a potential weakness – so this review may present an opportunity or considering how to share the load/provision, how to upskill and invest in staff to ensure succession planning. However, she also acknowledged the active support of the Headmistress and the flexibly the school often provides for the girls to experience cross curricular days and so on. These curriculum time, space, staffing and CPD concerns are pragmatic considerations for all schools. Ms Fenwick, Mr Burnie and Ms Pattinson are reflective and organic in their thinking through of these issues to ensure quality provision for and experience of Holocaust teaching and learning is sustained and developmental.
- As this review will acknowledge throughout, there is much to commend Croydon High School's Holocaust provision, teaching and learning and it is enriching the curriculum provision for their girls.

- The Holocaust scheme of work offered in History at Croydon High School has developed with careful consideration for disciplinary integrity and with high regard for substantive subject knowledge. The scheme aims to equip the girls to achieve in following in terms of concepts, skills, values and knowledge.
  - Subject knowledge and understanding of how the Holocaust happened
  - Understanding that society is not always a force for good
  - Developing knowledge and understanding of chronology
  - Developing knowledge and understanding of interpretations
  - Developing enquiry skills
  - Developing critical thinking skills
  - Understanding how to use sources to find out about the past
  
- This scheme has proven the genesis of a rich and evolving collaboration with several other curriculum areas. There exists an impressive framework, demonstrating clarity of thought and vision, and plan to develop this in a steady coordinated way post Quality Mark status; retaining their distinctive disciplinary natures but enabling students to *'join the dots'* and apply their knowledge and skills. At Croydon High there is ambition students should gain a more accurate historical understanding of the Holocaust, through their studies, which equips them to challenge myths and misconceptions, whilst their learning is infused with a broader, richer understanding of personal stories and an appreciation of the complexities of moral dilemmas and being allowed time to reflect and respond in creative and innovative ways. It is clear from this review process the Lead Teacher and colleagues are keen to build upon initial and existing collaborative opportunities in English, Geography and RE and in tutor/pastoral time opportunities. Upon application it was clear to see that Ms Fenwick was keen to identify and maximise wider curriculum opportunities, whilst resisting the urge to over-reach too soon. Two years on, this Quality Mark process could crystallise still further potential opportunities, whether in a collapsed timetable day, a coordinated, whole school approach to marking Holocaust Memorial Day 2020 (significantly the theme is 'Stand Together' and marks the 75<sup>th</sup> anniversary of the liberation of Auschwitz-Birkenau) or in subjects like Art and Music getting involved.
  
- This scheme of work includes a range of UCL Centre for Holocaust Education materials, including those focusing on the story of Leon Greenman, as well as the interactive timeline; unlocking antisemitism, resistance and 'being human?' There is a clear, overarching rationale and a sense of purpose befitting the school's ethos, cohort and its SMSC context. Using more of the legacy or surviving survival materials may further enhance this aspect, along with developments in Religion and Philosophy or in whole school SMSC opportunities that may enable a better understanding of pre-war Jewish life, diversity, belief and practice.
  
- Whilst the Croydon High School curriculum focus was its History curricula (owing to its Lead Teacher being a History teacher), Beacon School status resides with the school, not with a specific subject or teacher. It was pleasing to see this status understood and embraced by the school; with

innovative pastoral opportunities, acknowledging Holocaust Memorial Day with assemblies and in collaborative working with other departments. It is clear to this review that Holocaust education provision has significantly improved and been refined because of the Beacon School programme; that through its partnership with the UCL Centre for Holocaust education provision has flourished with the embracing of innovation and opportunity.

- Over time, more departments or individual staff are recognising the impact of this work and seeing new ways to contribute, this cannot but enrich Croydon High's curriculum offer and in many ways is the ideal model for growth. Ms Fenwick has been astute in her leading by example. Her openness and the school's leadership team's belief in her and the project has secured whole staff training opportunities which have shown colleagues Holocaust teaching and learning is not niche and that rich and valuable contributions can be made from outside the History department. This builds confidence and a feeling of a shared, collective endeavour – with that comes investment in time, energy and commitment and that has undoubtedly resulted in impressive student outcomes, both academic and holistic, and in staff development.
- Within the focus groups, students referenced the following illustrative examples of Croydon High School Holocaust curriculum:
  - Curriculum content
  - Assemblies
  - Marking of Holocaust Memorial Day
  - Model United Nations
  - Links to Beacon School alumni, Andy Lawrence, Hampton School and the genocide8020 project, including Eric Murangwa.
  - Cross-curricular day

Whilst the History department and its scheme of work have led the way in terms of the Beacon School programme, and a historical understanding provides the foundation upon which all else is built, Holocaust teaching and learning at Croydon High is to be found across several disciplines. This report will later focus on the distinctive contribution of Ms Fenwick's History scheme, but it's partnering with several other departments has led to significant creativity, interweaving and layering of rich and distinctive learning opportunities. It is fitting then to acknowledge the contribution of those non-History subject areas to Croydon High's Holocaust curriculum and provision here, their teachers, and to shine a light on their strength and potential areas for consideration. Take first **Religious Studies**: they make a distinctive contribution by providing the expertise that ensures the girls have an appreciation of what life like for Jews in pre-war Germany and an understanding of the diversity within the Jewish community, then and now: this speaks to religious, social, political and economic factors, as well as providing an overview of religious belief and practice. This is a significant contribution as it ensures perception and appreciation of Jews as active, rich and thriving, individuals and communities, each with agency. As with the linked RS remarks regards the importance of establishing Jews as a historic and diverse people, as opposed to solely victims of the Nazis and their collaborators in the curriculum section of this report, the

department is making Holocaust links in a range of its schemes. During this review, Ms Kelly (Head of RS), talked of the opportunity to draw upon prior Holocaust learning and develop it further in 'What happens when authority gets it wrong?'

- This is a powerful and advanced study which encourages the girls to apply their knowledge and understanding of the Holocaust *'To know and understand at least one example of when an authority has acted in an immoral way'* and *'To begin to understand how members of society might rise up against authority when they disagree with that authority'*. It asks students to consider some ultimate questions, beginning with and including the following: (As previous, notes, comments and questions for consideration by the reviewer are made in blue)
  - What is the Holocaust and how did it affect the Jewish community? [Great opportunity to capture prior knowledge in some way.](#)
  - Who is not Jewish?
  - Who are the Jewish People?
  - Why were the Jewish persecuted? [How does this relate to, or draw upon History's Unlocking antisemitism resource?](#)
  - How does this picture make you feel? [The use of imagery, archival photographs of the time is an interesting choice, arguably at odds with best practice and indeed the principles adopted by the Lead Teacher, the Centre and IRHA. In the hands of a skilful and empathetic practitioner, these can be used; with the caveats of duty of care \(care for the emotional literacy of students, respect and care for survivors, the dehumanised victims\) and with a clear explanation that such images are often perpetrator perspective, occasionally evidence captured by those working in the resistance. Are such images at odds with or in any way undermining of the work done in the first part of the session where Jews are humanised?](#)
  - Why did Hitler hate the Jewish people? [Does this perpetuate or serve to challenge prevailing Hitler-centric explanations/understanding of the Holocaust?](#)
  - What was Hitler's aim? [\(as above\)](#)
  - The Nuremberg Laws, Einsatzgruppen, Kristallnacht, The Warsaw Ghetto, Warsaw Ghetto uprising.
  - What was the Final Solution? [How do you as RS practitioner alert students to perpetrator narratives and terminology like, 'Final Solution', 'Einsatzgruppen'? RS have a role to play in morally and philosophically unpicking the 'Final Solution' – Final solution to what? A Jewish problem? What Jewish Problem? Whose Jewish Problem?](#)
  - What lessons should we take from Holocaust?
  - Afterwards [The Centre has a suit of Legacy materials, including powerful materials that explore the post 1945 experience of Leon Greenman. Leon's story would then provide continuity given he is the hook from your Holocaust Day. Materials on 'surviving survival', legacy and post war life – including links to the far right and fascism – can be found via the UCL Centre for Holocaust Education's website; these may also provide a powerful safeguarding, citizenship and PSHE opportunity to explore 'The Void'. This would also provide opportunities to consider whether life can go on \(for those who survived the Holocaust\) in the first instance, or indeed, the Holocaust imprint on the modern world today, on the Jewish community and on their collective psyche/sense of identity. Might this](#)



be an opportunity for a pastoral project, an Art opportunity? This could become a feature of the schools SMSC offer, particularly effective in conjunction with HMD commemoration or memorialising – and build upon your creative responses as featured in Appendix 6 Resources like the forthcoming ‘Living with the Holocaust’ would provide a natural fit to the schools’ mind, body and soul ethos.

- Draw an image that reflects the Holocaust. What image sticks in your mind? Beautifully crafted and skilful SMSC task, absolutely RS territory.
- Who is responsible for the Holocaust? G\_d or humanity? Possible social links can be made here through complicity and compliance, conformity, Milgram experiments.
- How would/could a Jew continue to believe in G\_d or look to G\_d for authority when they have suffered greatly because of the Holocaust? There are some case studies of dilemmas, moral, religious and philosophical, that could help enrich and make such a discussion real – not just theoretical, but showing how real, named individuals or communities dealt with this. Is there a judgement being implied in the question?
- How have the people responded to the Holocaust?
- Eliezer Berkowitz, Dietrich Bonhoeffer, Emil Fackenheim, Richard Rubenstein, Simon Wiesenthal, Primo Levi (You may consider, given Croydon High School’s context, the need for a female voice: Hannah Arendt, Susan Sontag or Deborah Lipstadt)
- The Shema (prayer and poem) Great opportunity to draw upon theological questions, but also to collaborate with English colleagues?
- Should a Jew keep their faith, despite their suffering? What is the purpose of evil?

Such questions demand robust religious, spiritual, moral, theological and philosophical thinking by students in the activities. These can only be explored appropriately, meaningfully and impactfully in the hands of skilful RE pedagogue. The theodicy and theological work of the scheme is advanced and demanding, the inclusion of challenge and creativity is a key strength of the distinctive RS offer. There is arguably too much, historical content at the start – but, it is rich, has clearly been developed in collaboration with the History department. Taken together, RS and History are retaining disciplinary distinctiveness, whilst working together, to offer Croydon High girls creative, innovative, enriching and reflective Holocaust provision that works hard to provide an appreciation of the Jewish experience that extends beyond Jews as victims.

- Such collaboration, dialogue and inclusion undoubtedly enrich student understanding of pre-war Jewish life, culture, beliefs and traditions – religious and secular – and make an important contribution to their SMSC provision, but also underpin students’ later study of the Holocaust. This review actively encourages this to ensure Croydon High School students have a rich understanding of Jews as a living and vibrant, diverse community and not simply encounter them in their curriculum as ‘victims’. It is key to quality Holocaust provision within a curriculum that young people come to appreciate the void, and all that was lost.
- Placing the lives and culture of pre-war Jewish communities at the heart of studies is significant given the Centre’s national survey of student knowledge and understanding revealed that most students knew Jews were the primary victims of the Holocaust, but most had little understanding of

who these people were, why they were persecuted and murdered. Even after studying the Holocaust, only 37% of young people knew what the term ‘antisemitism’ means. Student explanations often rested on misconceptions about who the Jews were rather than on where anti-Jewish ideas had come from. Many of the young people surveyed incorrectly believed that Jews made up a large proportion of the German population during the 1930s. Only 8.8% correctly identified the pre-war Jewish population to be less than 1%.<sup>9</sup>

- One area for consideration might be inclusion or development of a Passover related lesson as part of girl’s exploration of key Jewish beliefs and practice. A Passover lesson which identifies symbols that express sorrow at the suffering of persecuted Jews and hope of the freedom of new life, free from persecution could be useful. It might encourage students to reflect upon what these themes might mean for a Jew in the Holocaust, *e.g. Anne Frank*, a Jew suffering persecution in 19<sup>th</sup> century Russia, a Jew in Israel today, a Jew in UK today. It would be interesting to reflect how the departments work on St Augustine and theodicy also feeds into this work. In addition, a newly developed day focusing on ‘The Pursuit of Justice’, as a direct result of Beacon School status, departmental participation in UCL Centre for Holocaust Education CPD and inter-disciplinary opportunities - is due to be held soon.
- This review commends Croydon High School and its RS team for teaching and learning about Judaism and Jews. In recognising the danger otherwise of a cultural, historic, religious, social and moral deficiency they are providing students a rich understanding of Jewish belief and practice and the diversity of its culture (unlike their national peers who typically only encounter Jews or Judaism within the curriculum as victims of Nazi or other persecution, based on a racial definition) pre- war, during the Holocaust and today. It should be noted, that whilst a diverse community, Croydon High School, lacks representation of Jews – so perhaps within tutor time or school enrichment programmes it could find opportunities to engage and explore this community – it should not simply be the jurisdiction of the RS department, but as an opportunity for further enhancing best SMSC, civic and outward-looking practice.
- In PSHE, Croydon High students can explore the Centre’s resource, ‘Being Human?’ This lesson encourages students to immerse themselves in individual stories and to consider the labels of perpetrator, collaborator, bystander, rescuer. In another lesson, the girls explore the ‘Impossible choices’ faced by Jews in the Ghettos. They are asked: What would you have done?
- In Geography, the ‘spaces of killing’ are the focus, and girls discover where and why the camps were located as they were. Croydon High girls are encouraged to consider genocide since 1945 in their Geography lessons, and whether another Holocaust could/is happening today or in the future? The review’s principle focus is the provision for and experience of teaching and learning about the Holocaust – rather than genocide – but, in developing a scheme of work that deliberately places the Holocaust within its context it is worth asking to what extent your girls may benefit from exploring *Gregory Stanton’s Ten Stages of Genocide*. This would serve as a framework for securing

<sup>9</sup> For summary findings please see: <https://www.holocausteducation.org.uk/research/young-people-understand-holocaust/key-findings/>

genocide knowledge, understanding and indeed illuminate opportunities, local, national and international for prevention. This could be a useful reference point for linking to citizenship and PSHE opportunities alluded to within this report; not as a comparative tool, rather applied as was intended, as an illustrative framework. Use of the ten stages should be forward-looking, for prediction purposes and identifying warning signs rather than in the far more problematic and commonly used lens of hindsight.

- Within English there are increasing opportunities to contribute to Croydon High's Holocaust curriculum. Whilst there is no specific scheme of work/learning to date, the department are exploring language and literature texts that pick up on themes of totalitarianism, dictatorship and power through the study of *'Animal Farm'*, diary extracts by Anne Frank which explore responses to hardship, war poetry, Kressman Taylor's *'Address Unknown'* and *'Vultures'* by Nigerian poet Chinua Achebe. The latter is a dark, sombre piece that focuses on the concentration camp Bergen-Belsen and a Commandant that works there. It is a gritty poem that is hard to read due to the harrowing subject matter.
- It is worth noting with regard to *'Vultures'*, that 2020 will mark the 75<sup>th</sup> anniversary of the liberation of the camp by the British and there are a number of local projects and national commemorations planned to raise awareness of the British link to this camp. Here, along with the History schemes inclusion of the Croydon airport local connection, and, in lesson 5, asking *Why did Britain not stop the Holocaust?* is an opportunity to consider an innovative collaboration that could support both disciplines which also exploring Fundamental British Values. Perhaps together there is an extracurricular, collapsed timetable or event that could be held drawing on the Centres 'British Responses to the Holocaust' materials? The latter is a history package in many ways, but the English language skills upon which you could draw for the source analysis could prove telling, particularly regards euphemism— indeed help contribute to the girl's media literacy, criticality and understanding function of various types of text and audience. The Centre stands ready to provide a 'British Responses to the Holocaust' twilight to support teachers should this be of interest. Contact Tom Haward, t.haward@ucl.ac.uk to arrange such an opportunity.
- In addition, conversation during the review with Ms Austen and Ms Kelly, included suggestions that may further their practice and be things to consider.
  1. We talked about the power of Leon Greenman's story and its relevance today (following their CPD participation) including the rise of the far right, increasing antisemitism and so on. The reviewer pointed out Leon's post 1945 experience sadly links to these concerns and suggested Ms Austen consider looking at the Centre's 'Legacy' suite of materials, particularly an untitled poem written by Leon that questions his survival, whether he has achieved his mission and has led a worthy life. The reviewer also referenced a letter, purporting to be from local borough council, that Leon received well into his 90s, a letter which as the students read it becomes clear is fake, is intended to belittle, humiliate, scare and intimidate Leon into silence. These make for uncomfortable reading and are set against a backdrop of the rise of the EDL in 1980s London, at a time when Leon continued to march against fascism and hate, speaking out against

racism and intolerance, despite bricks through his window and death threats. These challenging materials could be explored in English in very powerful ways with your girls.

2. We also spoke about victim groups; and there was an interest in the Roma / Sinti experience and community. How are its stories and experience shared /commemorated? There are case studies included in the Centre's Timeline resource that can speak to this. In addition, you may like to check out the Holocaust Memorial Day Trust's website: <https://www.hmd.org.uk/> and search its life stories section. From there you can access case studies, materials, video clips that could illuminate and support your teaching, whether in English or RS.
- Might there be windows of opportunity within enrichment projects for Year 9-11 or across the Sixth Form that could involve or culminate in or include family/community learning events or opportunities?
  - Student voice confirms that Croydon High girls do feel emotionally supported, intellectually challenged and safe to explore this history across the school's curriculum.
  - This review found evidence over time that staff at Croydon High School know their students well, develop strong relationships with the girls and are therefore insightful and mindful of what duty of care is and is not. Staff repeatedly and independently articulated the following: duty of care
    - Does not mean avoiding at all costs that which makes young people struggle emotionally
    - Does mean taking young people seriously
    - Does mean having the time to prepare, plan and care
    - Does mean thinking carefully about the child
    - Does mean giving young people choices
    - Does mean knowing your students
    - Also, means knowing yourself!
  - Throughout the review we found reflective practitioners who are an asset to the school – and enable challenging, controversial, sensitive or 'difficult' episodes within the curriculum, like the teaching and learning about the Holocaust, are do not exclude or shy away from that which is complex or at uncomfortable. Such subject matter is treated with respect, recognised as important learning conversations, to be carefully but robustly handled and developed over time.
  - Parents and the wider school communities' awareness of the Beacon School programme is limited at present. It is hoped, following this review and the award of Quality Mark status, it will provide the impetus to raising the status of the UCL Beacon School programme and the school's Holocaust education curriculum offer; a chance to engage with the local media, feature the accolade in the school's newsletter, on the website and via social media – even with Chris Philp MP.
  - In a similar spirit, it is likely that staff awareness will continue to grow, beyond those immediately involved in the Beacon School programme, upon award of the Quality Mark. Future twilight and CPD opportunities may lead to, where appropriate, further cross curricular or enrichment

opportunities and in that way critical mass at Croydon High School will develop alongside an innovative and responsive curriculum provision for Holocaust teaching and learning; a successful Quality Mark review visit will lead to more interest and engagement from across the school community and that can only help drive ongoing school, not just Holocaust education, improvement.

- The @CroydonHigh twitter account is active; offering timely reference to extra-curricular trips, lesson outcomes, school events and updates. More could be made of championing the schools Beacon School related news – including the Quality Mark status - to its 3,197 followers. Similarly, @CroydonHighHist (165 followers) could make more of this awards opportunity to champion girls Holocaust education outcomes and the departments commitment to quality teaching and learning about the Holocaust. This would help raise internal and external awareness of both the schools Quality Mark and Beacon School status.
- Likewise, whilst UCL Beacon School status is featured on the school’s website and the logo displayed – you would need to know how to navigate the site to find it. More use could be made of this to raise awareness of Croydon High School’s work in this area and of your active participation on the Beacon School programme. The school website and social media accounts could be better utilised to feature examples of students’ work, publicise visits and ensure parents, the community, potential teachers or external visitors can have a sense of the Quality Mark work undertaken.
- Ms Katy Fenwick, Mrs Emma Pattinson and colleagues have made tentative links with the local press regards Holocaust education and the school’s Beacon status. This review recommends using the receipt of this Quality Mark as an opportunity re-engage via a local press release. This will serve to champion the school in the local community, recognise your emerging specialism and help to strengthen your hub status among your network.
- A Holocaust education curriculum audit or mapping document was submitted at the start of the Beacon School programme, along with a copy of the pre-Beacon School year existing scheme of work. Considering these documents, including the school’s Beacon School application form, it is evident just how far developments in Holocaust education have come. Despite this progression, it is pleasing that Ms Fenwick, Mr Burnie, Ms Pattison and colleagues remain reflective and ambitious enough for ongoing development beyond the review visit and re-designation process. There is a clear commitment to this being an ongoing journey; an evolutionary process.
- The curriculum provision for Holocaust teaching and learning is evolving. It is highly impressive, innovative and ambitious. Conversations with staff in History, English and RE pointed throughout the review process to creative, enriching and innovative possibilities ahead, pointing towards exciting times for Croydon High’s Holocaust teaching and learning. There is a desire to continue to build upon and refine Holocaust linked opportunities within the curriculum: for example, in Geography in the study of conflict, which is underrepresented in KS3 but is part of the new A-Level specifications.<sup>10</sup> Middle and senior leaders at Croydon High School recognise that a joined up and linked curricular

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<sup>10</sup> See Application form, pg.6

deepens the girls' understanding, ability and attaining. Cementing their understanding by using different subject disciplines will ensure Holocaust learning is integral and relevant to their concept of the modern world.

\*See also Ms Fenwick's SWOT analysis

## 2. The quality of teaching and learning, pedagogy and practice

- The centrepiece of Croydon High School's success in Holocaust education is built upon the foundation of its constant pursuit for quality teaching and learning. The 2014 ISI integrated report described the teaching at the school as good<sup>11</sup> with most teaching '*...characterised by clear expectations, strong subject knowledge, and careful planning. All of these factors reflect the school's aim that all girls achieve their personal best.*' It is evident from this review there has been considerable continued investment in the development of pedagogy and generic classroom practice since, and that in the context of Holocaust education, teaching is outstanding; becoming an emerging school specialism.
- Strengths seen in lessons, student panels and around the school during the inspection were the excellent relationships between teachers and girls, the clear structure of the lessons, the teachers' specialist subject knowledge; high levels of challenge and frequent opportunities for pupils to assess the own work and that of other pupils. The range of activities, skills, challenge and opportunity embedded in the Croydon High School Holocaust scheme of work/learning lays the foundations for quality teaching and learning that leads to student outcomes that secure and embed '*good historians and skills*', progression and a love of learning – largely through established routines and relationships.
- By becoming a UCL Centre for Holocaust Education Beacon School, the History department have committed to making Holocaust education a priority: reflecting upon the pre-Beacon School scheme of work, its 4 lessons in Year 9 and 4 lessons in Year 10 History – it becomes evident just how far provision has evolved since 2017.

### a) **Scheme of work/scheme of learning**

In-keeping with the Beacon School programme, Croydon High School, did submit an initial scheme of work, to deadline, in January 2018. The document is rich and detailed, providing contextual information, the opportunities the school provides. This revealed the extent to which thinking about pedagogy and curriculum planning had deepened regarding Holocaust teaching and learning: the pre 'Beacon School' provision at Croydon High was outlined in Ms Fenwick's application in 2017 as –

- *'History: teach it at year 9 for 4 lessons and year 10 for 4 lessons.*
- *English: 9 lessons (3 weeks and H/W) on genocide*
- *German: run a year 12 and 13 trip to Berlin.*
- *We have a year 9 Holocaust Memorial Day.*
- *Religious Studies: addresses suffering and the PoE, however, want to have a Holocaust SoW for year 9 and Geography want to do a 'Borders of conflict' SoW'*

The current schemes of learning and the collaborative practice that has emerged during the Beacon School year, was the amalgam of the best in pre-existing disciplinary practice, Centre for Holocaust Education

<sup>11</sup> Please see: <https://www.isi.net/school/croydon-high-school-gdst-6370>

research informed pedagogy, materials and inspiration form the study visit to Poland. In addition, thanks to Ms Fenwick, Croydon High School's History Department enjoys continuity and thoughtful leadership – and this has secured colleague buy-in and encouraged the creation of bespoke Croydon High materials and lessons which challenge prevailing myths and misconceptions, offer a local dimension and evidence research informed practice. With her passion, evolving specialism and drive, with strong support from SLT link Mr Burnie and colleagues, the school's History curriculum offer is evolving into a researched informed provision, manifesting itself in a scheme of work about the Holocaust that is solid, now well embedded thanks to school buy in and to students' outcomes attesting to its innovation and impact.

Its principal scheme, within History, is a six-week curriculum offer which draws upon aspects of the 2009 and 2016 UCL Centre for Holocaust Education's research findings. This correlation and collaboration have enabled the scheme of work to specifically, and to some extent, successfully address and challenge prevailing myths and misconceptions through its 'Why and how did the Holocaust happen?' approach. In this regard, it is pleasing to see a scheme of work that requires students to think and apply their knowledge and understanding, not just recount facts.

- Ms Fenwick made clear the 'journey' of Holocaust education, Beacon School status and the scheme of work was on-going, that there are things in the scheme she has refined and continue to review since the first cohort – for example, the shift from Authentic Encounters and Barney's toy, to the use of the rings - her evaluation document identifies these areas and opportunities, and this was found to be indicative of her leadership of the History Department, a reflective and developmental ethos prevails.
- Centre mentor, Emma O'Brien, was impressed by Ms Fenwick's reflective and considered approach to developing the scheme during the Beacon School year. She comments:

*'I recall we had an excellent mentor visit (for much of the day) where I met with Katy and discussed her scheme of work in detail...I remember some interesting and thought-provoking discussions about the wording/meaning of her overarching question and the development of her summative assessment. Discussion continued over email after our meeting and she wrestled with ideas. She was really keen to think through ideas... and when she sent me her scheme she also sent accompanying material such as PowerPoints, so we were able to discuss materials and approaches together. I was impressed by the depth of her questions and the development and clarity of her thinking was a pleasure to witness.'*

- A curriculum that aspires towards balancing historical critically and human empathy is laudable – indeed a vital component of effective safeguarding in the modern world. It is encouraging then to see Croydon High's scheme recognise that. There is an impressive imperative at the school to encourage criticality and elicit independent student opinions, but we must also navigate this space carefully as educators whereby, not all views, within or outside the classroom, are equally valid or acceptable.



- As a Centre, what we have seen is that some schools who encourage no prescribed correct answers or ways to arrive at these, is an educational approach and argument that quickly morphs into “there are no wrong answers” in the hands of pupils, (ignoring the Holocaust is a set event independent of our knowledge) or that all answers are equally valid (ignoring that we have judgemental rationality and thus some explanations are better than others)’. Whilst Croydon High’s approach aims for students to find meaning for themselves and to not be prescriptive or dogmatic in teaching methods, recognising there is interpretation and variation, perspective and hindsight; colleagues recognise that there are some things, views, opinions, beliefs and understandings which are simply wrong, false, inaccurate or misunderstood. Again, by way of ongoing developmental opportunities, it may be worth ongoing consideration or reflection on what the school or department understands of the challenges and opportunities of independent thinking. This may help to frame powerful ongoing professional teaching and learning conversations across the school, not least because the schemes Holocaust teaching and learning does indeed provide engaging and memorable learning for students which underpins the school’s ethos to learning and teaching. It is this reviews contention that this scheme of work is a shining example of that ethos in action whilst developing transferable and valuable language and thinking skills to support all departments in school. The use of a broad range of resources that at times involve extended reading will especially support students to develop their literacy which will benefit other subjects, not just history.
- Knowledge and understanding of a range of concepts that can be used to evaluate within History lessons implies judgemental rationality...that some explanations are better than others. So, what are the pedagogical strategies, generic approaches and skills History teachers employ at Croydon High School to ensure girls have the skill set to evaluate theories, evidence, approaches and so on to form knowledge rich and holistic opinions? How can we as a profession ensure we encourage engagement and listen to a range of student contributions without following the path of ‘no wrong answers’? How can we best support and equip young people to independently develop increasingly sophisticated, informed and reflective answers, if not factual ones? It seems, based on this review, that in the experiences and thinking undertaken about Holocaust education, Croydon High’s History department colleagues have much to offer: they could inform wider school improvement conversations regards pedagogy, whilst also an opportunity for continued reflection as to *where* knowledge comes from, *what we know* and *how we know* it and whether there are wrong answers or less correct ones.
- A safe learning environment that enables freedom of speech and expression, must also preserve truth and evidence. Holocaust education can play a valuable role in this vital work, such as in claims to deny or minimise the Holocaust. In this way, teaching and learning about the Holocaust offers valuable learning opportunities to develop important life skills and epistemological questions about truth claims and how it is we know what we know. Beacon School related work has made a consideration contribution to these enriching and vital opportunities in which Croydon High School’s learners engage, distinguishing evidence, fact or truth claim from opinion or belief.
- The scheme of work was designed to link to other whole school areas, and opportunities identified where links can be made. Much of that signposting in the scheme of work document illustrates



vibrant SMSC and whole school potential, as well highly innovative, collaborative and interdisciplinary opportunities with colleagues across the school. It is noteworthy that Ms Fenwick has designed a scheme of work that enables, if not explicitly identifies, enterprise opportunities through ‘teamwork skills’, oracy and literacy learning moments in ‘paired discussion, debate’ and through ‘extended writing’ and that she and colleagues could point to human rights contributions to citizenship and SMSC within review conversations.

- The scheme of work was refined following mentor feedback and, at the time of the review, was being taught for the second year, with further refinements made to adjust to the new Year 8 cohort and based on experience and insight garnered from its pilot year.
- Given the enquiry question driving the scheme of work - ‘Why and How Did the Holocaust Happen?’ - there are a variety of opportunities for students to build their understanding of substantive (first order) concepts, but also a clear commitment to developing procedural (second order) knowledge. This approach blends the demands upon students to be able to build and demonstrate their recall, knowledge and understanding of key historical events, people and dates, but also their ability to explain, evaluate and articulate change and continuity. Students are supported and encouraged to demonstrate this understanding in discussion and in writing, and in philosophical sense begin to consider what it is that makes a ‘good question’, historical or otherwise.
- There are opportunities within Croydon High School’s scheme to consider cause and consequence in that conceptually it is framed to explore and relate thinking to historical enquiry questions. Such concepts and questions are fundamental to students developing a wide ranging and informed understanding of factors enabling the Holocaust to occur and key to their recognition of the necessary, generic and specific drivers, that enabled the persecution then and since to evolve and flourish. The causes and consequences of policy and practice could also be revealed within the scheme’s lesson 1: rather than its stated objectives for ‘Developing a brief history of antisemitism and an understanding of persecution’, Ms Fenwick and colleagues might consider including developing ‘*knowledge and understanding of the key stages and turning points in the persecution and murder...*’ The ‘Unlocking antisemitism’ lesson also encourages students to ‘*...explore change and continuity in the development of anti-Jewish prejudice*’ so perhaps more could be made of this to hone this historical skill. Likewise, in lesson 2 with the use of the Centre’s Timeline materials, there are opportunities to identify causation, evaluation and reflection of the consequences, as is also the case with lesson 3 when exploring what happened at Treblinka.
- Croydon High students actively hone chronology skills and understanding, especially during lessons 1 to 3 of the scheme when considering the question of what the Holocaust was focuses upon the evolution of Jewish persecution, the Timeline and in exploring ‘A space called Treblinka’. As noted previously, these lessons rely on issues of definition – and whilst accepting there is variation in historical interpretation – are there some definitions or explanations that students or others offer that may simply be wrong? For clarity of understanding, a basic definition may be advisable, upon which variation and detailed interpretation can be layered – and indeed uniformly applied



throughout the school. For example – linked to the issue of chronology, students may not know until lesson 2-3 (Timeline activity) when the Holocaust is understood to have taken place? At what stage in the ‘persecution’, did it turn distinctively, decisively, to the Holocaust? Inevitably there is always a challenge in ordering of lessons and pragmatic factors of allocated time to consider – can students appreciate Leon’s story without the context and chronology, or appreciate the continuity and change of Nazi antisemitism without the medieval context or indeed without a sense of pre-war Jewish life to give the Jewish people agency, diversity, a voice? It could be that an embedded understanding and vocabulary of rights, the pyramid of hate or Stanton’s stages of genocide would be helpful in terms of understanding turning points, phases or warning signs. There are opportunities for Ms Fenwick and colleagues to recognise within these chronologies, literacy and numeracy across the curriculum moments - connecting significant subject specific substantive knowledge with disciplinary skill gains, but is always worth, as a department, taking the time to regularly reflect upon the scheme’s implications for historical understanding.

- The scheme presents students with many opportunities to reflect upon historical significance; this was demonstrated in Croydon High School students’ work, but also in the student voice panel. Some girls framed their understanding in terms of measuring or gauging the Holocaust’s importance by the degree to which it is remembered. Others pointed to its ongoing relevance and impact on the world today as evidence of ongoing significance. One talked of it being remarkable both at the time and since, and this being their yardstick for understanding importance, whilst another spoke of the Holocaust’s significance in terms of its resulting in change, such as making connections to the establishment of the UN, the creation of Israel and ultimately to the genocide convention and principles of international law. Others revealed how the Holocaust resonated with them personally and so held status for them in a way the Battle of Hastings or the industrial revolution did not. By asking what questions should be asked of the Holocaust, particularly focusing on the how and the why, the scheme clearly asks students to reflect upon significance.
- Students are encouraged to enquire and to explore evidence throughout the scheme; for example, the foci of a child’s homemade toy and student led inquiry (Authentic Encounters). This personal ‘hook’ provides a memorable and emotive stimulus for students questioning and layered discovery. Students spoke of the ‘layered’ and ‘poignant’ building up of the evidence and understanding garnered as they read case studies, explored various sources and conducted their own research. There was a sense of momentum building as the student voice panel recalled ‘discovering’ Leon’s story and what happened to his family. One girl spoke of *‘...having the story revealed piece by piece, made us ask questions as we went along and I wanted to know more...I worked more than I would have done if we had just been told the story as I really wanted to know what happened... in the end it was like I was solving a mystery and I really cared about the family and especially Leon and how he was treated...even after the Holocaust’*. Several spoke of Leon and the Greenman family in terms of their feeling a duty to learn more, saying *‘I won’t forget Leon, his wife and Barney’* with another who did forget the specifics of Leon’s story, but clearly connected with the story on a human level, urged that people *‘...shouldn’t forget’* and said *‘...its up to us to remember his family now that Leon himself is gone’* and all the students in the panel were willing to admit they were working harder than usual to think through the evidence, sources and case studies presented to them, because it

*'mattered'* to them and they found it *'interesting'*. It is worth considering how as a department you model source analysis in the context of this scheme as compared to other history topics and whether students are investing in the same way to improve their knowledge and understanding.

- Historical interpretations feature within Croydon High School Holocaust scheme of work. 'Being Human?' (PSHE lesson) provides students the opportunity to encounter a variety of examples, viewpoints and perspectives. The lesson format encourages learners to share interpretations and engage with the grey areas, rather than simplistic black and white answers. It was telling to look back at the schools 2017 Beacon School application and find a response to the question of why it's important to teach about the Holocaust to include the following:

*'Many of the survivors of the Holocaust are no longer with us. When we planned our first Holocaust Memorial Day we initially wanted to try and get a Holocaust survivor in to school. However, there was a realisation that soon there will no longer be any survivors, and that we will need to teach about these atrocities, and do it justice, without the ability to do this. It is vitally important that an event that is so important to our sense of humanity does not disappear from our young people's minds. Through the humanities subjects we are constantly teaching about learning from mistakes and from the past and how to construct a more tolerant and sustainable future. We believe that it is our job to educate the policy makers of the future, so that the Holocaust is part of their psyche, understanding and decision making.'*<sup>12</sup>

- This review notes the following regards Croydon High School primary Holocaust scheme of work (History):
  - There is a rationale for the scheme's content, approach and learning outcomes. The rationale provided is attainable, but in places lacks some clarity for any non-specialist picking up the scheme or in terms of succession planning. For example, on page 3 there is talk of *'learning lessons of humanity today'* and *'enabling to contrast and understand a deeper debate rather than a broader one'* – it is unclear what is meant by this. This relates to clarity of curriculum intent. Any scheme is a working/living document and naturally this one would benefit from continual refinement and reflection given its 'why and how...' focus.
  - Stated aims and objectives are broadly coherent. Ms Fenwick responded to mentor advice to refine or clarify some of the terms used, but there could be more thinking given to resolving what is meant by *'how'*. Do you mean the processes of the Holocaust and *'how'* it happened, or do you mean *'how'* in terms of how this could happen in the modern world/how could people do this?
  - The primary scheme of work is embedded in disciplinary distinctive practice, often scholarly in its ambition (particularly regards reference to research, myths and misconceptions).
  - As noted in more detail later, the scheme of work does contribute to SMSC, fundamental British values and other whole school priorities.

<sup>12</sup> Please see schools UCL Centre for Holocaust Education Beacon Schools full application 2017-18, pg.1.



- There is a coherent and logical progression to lesson sequencing. Each is connected to the previous and subsequent lesson in terms of narrative and development of thinking, this ensures the primary document as a whole ‘makes sense’ – both in terms of professionals reviewing curriculum, teaching and learning, and in students’ learning experience. Croydon High girls seem generally aware and understand what the series of lessons is trying to achieve. Students are able, in line with the scheme’s aims, to articulate how individual lessons within the scheme contributed to their overall learning and refining of their Holocaust understanding.
  - No use of graphic imagery.
  - The use of oral history and survivor voice through a variety of personal case studies (as distinct from direct personal testimony.)
  - It actively encourages the use of specialist keywords. Literacy links are not made explicit in the scheme and so literacy across the curriculum opportunities are currently missed. Holocaust teaching and learning is enriched by such literacy and oracy integration so this could be an area for future development.
  - The scheme does not focus on the use of textbooks – yet interestingly students noted learning about the Holocaust meant ‘...*leaving the textbook behind*’ and how ‘...*reading from a textbook would have been a distraction... it would have stopped me thinking...*’, what might this reveal about other topics or approaches to the study of History at Croydon High?
- Of the 6 lessons outlined in the History ‘primary’ scheme, 5 are exclusively based on UCL materials, principles and lessons; including Resistance, British Responses to the Holocaust, the ‘*Timeline*’, ‘*A Space Called Treblinka*’ and a version of Unlocking antisemitism. In the other lessons, some Centre materials have been used alongside, the school’s own innovations or materials from other organisations or sources – but there remains a gap in provision regards legacy - UCL pedagogy and approaches have been embedded and skilful practitioners have made the lessons their own, fitting the needs and context of their learners or have adapted existing materials and lessons to UCL methodology.
  - In Ms Fenwick, Croydon High School History Department enjoys continuity and thoughtful leadership. With her passion, evolving specialism and drive, with strong SLT support, the school’s History curriculum offer is evolving into a researched informed provision, manifesting itself in a scheme of work about the Holocaust that is solid, now well embedded thanks to school buy in and to students’ outcomes attesting to its innovation and impact. Together, Ms Fenwick and her History team have created something rather a special – a scheme that has far more that commends it than that which could be questioned, and a stimulus that engendered student and staff thinking and ongoing discussion.
  - Ms Fenwick made clear the ‘journey’ of Holocaust education, Beacon School status and the scheme of work was on-going, that there are things in the scheme she would now refine and review considering each cohorts engagement. This was found to be indicative throughout the review process of her leadership of the History Department; a reflective and developmental ethos prevails.

- The schemes Holocaust content is carefully considered and reveals Ms Fenwick’s commitment to embedding a love of history but also equipping learners to be better historians. In sum, this aspect of the scheme testifies to deep thinking about curriculum design and reveals an eye for detail. Her reflective and scholarly nature will ensure any deep-rooted questions, concerns or recommendations raised throughout this review will be discussed with her team, considered on merit and, where necessary acted upon. I am confident, this scheme will evolve to meet its creator’s expectation over time – and excited to watch and partner as this process unfolds.

## b) Literacy

- Literacy is a key institutional benefit of the scheme of work/learning and the approach undertaken. The scheme encourages the development of academic and history specific vocabulary. This enables Croydon High girls to think about and discuss many aspects of the Holocaust, genocide and history and confidently demonstrate their understanding both orally and in writing. For example, the Timeline enables discussion and exploration of the limitations of dictionary definitions of words like Holocaust and bystander, instead encouraging students to appreciate the complexity of these terms, test them and begin to refine their definitions. It actively encourages the use of specialist keywords. Literacy links are made explicit in the scheme and the student voice and work scrutiny demonstrate the students accurate use and understanding of a range of some technical vocabulary.
- Literacy, in all its forms, is a whole school priority, and thus the Holocaust scheme includes explicit opportunities to contribute to Croydon High School efforts to develop oracy and literacy – in all its forms. Whilst not identified as a strength in Ms Fenwick’s pre-review visit SWOT analysis, it is evident from this process that a literacy contribution is being made by Holocaust education and is perhaps an ‘unintended consequence’ of the work undertaken as part of the Beacon School process.
- Throughout the student voice panel, several examples testified to the accurate and thoughtful use of key terminology, subject specific knowledge and the girl’s ability to apply that historical knowledge to their understanding of the world today and their place within it. This review looked carefully at student outcomes and found evidence of good quality substantive knowledge. Students interviewed used, with facility, a range of terms (including shtetl, *Lebensraum*, ‘resettlement in the East’, *Kristallnacht*, ghettos, camps) and labels and concepts (such as *perpetrator*, *bystander*, complicity, propaganda and antisemitism). Students were able to name a range of concentration and death camps – Treblinka, Bergen-Belsen, Westerbork and Buchenwald - rather than the culturally familiar Auschwitz-Birkenau. The student voice panel gave Croydon High School students’ the opportunity to demonstrate their learning through talk. Learners were able to clarify ideas, talk and think together. Clearly students were used to active listening to understand and recognised the opportunity to widen vocabulary in their lessons.
- Work scrutiny revealed learning through writing; the strong use of writing as a tool for thought, the students’ ability to organise and develop their thinking through structured writing, and the

recognition and respect for writing as a tool for thought itself as they develop a clear and appropriate form of expression in their work. Take for example the assessment pieces evidenced in Appendix 5 (a-c) in which there is evidence of student led extended writing in which they can demonstrate sound historical understanding and a willingness to hone and improve their work in response to teacher feedback and peer commentary. Within these pieces you will find reference to the Wannsee conference, Zyklon B, Aryan, responsibility, compliance, blood libel, antisemitism, Franz Stangl, Eva Braun and Mein Kampf and other subject specific terminology along with a willingness to reflect and show empathy.

- Croydon High School students can use specific terminology or vocabulary about the Holocaust which reveals their studies to have challenged prevailing myths and misconceptions – particularly regards antisemitism - referenced '*resettlement*' and segregation, *Mischling* and 'perpetrator perspective' which shows an advanced linguistic and historical context. When asked to reflect upon who allowed the Holocaust to happen student responses in Appendix 5 (a-c) assessment tasks demonstrated a sound historical knowledge, but also evidenced girl's awareness of social science and their ability to draw upon human rights vocabulary and civics.
- Whilst most Croydon High girls are familiar with the term antisemitism, as in many schools across the country there is not yet common use and understanding of the term. Staff were well able to articulate the difficulties and the significance of varied interpretation of what antisemitism is and is not; whether in the present context of discussion surrounding adoption of the IHRA definition, or the historical characteristics of its evolution. Whether adopting IRHA's definition or another simplified definition, means a consistency in message will be useful both for substantive reasons but also for safeguarding and policy. Given the powerful articulation of a rationale for Holocaust teaching and learning at the school, including tackling antisemitism and all forms of prejudice and discrimination as detrimental to their ethos, and the History scheme of work/learnings attempt to identify and challenge various prevailing societal myths and misconceptions it will be revealing as to how successfully you move the community forward in terms of a consistent understanding of what antisemitism means, to the same extent you have for homophobia, racism and islamophobia. The school's inclusion of the 'Unlocking antisemitism' lesson materials (part of lesson 1) in the History scheme of work/learning will help provide contextual understanding upon which a definition could be commonly understood. This may also serve to broaden awareness among staff across the school; perhaps via a UCL twilight? If this is something you or your network of schools would find useful, please contact the Centre's Tom Haward, [t.haward@ucl.ac.uk](mailto:t.haward@ucl.ac.uk)
- On a related point regards terminology, this review noted among some students encountered, a variety of understandings of the term Holocaust. Some used the Holocaust interchangeably with genocide, few presented an understanding that was uniquely based on the Holocaust as a singularly Jewish experience, whilst others presented the Holocaust as effecting a range of victim community groups. This is not problematic given a range of historians, academics and well-respected global Holocaust programmes have differed in their use and understanding of the term. However, the interchangeable use of those varied definitions may further confuse the picture, potentially suggesting the Holocaust is all-encompassing, or even so encompassing as to have lost specificity or

distinctive meaning. You may need to consider use of a basic definition – or even core elements of that basic definition that you as teachers, department or even as a school adopt. This is something Ms Fenwick and others may reflect upon in coming years, hone and refine accordingly – or could be that a diversity in interpretation and analysis is precisely the lesson’s intent. The inconsistency in Holocaust definitions point is not made to suggest students were not able to cope with the subject matter per se, rather it links to maturity and emotional literacy – but this should be considered carefully alongside student voice input to be outlined later regards their capacity for encountering the Holocaust’s ‘reality’. We note this merely for the school’s internal considerations as part of your ongoing commitment and development of Holocaust education provision.

- It was noticeable that a vocabulary of rights was an undercurrent, informing or framing several student contributions throughout the review process. During the student panel it was revealing that, a language of rights and citizenship was deployed. Three students acknowledged a change in their day to day vocabulary, noting their Holocaust and genocide awareness had heightened their sensitivity to language and the power of words. One said,

*‘It’s made me think more about some of the words I use...if I’m honest I have used some pretty ugly words to describe others in the past...studying the Holocaust the way we did has made me more thoughtful I think about how I view the world and how I describe it’*

The other girl agreed, and went on:

*‘I think about words more now and how they are used and abused... I don’t think fake news is new to today as the Nazis were masters of propaganda...the way we have looked at the Holocaust means I’m more alert to what others say and what evidence they have to back it up...I’m also more aware of my own stereotypes as I sometimes catch myself using words which really I should challenge or at least question...’*

Such student responses indicate a positive climate within which to consider application to become a UNICEF Rights Respecting School. Whilst there is coverage of UNDHR, there is currently a lost opportunity to develop understanding of the UNCRC – which could well feed into policy refinement and behaviour for learning strategies. Many of the school’s pastoral, community, international and enrichment opportunities (including Holocaust and genocide education) are embodied in these principles and collectively would be a good foundation upon which more human rights education work could be built. Such links could well be maximised in December each year, as the school may choose to mark/acknowledge or raise awareness of genocide or human rights days that month. The reviewer provided Mr Burnie and Ms Fenwick examples of links that could be made in this area – most notably regards the work and story of Janusz Korczak, and there was some interest expressed concerning how this might be developed in the future with greater CPD involvement across the school, internal conversations and collaboration with feeder and wider partnerships. Alongside the planned ‘Pursuit of Justice’ day – with its rights and justice focus and the established Amnesty Group in the school – exploring the UNICEF Rights Respecting Schools award may consolidate and further this work.

The lesson observation, work scrutiny and student voice panel illustrated the strength in literacy, oracy and vocabulary. Based on national research this is encouraging; very different vocabulary being used here at Croydon High by comparison to their national peers. The standard of Holocaust accounts and explanations, use of precise terminology, dates and location, language and detailed classwork was impressive – particularly in the sophisticated explanations of causation and amidst discussions of responsibility. Therefore, this aspect of provision and practice could be used as example of best practice for wider school improvement and this approach fostered further in other history schemes of study.

- Holocaust education at Croydon High School is supporting a range of information retrieval strategies. For example, work scrutiny provides evidence of timelines, note-making grids, summarising and sequencing. Despite a lack of formal literacy learning intentions or objectives included in Holocaust lessons or specifics within the scheme documentation, reference to possible strategies are included (keyword / oracy / literacy learning points), thereby providing teaching staff with a range of guidance regards approaches that may be undertaken to develop literacy.
- Observations regards the literacy opportunities within Holocaust education provision at Croydon High School include:
  - The understanding of storytelling as powerful stimuli for changing the way we think, feel and act – the example of Leon Greenman was repeatedly referenced by staff and students. Such recognition is also evident in skilful use of case studies to explore conflict or moral dilemmas, for example, in ‘Being Human?’ lesson.
  - Students are encouraged to learn through texts, thereby developing their research and study skills and ability to read for meaning.
  - Whilst this review did not see evidence of writing skills being explicitly taught, nor the teaching of spelling of key vocabulary, students are aware of relevant literacy skills for subject specific writing; the review’s lesson observation highlighted work to support literacy as being exemplary.
- During the review, we found some students spoke with confidence about their experience of Holocaust education, their time at Croydon High School and about their progression. This review considers this to demonstrate a safe and open school, evidencing a strength of engaging students through a vigorous questioning, meaningful talk and active listening. We thereby confirm, within the remit of our visit, the school’s commitment to improving all areas of literacy, enhancing communication skills, and recognise that student’s substantive knowledge, understanding and confidence is on an upward trajectory.
- Many students throughout the Quality Mark review process spoke about ‘*enjoying the Holocaust*’, but then corrected themselves, rather apologetically, in some way as felt ‘enjoy’ wasn’t the right word. Their awareness of the power and appropriateness of language was significant – and the HMD2018 theme of the power of words had proven timely, topical and relevant. There is an opportunity to develop this further in wider genocide prevention/awareness with the upcoming

anniversaries: 25 years since the Bosnia genocide (1995), 75 years since the liberation of both Auschwitz-Birkenau and Bergen-Belsen (1945) in the 2019-20 school year. This could contribute to active global citizenship and would enable students to apply their Holocaust learning in another context and enhance cultural capital, whilst also supporting safeguarding protocols in criticality, citizenship and e-safety. Alternatively, the school may look ahead to Holocaust Memorial Day 2020 and its 'Stand Together' theme, as this too can draw upon language, dialogue, communication and speak to values of respect, empathy and inclusion.

- Of course, literacy is not simply the language of written and spoken word – and this review found examples of literacy beyond the academic that Croydon High School's Holocaust Education was contributing something distinctive too. Whilst the school's enrichment and SMSC opportunities are strong, religious and cultural literacy could be further developed in lessons relating to the Holocaust – particularly in the relatively little protected time within the scheme devoted to pre-war Jewish life and through the legacy materials. Given rising antisemitism in this country and beyond, prevailing myths about Jewishness and why the Jews were targeted, it is vital to any understanding of the Holocaust's impact and relevance that students understand that which was largely lost – namely the Jewish community and what it means to be Jewish.
- Holocaust education teaching and learning at Croydon High School is reflective of and contributing to the students' emotional literacy, but this, as will be discussed later, could be better tracked and understood by staff – and have relevance for whole school developments in SMSC and safeguarding and have implications for potential CPD opportunities. The curriculum provision for Holocaust education at the school also provides media literacy and e-safety opportunities; this is vital given students' exposure to online, social media stereotypes, misinformation and media representation issues currently so relevant. That Croydon High School students are developing research and study skills and thereby learning through texts (written and online) is telling; likewise, their familiarity with source analysis protocols enabling them to access the validity of a claim. Students are largely able to identify the 'meaning of the material' encountered and discuss and debate issues raised in articles, sources or media, in a considered and thoughtful way.
- Much of this progression is made possible through the complex reading skills being developed across the school. This review recognises examples whereby Holocaust education is supporting this; through analysing and synthesising a range of case studies in 'Being Human?' to identifying patterns and reorganising information from a text (written or media) in the timeline or Unlocking antisemitism lessons. Such student led learning approaches encouraged by the Centre, means students are regularly considering a range of evidence for themselves, and thereby developing history or disciplinary focused skills such as making hypothesis, inferences and deductions. As students themselves noted, this often led to further independent research and in this way, an interest in the Holocaust generated personalised learning, criticality and effort. A by-product of this, is a love of learning, reading for pleasure and the ability to recognise variation in writing style and function.



- Linked to SMSC, and discussed more fully later, is the distinctive contribution Holocaust Education at Croydon High School is making in terms of supporting and developing student's emotional literacy. One area where this is most striking – and came through in student voice and a range of review evidence – was the power of individual stories but this was accompanied by a concern for the moral and civic lessons.
  - *'I think it's important we study the Holocaust...It's sad and difficult but that's the truth of it and pretending it was something else would be wrong...You can't know how to stop it or understand how bad it was if we are protected from its reality.'*
  - *'It feels like real history...as good historians we treat it carefully and I think as people we treat it with respect...'*
  - *'It's taught me more than history...'*
  - *'I know I am more informed about the Holocaust and I feel like I now understand...not just what happened and why, but understand the human story, the reality of it all... and I understand that its not just history...there's antisemitism still and genocide today and there is even denial... so this stuff matters and is relevant today.'*
  - *'It's what's stuck with me most in my time at Croydon High... some of those stories and lessons I will never forget.'*
  - *'I feel a responsibility to do something with this learning... now I know I have to be more watchful in what goes on in the world and feel I need to make a positive contribution to the world seeing as so many never had the chance and their stories won't be known or shared unless I play my part.'*
  - *'It's an amazing emotional roller-coaster...it's made me sad, angry, frustrated, shocked, intrigued, inspired and grateful at different times. Human can do wonderful things and awful things and it's hard to learn about the Holocaust without at the same time think about your own choices, actions...it has been real learning...'*
  - *'I don't think you can learn about the Holocaust properly or visit Auschwitz and camps and ghettos like we did without it changing you...its changed me and I think its made me a better person.'*

### c) Challenge and engagement

- The 2014 ISI integrated report recommended: *'Increase the variety of activities in lessons, including greater use of ICT by pupils, in order to provide appropriate challenge for all pupils.'*<sup>13</sup>

<sup>13</sup> See: <https://www.isi.net/school/croydon-high-school-gdst-6370>



- Criticality and independent thinking, so championed in UCL Centre for Holocaust Education pedagogy and materials is a key area for ongoing development at Croydon High School – implicit in the school's tireless pursuit of academic excellence, personal development and resilience. Middle leaders recognise the benefits of embedding such independent learning, metacognitive principles and authentic student led learning opportunities in other schemes of learning and departments.
- Teachers independently noted during the review process that Beacon School status had significantly contributed to Croydon High School's expectation of challenge and critical flourishing in some areas; consequently, expectations are heightened. Quality teaching and learning follows and students themselves reported feeling they were being pushed and respected by being given this complex and challenging Holocaust material and recognised the importance of embracing this opportunity to learn about something so significant in a meaningful way. It is this review's recommendation, that best practice in Holocaust pedagogy be applied to whole school drives for generic teaching and learning improvement – so as this becomes the norm – informing and supporting teachers to have the knowledge, confidence and skills to tackle a range of controversial, challenging and difficult issues in their classrooms.
- Croydon High School teachers recognise in Holocaust education a valuable and empowering opportunity in its encouraging of reflective practice, where students were responsible for their learning rather than passive consumers of information and then, later, assessed or examined. In this sense, the challenge and student engagement seen in the context of the Holocaust scheme of work is contributing to life-long learning, a love of learning and a thirst for knowledge.
- Looking at the scheme of work itself, teachers clearly have good levels of subject knowledge and plan activities to use time in lessons productively. The best lessons reflect a desire to challenge students effectively and to offer differentiated support through scaffolding, modelling and innovative tasks, whilst employing probing questioning to effectively assess students' understanding and there is a clear rationale throughout.
- Stretching and challenging students through scaffolding their development as critical thinkers and independent learners' is cited within the primary scheme of work as a key institutional benefit of the scheme of work and the approach undertaken. Such metacognition is fundamental to ongoing success at Croydon High School.
- Students participating in the panel spoke of feeling '*trusted*' by their teachers to handle and explore this history. Students were confident that staff would take care with them and not seek to shock or exploit them in their teaching about this subject, but others were alert to a perceived reticence for their teachers to reveal the '*full truth of the Holocaust*' – as if at times staff were '*holding something back*'. This feeling is reflected in some of the student voice focus groups of the Centre's 2016 research, and perhaps means we need to think carefully as educators about the relationship between duty of care and that which is both emotionally and intellectually challenging? Do we underestimate young people at times; might duty of care (for all the best of intentions), hinder challenge? Is protecting self-esteem and emotional wellbeing always helpful to learning? Might



schemes of work/learning choices reveal more about teacher sensitivities/confidence than their student's emotional literacy or abilities to handling the complex? Croydon High School students were themselves maturely and thoughtfully wrestling with these multifaceted issues when reflecting on teaching and learning about the Holocaust. This also played out in conversations with students about the 'reality' of being at Holocaust related sites, referencing the impact and importance of their Berlin and Krakow trips for example – *'Only then did I truly see it and understand'* - and also the opportunities to hear direct testimony from survivors – again, in the student panel speaking about an encounter with a Rwandan survivor.

- As noted previously, there is a tension between the clear principle of Holocaust education providing demanding, rich and challenging work (understood at the school as entitlement for all) and a duty of care sensitivity. In many ways the UCL Centre for Holocaust Education's pedagogical approach can creatively engage with this tension, particularly in recommending a story, object, or personal story as the 'hook' to engage learners or introduce complex concepts. It is this review's belief that whilst there is a growing climate of what Mary Myatt terms *'high challenge and low threat'* at Croydon High School, which is beginning to encourage teaching for depth and impressive student outcomes, there is an identifiable CPD opportunity here to support colleagues in the *'art of challenge'*; either in regard to preparing or planning *'for the top'* or in their recognising how to quickly change teaching and learning pace or strategy in the classroom to move engagement levels up. This is based upon a couple of students evidencing passive engagement traits and speaks to honing and refining already strong practices for challenge. It is a developmental point for consideration only.
- This review found evidence of subject teachers extending learning well by asking students for explanations in detail, rather than accepting simple short answers. Several staff clearly have effective techniques for involving all students in discussion work, thereby successfully challenging students. In addition, evidence from talking to students in the lesson and during the student voice panel points to teachers routinely checking students' understanding through talk and effective questioning, intervening when necessary, with notable impact on their learning. The consistency of Croydon High School's best practice could be improved – to be more widely experienced and practiced, but the tools are there and the impact of these individuals and approaches is clear.
- Holocaust teaching and learning at Croydon High School benefits from the school's positive learning environment and investment in equipping learners with a resilience and passion for learning. Most students do appreciate why *'getting stuck'* or even getting something *'wrong'* is a good or natural part of learning, even a **first attempt in learning**, but more work to develop resilience habits is needed to be done to ensure consistency and tackle the coasting or passivity in the few.
- Expectations for the highest academic success and regard for holistic development are based upon students generally having the *'right' attitude* and **skills** to progress, likewise the teaching and learning approach encourages the *'right' habits* and provides the *'right' knowledge*. This climate of challenge and understanding of metacognition is rooted in the ethos and values of the school and reveals much of the SLTs leadership, the community of professionals who invest so much in the

students' curriculum, pastoral care and educational experience whilst at Croydon High School. In the SLT meeting Mr Burnie spoke passionately of his belief that investing in students as individuals, in their personal development, character or values education, relationship building, and a sense of community enables and equips individual and collective academic success. It was refreshing to hear a senior leader talk about the value of student's character strengths, their skills, unique talents and gifts, rather than his school as an exam factory. It was clear Mrs Pattinson and her senior colleagues share their commitment in holistic educational opportunities and that they see that as an invaluable foundation to exam and academic success.

- It was revealing to hear some key Croydon High School staff reflect upon UCL Beacon School status having further encouraged a spirit of innovative and challenging teaching and learning. Staff spoke of some students' knowing that there was an unwritten expectation for them to think, and to actively engage in the learning process, but acknowledged there was some way to go to ensure all students bought in to their active learning responsibilities. That student voice reiterated Lead Teacher comments regards engagement, challenge and the impact of UCL Centre for Holocaust Education pedagogy on teaching and learning, was especially revealing regards pedagogy and impact, not least because they spoke of a discernible shift in the teacher style or approach to the Holocaust:
  - *'I liked it because Miss didn't always give us the right answer or tell us everything... we sort of found out more of the stuff in the tasks ourselves.'*
  - *'There was lots of discussions and more questions than usual.'*
  - *'It was easier to see I was progressing each lesson as we got deeper and deeper into it and I think its meant I know more about my rights today than I did and I appreciate them more'.*
  - *'We used colour coding with the big timeline and that's really stuck with me and helped me understand the similarities and differences in which groups were persecuted and why... we got to interact more with the history and not use worksheets and textbooks so much which was good'.*
  - *'Going on the trips made me realise the significance more than all the details I had read... seeing things really helps'.*
  - *'We got to look at sources in pairs and evidence in groups...there was lots to read and look at and because it was interesting, and we got to do it together I learned a lot from the process... discussions made me think a lot more as we sort of pushed each other more because we wanted to understand...'*
  - *'...it was emotionally hard, but really worthwhile'*
  - *'We know we should know and care about it in a way that we don't get really in other aspects of history'.*

- *'Miss gave us the chance to be creative in our responses sometimes... not just normal history where we write stuff and get tested... I got to show what I understood in another way.'*
- *'I liked the way we used sources and case studies as it brought the history to life and made it personal and not just facts and dates... reading and discussing some of those really gave me Goosebumps.'*
- *'I got to see Mrs XXX in a different way when we were on the trip...She really made the Holocaust come alive for me... it was better than being in the classroom and the way we usually learn.'*
- One teacher commented during the review that having been involved in the UCL CPD day, her thinking and practice regards challenge and independent learning in the classroom had shifted, noting:

*'It really made me think about the pedagogy underpinning what I was doing, the quality of my instructions and explanations and if my questioning is right... afterwards I gave me a chance with colleagues to reflect on my role in the classroom... If I get my job right, then I facilitate the learning, not stimulate it. I came to see the materials, the sources, the case studies and the History, people, places and events as the stimulus and that made me rethink as I was probably doing too much of the work in the classroom and now I have strategies that means the students are thinking more ... it's reinvigorated my teaching in general....'*

- It was revealing to hear some key Croydon High School staff reflect upon UCL Beacon School status having further encouraged a spirit of innovative and challenging teaching and learning. Ms Fenwick, her history colleagues and SLT's absolute commitment to an evidence-informed creative pedagogy, responsive to their learners' needs to secure best outcomes are clear. An increase in criticality and reflection was a noticeable recurring theme when teachers discussed Holocaust related progression and outcomes. Being prepared to take risks in the pedagogy and curriculum context to give learners opportunities and valuable enriching experiences, not always judging quality or worth on the outcome alone, is revealing. The developmental process, the resilience, skills and experience of the learning journey are increasingly understood to be as important as the result – and this provides rich and challenging Holocaust teaching and a learning experience that students increasingly recognise as *'different'*.

#### **d) Teacher talk, explanation and questioning**

- The nature and quality of teacher talk at Croydon High School demonstrates some good levels of clarity and specialist subject knowledge. The talk, whether in explanation or questioning, is balanced carefully with student activities.
- The variety of teacher talk stance evidenced throughout the review process is significant in terms of sharing best Holocaust pedagogy and practice more widely, for it has generic teaching and learning



relevance. At one level, Ms Fenwick has a **declared interest** – students recognise and understand her passion for Holocaust education and colleagues rightly recognise her emerging specialism – but at times she adopts the role of a **neutral facilitator** (enabling the learning to unfold, posing questions, impartially empowering students to discover and uncover the significance of the rings themselves, for example, through a layered approach). While it might appear common sense that teachers should be neutral, the reality is that this is almost impossible to achieve. We will always reveal our perspective through the tone we use, the language we use, body language. For this reason, it may be better to aim to take an impartial stance. However, this again is difficult to achieve, particularly if teachers have very strong views on a topic or are emotionally invested; so, it is always worth reflecting on your stance – are you, colleagues within your departmental team, neutral or advocate and what are the challenges and opportunities for either position? The neutral stance was deliberately deployed in the lesson observed, where Ms Fenwick sought to adopt an observing, supportive role during the girl's rotations through the stations. This was entirely appropriate given the lesson aim and materials and its purpose to capture and shift thinking, in many ways the epitome of assessment for learning.

- Reality dictates that in many schools, teachers are expected to present the **official** view. In some cases, this can be very useful, providing teachers with a foundational position to present to students. There also will be times when students' views need to be challenged and teachers should act as **devil's advocate**—particularly when the class appear to hold the same view. In this case you can deliberately inject controversy to ensure that students are exposed to a wide range of perspectives. In talk with individual students or with small groups, Ms Fenwick, was, for example, revealed to play this role too, challenging prevailing opinions and seeking to present an alternative view. However, there is always a need to be careful not present extreme views solely to provoke, and conversely not to present so many alternative interpretations that students are confused, overwhelmed or believe almost *'anything goes'*.
- Most telling was the efficacy of using teacher talk deployed as **ally**, where the teacher essentially shows support for an under-represented, unpopular interpretation, or indeed by validating an under confident students view. This was most revealing in the lesson observation where on a couple of occasions Ms Fenwick could be seen to interact with and support a targeted student during the small group tasks. This personalised and inobtrusive support, ensured the girls engagement and understanding.
- Student voice suggested there was a difference in the amount of teacher talk during their study of the Holocaust; with references to being *'...less talked at'*, *'...our Holocaust lessons were mostly discussion and discovery...'* and *'...I learned about the Holocaust by listening more... I don't mean just sat silent to what the teacher said, but really listening to him and to what my group (students) were saying... and I think I was even listening more to me. That probably sounds a bit weird, but when we did the reflections stuff I know I was more confident to listen to my head or conscious.'*
- Another student commented: *'...It felt more like a true discussion in class where everyone's views and ideas were important... the teacher really wanted to hear what I had to say...'* with another



adding ‘...Yeah, it was like he was interested in our understanding and I think I learned more that way...’

- A student in the lesson observation commented to the reviewed ‘*I’m answering more questions in class as Miss doesn’t just stand at front and tell us what we need to know...*’ This is a revealing trend. The dominance of teacher talk, directed *at* students, is often control and content driven, whilst teacher led learning is typically framed with the teacher primarily talking **to** pupils. Instead, Holocaust education at Croydon High School has adopted the Centre’s approach of maximising opportunities for student owned learning made possible when the teacher talks primarily *with* students. The ratio of teacher talk was varied not static, clearly impacting student perceptions of how they were encountering the Holocaust in school and often spoken about in terms of a positive change in pedagogy and classroom experience.
- Students in the panel linked the framing of teacher talk to the type of learning taking place; for example, group discussion work enabled greater opportunities to talk **with** the teacher and effectively a chance to learn together. Students’ spoke of classroom experiences of ‘choice’, where a variety of options were presented (including with the final summative assessment), and the students were in control of the direction of their learning or of the form their learning outcome would take. Student voice also noted that this change in teacher talk had meant more meaningful questions were asked and explored, whether in one to ones, paired, small group activities or in class debates. These insights are revealing, and it is this reviews suggestion that those responsible for developing teaching and learning across the school look to consider the implications of teacher talk and questioning openings. This could be an area for ongoing CPD and a chance for Ms Fenwick to share best or innovative practice across the school, or indeed a chance for small scale action research in terms of its impact upon student outcomes via assessment or other tracking and monitoring.
- Croydon High School teachers can unpack complexity through talk. Much of this is due to skilful explanation. It was clear from lesson planning documents, the scheme of work/learning and in student voice panels that teachers were successful in making complexity accessible by breaking down explanation. In the Timeline lesson for example, students spoke of their teachers building up understanding, from the simple initial layers, to the more complex meaning, interpretations of chronology, definition and meanings. Similarly, in the lesson observation, Ms Fenwick was able to develop historical skills whilst returning regularly to the lessons aims or objectives to ensure the explanations being developed were understood in terms of the learning’s ‘*big picture*’.
- This review finds the questioning strategies and outcomes in Holocaust education lessons to be effective and developing. Effective questions are key to teaching for understanding. The Centre recognises that students cannot be given understanding by the teacher, rather students develop their understanding by comparing their previous experiences with what they currently know, feel, and are experiencing. This review confirms, based on observation, work scrutiny and student voice, that where teaching leads to good or better achievement, skilful questioning and varied used of teacher talk encourages pupils to develop deep and rich understanding. Croydon High School

students' experience of and engagement with Holocaust education is fostered principally through effective questioning and this is essential to evolving student understanding. Students in the lesson observed (History), and in the student voice panel were able to articulate their Holocaust learning journey.

- Croydon High girls experience of and engagement with Holocaust teaching and learning is fostered principally through effective questioning and this is essential to evolving student understanding.
- The Centre recognises characteristics of effective questioning in the Croydon High School Holocaust scheme and in the UCL pedagogy adopted in a variety of ways. We found a range of evidence that points to questioning which
  - Engages feelings as well as thinking
  - Challenges existing thinking and encourages reflection
  - Encourages metacognition: enabling students to plan, monitor and evaluate their learning
  - Results in an answer that creates change
  - Expresses genuine curiosity; behind every question there must be an intention to find out
  - Is a vehicle to clarity and making thinking 'visible'
  - Is supported by tone and non-verbal signals that demonstrate interest
  - Is part of an ongoing dialogue which involves relationships between speakers
  - Is paced so that listening to the answer is necessary
  - Has reason, focus, and clarity
- The Socratic nature of the Centre's pedagogy, particularly regards questioning, has clearly influenced teaching and learning about the Holocaust at Croydon High School. Such approaches aim to unearth misconceptions and contradictions and at times can cause cognitive conflict. Within this tension learners are encouraged to question themselves, their assumption and bias, challenge their initial responses and wrestle with complexity, uncomfortable truths. In this Socratic space the most meaningful teaching and learning about the Holocaust can responsibly take place as the Holocaust conversations and evolving understanding becomes a collective endeavour within the classroom.
- Holocaust related questioning at Croydon High School is purposeful. This review finds that it serves at least four functions; eliciting information, building understanding, encouraging reflection and developing metacognition:
  - **Eliciting information** to confirm – this was most evident when teachers used their questioning for recall and clarifying knowledge. Ms Fenwick developed the depth of student's knowledge in her questioning: moving students quickly and effectively from recalling facts, terms and concepts from their History lessons in direct questioning to more complex historical reasoning. The latter required evidence, cerebral and higher order thinking. The girls were asked to essentially consolidate and apply their knowledge and understanding. All that learning was possible from Ms Fenwick's skilful questioning and communication skills. Student voice revealed the use of questioning to connect learning by



eliciting prior experience, this was especially evident in their reflections of the *'Being Human?'* lesson, where students explored *'...what kind of experiences lead people to act that way?'* and in the observation itself.

- **Building understanding** through probing questions enables the Holocaust to be explored appropriately. Such questions are being deployed across the scheme of work/learning to help construct or build new understanding. This is enabling learners to express their ideas in alternative ways – including in their Holocaust Day artistic responses. This promoted students' 'learning to learn' attitudes when thinking about the Holocaust. The lesson observation saw students use their questioning skills within group work also more each other's learning along significantly. Students, confirmed, honed and challenged one another's understanding as they rotated through the stations – this was consolidating thinking and extending the learning.
  - **Encouraging reflection** as teachers seek to provide opportunities for students to deepen understanding. This can most be evidenced in the documents and data supporting the *'Authentic encounters'* lesson – where teachers, having gradually revealed the story of Leon and the toy, ask *'What are your questions now?'* Centre pedagogy is clearly encouraging students to access and consider multiple perspectives, especially in the *Being Human?* example; and at its best, model and enable evaluation skills by challenging the students to think critically and creatively.
  - **Developing metacognition** means a teacher must access students' prior knowledge and use their talk to be explicit and strategic in their instruction and clarity. It can lead to other quality teacher practice such as modelling a learned strategy (as was evident in the lesson observation), students memorising the learned strategy used in the activity or retrieval practice, guided practice, independent practice and structured reflection. But, in this review, what was most revealing was the quality and effectiveness of the metacognitive talk used in the classroom. There was a positive ratio in Ms Fenwick's learning talk (narrative, questioning and discussion) over her teacher talk (instructions, exposition and dialogue). This ensured students could distinguish the learning being shared (content, knowledge and understanding) from how it was being shared (the skills) and the progression in their thinking (within the lesson, across the scheme, and beyond) by applying what they knew and their use and application of prior strategies and approaches.
- There are opportunities to further build upon positive and evolving questioning practices within the scheme and to continue to refine, but also to share that thinking about skilful questioning by probing *'how we know what we know'* and continuing to challenge and examine truth claims more widely in questioning across the school. This would make a valuable contribution to SMSC, safeguarding protocols and to equipping Croydon High School girls to be informed, empathetic and engaged citizens of a diverse and complex world.

- Review observations regards questioning, particularly regards Holocaust education at Croydon High School, include:
  - An appropriate balance between closed and open, and lower/higher order questions pervades the scheme of work/learning and classroom practice.
  - Where closed questions are deployed they quickly and easily elicit fact, single word or short phrase answers. The questioner controls the classroom conversation to test current knowledge, recall and basic comprehension of the learning. Perhaps consider using some of these questions to reveal misunderstanding and understanding, to ensure students are not just parroting or relying upon recall. Alternatively, continue to work on using these opportunities by way of follow up.
  - When open questions are deployed, teachers are seeking longer, perhaps '*many*', '*possible*' answers. At their most effective, students are provided 'thinking time' to force students to think and give reasons or justify their answers. By encouraging equal teacher/student participation – especially in 'Unlocking antisemitism' and 'Being Human?' lessons – in the learning conversation, more opinions and ideas can be explored; this demands and helps develop student and teacher listening skills.
  - The lesson observation evidenced Ms Fenwick's developing skillset as a '*minimal encourager*'. She demonstrated a range of simple but effective strategies for encouraging students to 'keep talking'. Using '*nods*' and '*go on...*' she, as questioner, signalled her active listening skills, whilst being non-judgemental, implying no agreement or disagreement necessarily – this was especially important given the nature of the lesson as a summary of the unit, but did mean on occasion a misconception was not addressed straight away, but left until later in the lesson. Where learning was most evident, this approach saw the students taking control of the learning conversation in the classroom and at times revealed its potential as a mechanism to extend student thinking.
  - There is staff recognition that young people's questions are '*seeds of learning*'.
  - Where questioning is at its most effective it is directly linked to the planning; clearly demonstrating clarity of teaching purpose and understanding of progression through careful targeting.
  - Where questioning could still further be developed (and linked to findings regards challenge) is in consistency for accepting no '*half answers*' – in other words, teachers always stretching a student or group. Ms Fenwick has the strategies to do this, but within the lesson observed there were some opportunities missed to deepen or consolidate the learning. These could have enabled Miss Carter to move the learning along, inject pace and challenge learners – but these are developmental observations from what was an incredibly strong lesson – not least due to the collaborative student led learning, but also the levels of metacognition on display.
  - Students at Croydon High School do feel their questions are answered – or at least acknowledged and discussed by their teachers (even if not always black and white answers) – and are confident in their teachers that, should they have a further question, they can ask.
- The lesson observed showed Ms Fenwick to deploy a range of quality and skilful questioning strategies. Questioning is sound; demonstrating within teacher talk and questioning some AfL

opportunities of pupils' understanding. This strong and effective practice could be extended to include follow up and engagement of others. Perhaps colleagues might consider Gardeners octet (questioning via numbers, words, people, feelings, nature, action, sound and sights) as an alternative on occasion, to Blooms taxonomy?

- Students spoke of Holocaust education '*providing answers that then raised their own questions*'; and talked during review panel discussions about how the teaching strategies employed by staff were '*interesting*' and helped them to '*learn a lot*'; and – with customary embarrassment – conceded they felt '*enjoyment*' towards their learning about the Holocaust.
- e) **Differentiation, SEND and inclusion; impact on vulnerable learners and targeted groups**
- It was clear throughout the review process that Croydon High School and its staff take duty of care, safeguarding and its statutory and non-statutory obligations for vulnerable learners seriously. Croydon High School has clear and transparent policies regards SEND and vulnerable learners in its 'Learning Support Policy'.<sup>14</sup> Whilst this review provides a mere snap-shot of whole school provision, it was clear from the process that underpinning the schools' academic and pastoral success is an understanding of SEND or other need as key to improve the outcomes for every child.
  - Over time, this review found that Croydon High teachers know their students well and have an acute appreciation of strengths and needs of individual learners which allows for both highly effective support and challenge across the ability range, including intervention where necessary. This was the case in the observed lesson; Ms Fenwick knows the girls well and has an acute appreciation of strengths and needs of individual learners which allows for both highly effective support and challenge across the ability range, including intervention where necessary. The Holocaust teaching and learning experience and outcomes of the few Croydon High SEND students demonstrate that there is an inclusive and personalised provision that is 'delivering' quality first teaching.
  - Throughout the review process significant numbers of Croydon High School staff expressed their educational vision and purpose within a context and vocabulary of rights; including within the context of SEND, this translates to a shared commitment to every child's entitlement to an education that fits their needs. More than that, staff advocated the entitlement of young people to be equipped and encouraged to be active and contributing members of their community/ communities – irrespective of need. This speaks to Croydon High's values and ethos, which ensures that all girls have a right to quality provision for, and experience of Holocaust education – the caveats of stage (not age) appropriateness and of strong established relationships apply – where staff were ambitious for quality cognitive and affective outcomes for all following their study of the Holocaust in History lessons or elsewhere.
  - The review process found numerous examples of differentiation within teaching and learning about the Holocaust. It was apparent that differentiation was understood as a student focused way of

<sup>14</sup> See: <https://www.croydonhigh.gdst.net/wp-content/uploads/2018/07/2f-Learning-Support-policy-November-2017.pdf>

thinking about generic teaching and learning. It was evident in discussions with Ms Fenwick and colleagues that differentiation was at the heart of quality teaching and not an after-thought or the sole preserve of SEND – rather that it related to learning styles, learning attributes, girl’s resilience, literacy and so on. The Holocaust scheme of work reflected this thinking with its use of whole group, small group and individual tasks that were based on content and student need.

- It is this review’s belief, that the above culture of thinking regards differentiation, especially in relation to the Holocaust scheme of work, has led to some ‘teaching up’ – the many innovative strategies skilfully deployed by Ms Fenwick and colleagues when teaching about the Holocaust has ensured challenge and progression for all learners. Differentiation within a context of ‘high challenge, low threat’, is key to the impact on learner’s engagement and outcomes – but perhaps consider if you are also differentiating for your most able and not just those with a ‘need’, to ensure differentiation is sufficiently challenging all learners.
- An area for future development could be close tracking – for a target group of learners, or indiv as this would further help Ms Fenwick and Mr Burnie (or his successor) better understand the impact of the Beacon School work upon vulnerable or most able learners.
- Art, literary and creative approaches to the schools marking of Holocaust Memorial Day has complimented some of the History departments approached and ensured a range of learners have been able to access and demonstrate their knowledge and understanding in alternative ways to traditional assessment or extended writing tasks.<sup>15</sup> Whilst Croydon High School has fewer SEND students than national average, alternative forms of expression for a few girls may be vital and key to the scheme’s success. So, this is an area for consideration regards accessibility, challenge and indeed assessment.

#### f) Creativity and innovation

- Within the ‘Why and How did the Holocaust Happen?’ scheme of work, developed during the Beacon School year, there are some interesting examples of creativity and innovation:
  - Opportunity and pragmatism within Holocaust teaching and learning enables students to draw upon their interests, both within the learning process itself, as well as in demonstrating understanding in literacy focused assessment and outcome project pieces. But, as noted previously, is there any scope for creativity in the demonstration of such outcomes? Can history be assessed in non-written ways? What skills or understanding could be demonstrated in other ways?
  - Strong literacy teaching is supported by powerful storytelling, oral and written.
  - Visual stimulus features prominently in classroom practice. Visual questions often act as a hook to the learning (*what do you see, what questions would you ask, where is the*

<sup>15</sup> See Appendix 5 (a-c)

*learning, how far could you take it?)* and its encouraging and engaging learners in embracing independent challenge.

- Visual support of the 'Timeline' displayed – constant source of reference and hook. That this is permanently displayed in the school's 'Cold corridor' means that all girls are regularly and routinely seeing it, passing it, able to engage with it.
  - Creating a '*sense of wonder*' through teacher delivery, content or activity choices is recognised as important for student attainment and achievement. The curiosity engendered by Barney's toy in the scheme of work, for example, are credited with extending learning through storytelling, student led questioning and visualisation.
  - Ms Fenwick and colleagues nurture and take advantage of students as resource to support each other in the classroom. This is an encouraging, powerful learning mechanism that if honed could significantly impact upon the wider school.
  - The innovation to engage with English, RE and others in a coordinated, disciplinary distinctive but integrated way is an exciting development
- The collaboration that has resulted from the Beacon School year has rightly been recognised by Mrs Pattison, Mr Burnie and Ms Fenwick as a strength the pre-review visit SWOT analysis. Creativity, collaborative innovation and enrichment is perhaps best epitomised by the RS department's 'Holocaust, genocide and human nature work. During this review, Ms Kelly (Head of RS), talked of the opportunity to encourage students '*To reflect on what it means to be human*' and '*Start to understand how some begin to try and explain how the events of the Holocaust were allowed to take place*'. It asks students to consider citizenship, some ultimate questions, beginning with and including the following: (As previous, notes, comments and questions for consideration by the reviewer are made in [blue](#))
    - Blaise Pascal quote and link to James Waller ([consider reading James Waller's 'Becoming Evil: How Ordinary People Commit Genocide and Mass Killing: How Ordinary People Commit Genocide and Mass Murder'](#))
    - Ask yourself activity: To what extent will people obey orders? What factors affect obedience? How can obedience be explained? Can anyone become evil through obedience?
    - The Milgram Experiment: historical context, methodology, imagery/photos, punishment, obedience, conscience, responsibility, authority, a 'shocking' result ([look out for forthcoming article by Centre's Dr Rebecca Hale on Milgram experiment and its use in Holocaust education](#))
    - Worrying issues about obedience (link to '*A Few Good Men*')
    - The tasks set the girls include them being asked: Are the people who are 'just following orders' evil? and 'Can you explain why so many people do what authority tells them to?'
  - Our principle focus for review, is the provision for and experience of teaching and learning about the Holocaust – rather than genocide – but, in developing a scheme of work that deliberately places the Holocaust within the context of the questions, it is worth asking to what extent questions posed of the Holocaust might benefit from or relate to genocide knowledge, understanding and indeed prevention. *Gregory Stanton's Ten Stages of Genocide* could provide a useful reference point here –

and link to citizenship and PSHE opportunities alluded to within this report; not as a comparative tool, rather apply as was intended, as an illustrative framework. We would urge this to be forward-looking in its use, for prediction purposes and identifying warning signs rather than in the far more problematic hindsight. The use of such a theoretical application would be commended were it support the, in planning, Pursuit of Justice day, learning in RE, and contribute to students sharing a vocabulary for understanding human rights, crimes against humanity, mass atrocity and genocide that is in-keeping with the schools values and outward, ambitious vision...this is simply developmental point for future consideration, but there are seeds of opportunity in Croydon High's RS/PSHE.

- The approach taken by the RS and indeed PSHE departments schemes of work/learning is also distinctive for is its contribution to safeguarding and criticality in the face of evidence.

#### g) Generic Teaching and Learning

- Croydon High School have successfully embedded some of the distinctive pedagogy and principles of UCL: disciplinary subject approaches, the use of oral history, personal stories, no graphic images, a nod to pre-war life, independent thinking and – crucially – not seeking to pre-package meaning and simple ‘moral lessons’ for students. This remains most notable in the History department, who lead this work in school. That said, there are wider examples of the IHRA<sup>16</sup> principles and teaching and learning guidelines being applied elsewhere, such as in RS, English and Geography. It would be good to see knowledge of these principles spread and further embed as the school develops its Holocaust teaching and learning provision – particularly as they are essentially excellent generic pedagogical guidelines, applicable in a range of contexts.
- Teaching and learning during this review, is generally in line with school policy. Based upon work scrutiny, student voice panels, lesson observation, a document trawl and conversations with key staff, this review finds Holocaust teaching and learning at Croydon High School to feature:
  - Lesson intentions that are routinely shared and understood.
  - Spaced repetition within Holocaust teaching and learning, whether within an individual or a series of lessons.
  - Understanding, rather than task driven, schemes of work/learning.
  - Conceptual and disciplinary thinking embedded.
  - Enables students to identify its relevance and see the learnings ‘*bigger picture.*’
  - Successful interleaving of different but related topics.
  - On task behaviour of students – overwhelming majority are actively engaged in their learning; a couple remain passively compliant. So, are **all** pupils working **equally** hard in lessons? This necessarily has implications regards challenge for all.
  - Criticality and independent thinking fostered in learners; where this is most effective it is thanks to a teacher’s ability to unpack complex or challenging issues through sound explanation and good questioning.

<sup>16</sup> See for example: <https://www.holocaustremembrance.com/educational-materials/how-teach-about-holocaust-in-schools>

- Embedding principles of metacognition.
- The observed lesson bore some hallmarks of quality teaching, rather than just quality teaching about the Holocaust. Whilst detailed analysis and observation comments can be found in Appendix 1, it is worth noting here some of generic feedback and acknowledgement for her classroom practice based upon work scrutiny and that Holocaust focused lesson:
  - In line with teacher standards, Ms Fenwick models' positive behaviours and attitudes.
  - It is clear Ms Fenwick has high expectations and is values-driven. Strong and positive relationships with the girls ensures a purposeful classroom environment, based upon mutual respect and calmness.
  - The lesson content and resources were well planned and linked to prior learning of the scheme of work/learning.
  - The teacher intervened occasionally to advance learning, with strengths being her questioning and attempts to ensure students were thinking about secondary concepts and historical conceptual frameworks, not just substantive knowledge.
- Aside the observation, this review found the following regards Croydon High School Holocaust teaching and learning:
  - A Lead Teacher who is a reflective practitioner and, on occasion, prepared to take risks in her teaching and learning.
  - Whilst allowing student choice and encouraging independence, Ms Fenwick does not accept 'opt outs'.
  - Ms Fenwick plays a distinctive part in creating the positive relationships and climate of the school, reflecting its ethos with her focus upon fostering mutual respect and trust – both with students and colleagues.
  - A growing recognition that tackling sensitive, challenging, controversial or difficult subject matter – like the Holocaust – is necessary, possible and the source of most meaningful, relevant and sustained learning episodes, arguably where the best learning conversations happen. Linked to that, an understanding that the Centre's CPD is providing knowledge, confidence and skills which equips teachers to better tackle and engage with such subject matter in their classrooms.
- The importance of contextualisation was strongly advocated during the student voice panels, as was the need for developing inquisitive and curious mind-sets. Similarly, a proclivity for personal stories in their teaching, as a means for achieving student understanding of complex subject matter. Indeed, student voice linked survivor stories and victim case studies with their willingness to demonstrate resilience and put in greater effort. Several spoke of their desire to find out more beyond their History or Holocaust related subject lessons – there is a potentially a lifelong love of learning being stimulated in such teaching and learning.

- Students openly and independently praised the quality of teaching about the Holocaust during the student voice panel;
  - *'You just know the teachers care about the Holocaust in a different way to other history we learn about...'*
  - *'...he really knows what he is talking about... and when he was talking I found I was always asking more questions and I kinda wanted to know more...'*
  - *'I want to say they were enthusiastic but that's sort of makes it sound like it was fun or something... I suppose what I mean is that the teachers were knowledgeable... when we went to Berlin that really showed in their stories and extra bits of info they told us about...'*
  - *'Learning about the Holocaust was the best History topic we did... the teaching was different... it was much better...'*
  - *'It was the first time I really cared about history...'*
  - *'My teacher got the balance right between case studies and evidence, stories and maps...He talked to us and we discussed ideas and there was the Timeline too, so it was varied and active which was good... not like other topics in history...'*
  - *'It affected everyone.'*
  - *'I wasn't just informed by it... it was more than that, the teacher helped me understand...'*
  - *'...instead of just learning it from the textbooks, you know the dates and names and places and stuff... I have people's individual stories and personal case studies.'*
- Student insights on the way teaching and learning about the Holocaust manifested itself differently compared to other topics or subjects at Croydon High School was overwhelmingly positive, confirmed in outcomes, and could well be transferrable to driving and developing best practice in teaching and learning across the school. Students independently spoke of the variety of tasks and approaches in Holocaust related lessons, that they were always doing *'something different'*, that they were being *'challenged'* and, as noted previously, *'trusted'* with difficult, often sensitive or disturbing and complex materials, often working independently or collaboratively with peers to *'discover for ourselves'* and given *'free reign'* to wander, to look, to research, to question and to *'later come together to discuss'* or in teacher terms – only then was consolidation, comprehension and teacher talk used to evaluate progress. Other students spoke of their experience of Holocaust lessons as being more like *'solving a mystery'*, where they pieced evidence, interpretations and questions together for themselves rather than be told. Oddly a couple of students in the review panel mentioned textbook teaching – when there is no Holocaust teaching and learning conducted



using textbooks – when others in the group explicitly remarked of not using textbooks as a key to it being *'different'* or more *'engaging'*.

- It was clear from discussions with Mr Burnie, Ms Fenwick and other subject teachers that Beacon School status has been a catalyst for powerful teaching and learning, encouraging pedagogic conversations among staff and greater, deeper reflection.
- UCL Beacon School status was widely credited as having significantly contributed to a *'shift in thought processes'* and impacting upon practice, particularly its research informed and evidence base; sometimes consciously and subconsciously. It is regarded as having deepened metacognition and supported SMSC and citizenship.
- UCL Beacon School status was widely credited as having significantly contributed to a *'shift in thought processes'* and impacting upon practice, particularly its research informed and evidence base; sometimes consciously and subconsciously.
- This review finds that Croydon High School are well on the way to successfully embedding the UCL Centre for Holocaust Education's pedagogical principles for Holocaust education. Students and staff affirmed throughout the review process the importance of powerful knowledge – that to know something alone, in isolation, out of context is not enough; rather understanding, questioning and critical thinking are the means to meaningful knowledge, especially of self-knowledge. Broadening and embedding such skills and understanding across a range of subject areas and schemes of learning could help support ongoing school improvement.
- It was apparent throughout the review process that pedagogy and classroom practice, in terms of Holocaust education, has meaningfully improved because of Beacon School status. It is also clear from talking to Lead Teacher Ms Fenwick and her colleagues that CPD input from the Centre for Holocaust Education has moved departmental and wider school practice forward.

#### **h) Research informed approach and reflective practice**

- Croydon High School values research informed practice and Ms Fenwick has embraced the UCL Centre teacher and student report findings in terms of informing classroom practice. She praises the national research study findings for *'significantly'* shaping the History Holocaust scheme of work/learning, its pedagogy and conceptual framing, indeed she described the re-engagement with research via the UCL Beacon School programme as providing many *'light bulb moments'* that have challenged her own disciplinary misconceptions and substantive knowledge.
- Much of the History scheme of work is now framed to respond to a myth or misconception revealed in the UCL research. It aims to challenge, for example, that Hitler or a few henchmen were to blame, and to put causal historical concepts at the heart of its study of what the Holocaust was and how it could happen. Both Ms Fenwick, Mr Burnie and Mrs Pattison credit the Centre's research with significantly shaping the direction of the scheme, and as such has engaged in greater

academic study which itself enriches challenge within the classroom and can support wider school improvement.

- Teaching and learning about the Holocaust at Croydon High School has been influenced by the 2016 findings of the UCL national student survey and research findings in terms of appreciating young people's myths and misconceptions, but also illuminating regards the shifting cultural influences which contribute to that understanding, and how many students are now exposed to a degree of Holocaust education at primary school. The Centre do not consider the national findings in the context of teachers or students failing, rather a result of the '*common knowledge*' of the Holocaust which circulates widely within British society today, and the wide acceptance of myths and misconceptions about this complex past. Popular culture is full of representations of Hitler and the Nazis, a shorthand for 'evil' now so common that people widely believe they know about the Holocaust without having studied it – but Ms Fenwick's Holocaust scheme of work/learning is going some way to tackle such simplistic understandings, by directly addressing the question in the final assessment and in Appendix 5 (a-c) you see the impact of the excellent teaching and learning at Croydon High as the explanations are complex, rich and sophisticated. We know that nationally students' ideas appear to draw heavily from that popular culture. This is borne out by the certainty with which many students held incorrect ideas about the Holocaust. Wrong answers in the Centre's survey were not just guessed at: often students said they were confident that they were correct; so, providing a scheme of work/scheme of lessons that is responsive to internationally recognised research is both empowering and innovative.
- The scheme of work/learning does have assessment embedded within it that is research informed, but one wonders if there might be a formative assessment opportunity to capture the evolving knowledge or understanding of Croydon High School students that is being missed? The Centre's DfE impact study (2018) survey questions (11 substantive questions) could provide a quick baseline and recurring opportunity internally to understand your students' knowledge as compared to the national picture. This is a somewhat odd recommendation to make of a school who has previously engaged in such a study (and thereby formative assessment opportunity).
- As will be discussed in more depth in the assessment, achievement and outcomes for students' section of this report, in 2018, Croydon High School took part in a study to examine the impact of the UCL Centre for Holocaust Education's full day CPD on students' core knowledge of the Holocaust. Students completed a short survey after they had learned about the Holocaust and their responses were contrasted with the data from the Centre's 2016 national study with almost 8,000 students. Identifying and exploring what young people know about the past and how they use this knowledge is not a straightforward matter. The Centre recognises that the use of survey-based, multiple-choice 'knowledge' questions will never be able to address all the complexities associated with uncovering every aspect of students' historical knowledge and understanding of the Holocaust. However, it is vital for students to be able to draw on certain historical knowledge to understand the Holocaust in meaningful ways. For this impact study, 11 questions were used to reflect important areas covered in the full-day CPD 'Unpacking the Holocaust':

1. What does the term antisemitism refer to?

2. What does the term genocide refer to?
3. When did the Holocaust happen?
4. It has been estimated that in 1939 there were 9.5 million Jews living in Europe. Approximately how many Jews in all of Europe were killed during the Holocaust?
5. The Nazis began to kill millions of Jews when...[list of events]
6. In 1933, what percentage of the German population was Jewish?
7. What were Nazi ghettos?
8. During the Second World War, the countries listed below were allied with, influenced or controlled by the Nazis. In which country did the largest number of Jewish people murdered during the Holocaust come from?
9. Out of the countries allied with, influenced or controlled by the Nazis, where did the largest number of killings of Jewish people actually take place?
10. If a member of the military or police refused an instruction to kill Jewish people, what do you think would be most likely to happen to them?
11. Why did the Nazi organised mass murder of the Jews end?

After learning about the Holocaust, 56 students from Croydon High School completed the survey.<sup>17</sup> This engagement with the Centre's research has continued to inform practice, so we recommend consideration of how a short exercise like this could be replicated annually, perhaps as a pre and post analysis to further inform assessment and demonstrate progression; particularly with regards to challenging prevailing national myths and misconceptions.

- This review can confidently confirm teaching and learning about the Holocaust at Croydon High School to be good, based upon various student outcome indicators, including the student voice panel. When asked what they had learned, surprised, shocked or challenged them in their learning, students were able to recall and articulate a range of insights that demonstrated sophisticated and meaningful learning had taken place.
  - *'I just didn't notice anything when we looked at the Jewish community pre-war or even in some of the pictures from the ghettos... they were just normal people... so I suppose that was the point... they were Jews, but just like us.'*
  - *'I didn't give up, I wanted to learn more so read the case studies and listened more and I wasn't put off by the evidence and sources like I usually am...'*
  - *'I think, feel and act different because of learning about the Holocaust and my visit to Berlin'*
  - *'That antisemitism has always existed was new to me, I thought that was just Hitler and the Nazis... to think it went back to Bible times and is still happening today even after the Holocaust is pretty shocking.'*
  - *'It just wasn't fair. What the Nazis and collaborators did to the Jews wasn't just awful and morally wrong, it was based on prejudice and lies... it's made me realise that you have to*

<sup>17</sup> Details of the impact study findings and recommendations can be found in the assessment, achievement and outcomes for students section of this report, Appendix 5 (a-c) in particular.



*think really carefully about what newspapers and social media says today... its possible some is fake news and that can be really dangerous as who might be the Jews of a future Holocaust?'*

- *'I was naïve to think it was Hitler's fault alone... It was easier to believe that than to think ordinary people did such terrible things, but the case studies we looked at really showed me just how many people were involved and made the Holocaust possible...its quite hard to accept what that says about us as humans... I'd like to have believed id have resisted or rescued, but maybe I would have been a bystander or collaborated to save my family or something...'*
- *'I was surprised by how much I could learn from a wooden toy...Barney and Leon's story really grabbed me...It was good we kept them in mind in the whole project and kept getting more and more understanding from the story.'*
- *'As a Christian I was angry that fewer German Christians didn't live out their values to rescue or help... but on the other hand I found it hard to think about forgiveness or reconciliation, so I think these are hard things to come to terms with and think about... It was strange to learn about Edith... I can't remember her last name, the Jew who became a nun... we learned about her from the Timeline and this made me realise how the Nazis viewed being Jewish as a race not religion...that was shocking to me and all the antisemitism stuff...'*
- *'How many people died shocked me most... the 6 million number is scary, but we looked at individuals within that 6 million and that really made me realise how important this was'.*
- *'When I realised how truly valuable Barney's toy was I knew I was learning something important... We started off being shown an old toy truck thing and I remember Miss asking if it was worth anything and I said no, it was rubbish... later when we learned about Leon making it for Barney and what happened to the family I thought about that question again, only now the answer was different, now the answer is it was priceless to Leon. It was invaluable to me and my class as we started learning about the Holocaust... I'm not sure how to say it but it's changed my thinking, not just what I know about the Holocaust.'*
- History teachers have sought to explicitly challenge some widely held societal myths and misconceptions within their planning and teaching, particularly in the Unlocking antisemitism lesson, and there is a clear commitment to continuing to hone and refine Holocaust education best practice to meet the needs of the learners Croydon High serves.
- There was more than one example in the student voice panel, alluding to *'...the many people, not just the killers, who made the Holocaust happen'* and during the work scrutiny there were numerous examples of students using evidence and case studies to grapple with the complexity of complicity, compliance and responsibility; itself a meritorious and impressive student outcome. The Centre's *'Being Human?'* lesson was widely credited, by both students and staff, as key to being



able to reconsider the issues; uncovering how and why ordinary people became complicit in mass murder. The case studies enabled young people to pose searching questions about what it is to be a citizen in the modern world among themselves and explore their questions like *'How was the Holocaust humanly possible?'* *'What kind of people became perpetrators and collaborators?'* *'What sort of people resisted the Nazis or risked everything to save their Jewish neighbours?'* and *'Who gains from genocide?'* or indeed, *'Why do some people lead or get involved in mass murder and others not, either standing by or actively resisting and rescuing?'*

- By highlighting prevailing myths and misconceptions as revealed in the UCL student survey data and by applying the research to her school and class contexts, Ms Fenwick and her History colleagues have been able to begin to make inroads on those stubbornly prevailing societal myths. As a school, engagement and familiarity with the national survey results have enabled *'casual antisemitism'* such as *'All Jewish people are rich'* to be discussed and successfully challenged. As noted previously, perhaps a school case study could be considered – a pre- and post-knowledge test (based on the UCL questionnaire?) could be deployed should the school be interested to compare themselves to the national survey data. This could be an avenue for a small-scale piece of action research or ongoing collaboration with Centre staff.
- During the student voice review panel, students discussed a range of pedagogical and ethical considerations that demonstrated maturity and insight beyond their years; regards the use of atrocity images, or the potential for 'shock and awe' when learning about the Holocaust they commented that:
  - *'We know there are terrible images out there, especially online, we have seen them, and they are in documentaries too... but in class we didn't, and I don't think we needed to see them to make us understand how awful the Holocaust was...'*
  - *'Learning about the Holocaust was such a roller-coaster of emotions. Sometimes I felt close to tears, sometimes I was confused and angry and sometimes the stories were inspirational... I guess that's normal though isn't it as the Holocaust was horrific, sad, confusing, inspiring... so if it didn't make us feel something then that would surely mean we'd had a rubbish teacher or hadn't learned about it properly?'*
  - *'At first I was a bit annoyed... I thought Miss was hiding stuff from me by not showing the images from the camps and things... But later we were told about how the Nazis took lots of those photos and suddenly it seemed right not to see the victims in the way the Nazis wanted to remember them, as evidence... but as people... I'd thought Miss was trying to protect us or hide it from us and I resented that, but actually it was more about respecting and protecting the Jewish victims and their families...I'd never thought of it like that before... as I'm saying this it makes me wonder about other photos we have seen in history...'*
  - *'The stories of Leon and Barney are enough to understand the Holocaust and I didn't need to see the piles of bodies or remains in gas chambers to know how awful Else's and Barney's end was'*

*like... But by seeing their family photos from before, you really care for them and I think that's what made learning about them so special... I remember them I way I don't other people from history and I think not seeing the usual Holocaust images isn't a bad thing as its more respectful and makes you care about the victims'.*

- This review confirms there is a real appreciation for Holocaust education and that Beacon School status has stimulated reflective teaching and learning. Students spoke of the importance of learning about the Holocaust's 'reality'. Croydon High girls, even if unaware of the Beacon School status, were insistent that what they understood as the 'reality' of the Holocaust should not be hidden from them (by that they meant the horror or true nature of genocide and mass violence) and felt that by learning about the Holocaust, that they be respected by not being given a 'sugar coated version'. Most of the girls interviewed felt this was the case and that their teachers had done a 'good job' with a 'difficult topic'.
- Thereby this review commends the History department, Ms Fenwick and her Croydon High colleagues for providing a rich and powerful Holocaust education learning experience. It is clear students are making progress, both academically and personally and these holistic outcomes and attainment successes are rooted in strong and evolving teaching and learning practices.
- In conversation middle and senior leaders were found to be highly focused and dedicated to maintaining standards of teaching and learning, as well as extremely committed to furthering students' progression and personal development.
- Croydon High School's approach to Holocaust education continues to contribute to improving teaching standards, raising pupil achievement, aspiration and broadening horizons whilst also strengthening SMSC provision.

This review confirms Croydon High School's Holocaust education provision to be ambitious in scope and having meaningful impact. Its quality teaching and learning is indeed good and evolving; a powerful, innovative contributor to a curriculum that informs, engages, empowers and inspires its learners and wider school improvement.

#### **Potential areas for future development:**

- Quality teaching and learning about the Holocaust is largely thanks to a thoughtful, innovative, challenging and rich scheme of work. It may be worth considering scope for including the forthcoming UCL Centre for Holocaust Education resource 'Forgotten History: what happened in the East

and how do we know?’ This is being produced in conjunction with the Imperial War Museum and may be something to consider in relation to a geography opportunity to explore the Holocaust/*Einstazgruppen*. We would also suggest, whether in the primary scheme or elsewhere in the school’s provision, opportunities be developed to explore the pre and post war impact of the Holocaust on the Jewish community and wider world.

- Continuing to review and evolve in partnership with new departments will potentially allow teachers to make the most of their subject specific expertise whilst empowering students to acquire various epistemological perspectives on the Holocaust and genocide. Perhaps a re-audit of current provision could highlight overlaps or possibilities for innovation or collaboration.
- Given the success and undoubted effectiveness of the UCL pedagogy for Holocaust education consider opportunities for this supporting whole staff teaching and learning improvement – share existing best practice - it should not be niche to Holocaust education, rather that it could be transformative and key to supporting/driving school improvement.
- What are the implications for genocide education, prevention and peace-building in your scheme, provision and approach? Whilst we would caution against using the Ten Stages of Genocide as a comparative tool, its application could contribute to students shared vocabulary for understanding human rights, crimes against humanity, mass atrocity and genocide; it might help place the Holocaust in its wider context and support the school’s citizenship, internationalism, safeguarding and PSHE agendas. Moving forward, you may like to consider Hope Not Hate’s ‘Pyramid of Hate’ as a useful model or consider applying for UNICEF Rights Respecting School status.

\*See also Ms Fenwick’s SWOT analysis.

### 3. Assessment, achievement and outcomes for students

- The 2014 ISI Integrated report for Croydon High School concluded that the quality of pupils' achievements and learning was excellent.<sup>18</sup>
- Croydon High School attaches considerable importance to matters relating to students' assessment, achievement and outcomes, both academic and holistic. Across the school these are monitored effectively through accurate data capture and other means for progression and targeted intervention purposes. The History Department complies with whole school assessment and monitoring processes. The school has evolving methods of planned, standardised and formal assessment for learning opportunities, and the place of Holocaust education within that school wide and departmental assessment framework is clear – whilst both open to adaptation and revision, both formative and summative assessment exists. The progress students undoubtedly make in their Holocaust learning is inextricably linked to quality teaching which is targeted, challenging and supportive.
- Despite significant engagement with UCL Centre for Holocaust Education research opportunities and contribution to national student surveys, at the time of the review it appeared prior learning regards the Holocaust was not established or formally baselined in the primary scheme of work or learning. This is something that can easily be resolved, by continuing to engage in UCL DfE impact study (11 multiple choice questions) strategy or using simple capture through RAG rating knowledge or understanding. Despite this, this review has found compelling evidence of students' strong and shifting knowledge and understanding of the Holocaust. But with no baselining of basic knowledge – such as when the Holocaust happened, where it happened, why and even what is meant by the term – it is unclear what that looks like or its implications. Students could well have a misunderstanding and have stuck to that view during the teaching process – or held a conceptually sound understanding from the start, held on to that or even developed a wrong or false view during the teaching process, thereby not changed at all or fully changing their view. Essentially what is currently lacking here is a simple baseline. A short interactive, multiple choice survey or questionnaire could be used with students to baseline pre-and post-knowledge or attitudes – this would be a recommendation for consideration in the future, perhaps a trial or pilot? This could be offered as a starter or plenary activity and would provide multiple choice data that would not reduce curriculum time.
- Self-assessment opportunities could also have a place, although relying on student self-assessment alone is often unreliable, or at best, poses more questions than answers. That is not to say students are unable to reveal important and useful trends and truths to teachers; student voice panel comments at Croydon High, where the girls articulately contextualised their learning and provided examples of their progression, were powerful and offered meaningful evidence.
- An alternative approach could be to consider drawing more upon that student voice: the Centre has seen schools develop internal surveys or mechanisms that capture the impact of their Holocaust schemes, both academic and holistic. The validity and usefulness of such surveys varies, and it can

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<sup>18</sup> Please see: <https://www.isi.net/school/croydon-high-school-gdst-6370>



be unclear how reflective they are in terms of illustrating the quality provision for and impact of Holocaust education, but they are illuminating for tracking trends.

- The review process - as a whole - finds so much profoundly meaningful teaching and learning taking place, so much innovation and quality practice, clear and wide-ranging outcomes for students, that it is hard to do justice and capture it in this report, so it is disappointing that internally Croydon High staff are not yet collating '*light touch*' evidence of impact of the Holocaust education work undertaken. In this respect use your student voice. As students quotes littering this report indicate, your girls have a great deal to say and much of it speaks to the impact of teaching and learning that if collected and reflected upon could enhance and refine your offer. It seems likely, some of their comments could be used to inform planning and curriculum design elsewhere – so they really are a resource you should be utilising more.
- These remarks are not intended to give the impression that Croydon High School staff do not know or listen to their students or aware of the outcomes and progression clearly taking place. Nor should it be taken as criticism, rather be seen in developmental terms as an opportunity to further best practice and share its impact across the school. Croydon High School students are your best Holocaust education advocates and a litmus for **what** is working – but also their insights regard **why** it is working. Listening to the students will illuminate whether it is the subject matter or the distinctive pedagogy making the most difference. Understanding what it is about the Holocaust scheme that was more interesting to students than other History units, particularly if this is noticeably linked to perceptions of History and GCE options, could be key to on-going departmental and school-wide improvement in teaching and learning. Student voice can provide compelling insights here – so perhaps an annual focus group would prove a useful and timely mechanism to better understand what is working well or where misconceptions stubbornly prevail.
- When asked to consider the outcomes for learners studying the Holocaust scheme of work/learning last year, Ms Fenwick and colleagues spoke largely anecdotally. There are just so many indicators that could be brought together to showcase the depth of your offer – both academic and holistic. Middle leaders do have a clear understanding of the impact of teaching and learning initiatives and strategies and are reflective practitioners focused on ensuring best outcomes for all learners and are determined to have highest expectations for all – but it is frustrating not to see that celebrated, acknowledged in data (qualitative or quantitative), nor used effectively to refine or shape future developments. Consequently, this review actively encourages teaching and learning and data SLT leads at Croydon High to consider how best to innovatively and meaningfully capture and provide a compelling narrative for the outcomes of Beacon School work and continued raising standards. This need not necessarily be a new approach, rather more effective collation or capture of the wide-ranging evidence you have, as in the work scrutiny, assessment results (be sure to from 2019 outcomes onwards to look to vulnerable or target groups of learners to see emerging trends or implications) and in student voice – the Centre stands ready to support the school, should Ms Fenwick, Mrs Pattison or others be interested in exploring this further.

- How will assessment in the English or RE schemes related to the Holocaust compare? Would vulnerable or target groups of learners' outcomes be replicated across the various disciplines? What might be learned from a wider look at the data? This review encourages Ms Fenwick and middle leaders to have time and opportunity to consider any similarities and differences in student outcomes, and that this be discussed with Mrs Pattison following the review process.
- Student substantive knowledge and understanding is undoubtedly rich and varied. Throughout the student voice panels, a range of students were eloquently able to speak of their developing knowledge and understanding of the Holocaust, often referencing the myths and misconceptions that the scheme of work/learning exposed. The school has such a positive and compelling story to tell – it just needs a coherent and simple framework to better showcase its journey. Whilst the contribution to and outcomes from the school's engagement with the Centre's research is impressive and engaging, how has the school shared the quality of Croydon High students Holocaust related knowledge and understanding.

#### a) Assessment

- Whilst the Croydon High School Marking and Assessment policy states: *'Assessment covers all those activities that are undertaken by teachers to measure the effectiveness of teaching and learning. It is therefore fundamental to good classroom practice. Assessment may be formal (e.g. the marking of written work, tests, etc) or informal (e.g. via asking pupils questions in class). Whilst this policy focuses on formal methods of assessment, informal means are of vital importance in promoting effective teaching and learning.'* Each department is expected to identify the key pieces of work to be formally assessed and for which pupils will receive feedback – and the History departments Holocaust scheme complies with this; it is the formal assessment for the term in which each student receives a mark, grade and comment – but how is this KS3 assessing to be understood in terms of the context of life without levels or beyond levels and how has the change to numerical GCSE grades compare? Is there a trajectory or a flight path that is providing reliability of data prediction?
- Formative assessment opportunities can be found within the scheme, related to and informed by, student's progression, but not necessarily planned for or explicitly stated. In her feedback on the draft scheme of work, UCL mentor Emma O'Brien asked: *'Is there time between the lessons for the teacher to see what has been produced and then use this to inform the next lesson?'* Ms Fenwick's self-assessment and reflections on her draft scheme, when asked whether there is time programmes into the scheme for students to reflect on and respond to formative assessment noted that *'Homework is always reviewed as the start of the next lesson. Through homework and the self-assessment form that students will complete after their assessment'*. Again, the Centre's Emma O'Brien was keen for Ms Fenwick and colleagues to reflect further and perhaps innovatively about this, asking: *'How much time can you give to student reflection and response to formative assessment? Perhaps you could ask students to keep a reflective journal – what have they learned, what are they still unsure of, or what questions do they have?'*

- Formative assessment, where it does take place, clarifies student learning and understanding and is most notably framed as assessment for learning. For example, the UCL lesson, 'Being Human?' This lesson lends itself to pre- and post-lesson learning opportunities to capture the shift in student thinking. Indeed, comments from the student voice panels alluded to the self-awareness of those who could articulate the complexities of the human condition (that student understanding of behaviour or motivation became 'grey', increasingly nuanced, rather than 'black and white') and the limitations of labels like perpetrator, bystander, collaborator and rescuer,
- Whilst History teachers at Croydon High are using in-lesson assessment for learning and this helps students throughout identify their strengths and weaknesses and target areas that need work, there are less opportunities identified in the scheme that speak to standardised formative assessment. Whilst work scrutiny demonstrates students have responded to teacher marking and ongoing feedback to improve or develop their work; whether in terms of knowledge, understanding or a skill, there could be more made of timely opportunities to recognise where students are struggling and address problems immediately. There is an opportunity to develop this further, particularly to evidence skill mastery, or in terms of addressing myths and misconceptions of the Holocaust. A student and teacher *assessment for learning* sheet could be quickly developed to itemise themes or lesson topics from the scheme which could easily be linked to identifiable historical concepts or skills such as
  - Authentic Encounters: Questioning the Source/Mining the evidence - Source Analysis
  - Unlocking Anti-Semitism: Venn Diagram - Cause and Consequence
  - Timeline: Continuity and Change

Such a checklist could enable self or peer RAG rating of student understanding of the lesson content and/or the historical skill, whilst this could be quickly confirmed with a teacher column of emerging, developing, secure or mastery during classwork marking. This could be used to triangulate with student voice claims whereby they referenced shifts in their thinking. Croydon High School girls provided many examples to illustrate how their knowledge, understanding and thinking had progressed during the study of the Holocaust and were able to articulately explain their own progress and developmental needs considering the planned assessment for learning opportunities that litter the scheme of work/learning. Such mechanisms would serve to timely chart that learning in intervals across the scheme. It could be a purposeful process, but whilst students are not formally baselined it is difficult to exemplify just how far students have progressed, be that in terms of substantive knowledge and understanding, historical skills or indeed attitude or behavioural shifts. Is existing assessment framed to be *attainment* or *progression* focused?

- It is pleasing to note, that whilst formative assessment of Holocaust teaching and learning is perhaps patchy or an area for refined and innovative thinking, Croydon High School's summative assessment approach to the Holocaust is rigorous and annually reviewed in line with the school's assessment policy.

- It should be recognised, that any formal assessment of the Holocaust in schools is unusual, for as the Centre’s own research showed many teachers feel a discomfort with ‘Assessing the Holocaust’ as such and thus Croydon High School should be commended for its end of unit, summative assessment.
- The criteria for the schemes final assessment is shared and understood by all involved (teachers, teaching assistants, pupils).<sup>19</sup> When appropriate, the criteria of success is modelled in lessons, and a detailed PowerPoint supports the girls through the process. The School should be proud of its enabling students to showcase their sound historical understanding of the Holocaust.
- As with any summative assessments there are strengths and areas of development that you may like to recognise and consider as a department moving forward: consider the PowerPoint first –
  - The question on slide 1: ‘how did the Holocaust happen’ distracts from the assessment question on slide 2 of ‘How far was Hitler solely responsible for the Holocaust?’ This is both a cosmetic point (as the title on slide one reflects the schemes overarching question and is thus a consistency issue of presentation) but also a learning point.
  - Of the assessment question itself: there are challenges and opportunities here. The intent and thinking behind the question seek to encourage students to reflect upon Hitler’s role, presumably acknowledge his key contribution, but to problematise this by demonstrating their knowledge and understanding. There is space here to broach issues of responsibility, to showcase awareness of complexity and nuance; however, all that requires substantive (content) knowledge and a secure grasp of causality. There is also a risk that by indicating that Hitler *could* be said to be the main reason, some students will take this as a cue or lead to say why he was.
  - Reference to ‘the death of 6m Jews’ on slide 5 sounds quite rudimentary and makes the question appear a little contrived: we know from the Centre’s research that most students recognise Hitler didn’t actually kill anyone, so this review wonders why this assessment frames itself such that its set this up as a potentiality? A potentially better question might be one which makes clear reference to causation and responsibility, rather than pointing to Hitler. Oddly, slide 4’s reference to ‘remember the answer isn’t simply’ perhaps only highlights possible inadequacies of the question as it is currently phrased. The questions underlying principles and concepts are historically sound and in the reviews student voice panel the girls could articulate that learning; but the question itself might benefit from consideration for rewording/reframing. Is there an opportunity within this work to consider the national data, and engage the students in the research and directly tackling the myth/misconception?
  - Being open ended and student led in terms of how to respond to the task enables creativity and innovation; but does each suggestion enable standardisation? Are some outcomes, easier or harder? How is this reflected in the marking? What patterns do you see in the girl’s choice of formats? There are undoubtedly some very creative opportunities for students to

<sup>19</sup> Please see Appendix 4: The assessment and mark scheme.

demonstrate historical skills and understanding here. It is wonderful to see students given ownership of their learning.

- The criteria presented in slides 5-7 doesn't necessarily correlate with the question being asked: e.g. 'the answer clearly defines the Holocaust' – the question, as phrased, doesn't require or need the Holocaust to be defined. Also, when you encourage reaching a conclusion in the assessment which features a 'full, final judgement' is that enough? Doesn't it matter what that judgement *actually* is?
  - Overall, the above remarks and questions are intended to extend and develop thinking about assessment, rather than to be viewed as criticism: that there is a sound assessment is to Croydon High's credit, indeed it should be a strength identified in any future SWOT analysis that summative assessment is embedded within provision – that is could benefit from more explicit thinking and articulation as to what it is trying to assess, explore and evaluate is only to further enhance that which is already in place. The History department have a solid foundation upon which to build, and can such thinking and ongoing reflection can only serve as an internal CPD opportunity.
- When asked what noticeable gains, change (positive or negative) in pupil performance following the Holocaust scheme of learning, as compared to the same cohort studying an earlier or later topic, Ms Fenwick commented that whilst anecdotally colleagues could point to the impact of Holocaust education on their students, in terms of noticeable gains in so called 'soft skills' or in valuable holistic developments, there was a wealth of insight used effectively to drive practice and improvement. Making the most of, and collating, that evidence will be key to ongoing development, indeed departmental and school wide improvement – these could be focused on tracking of specific focus or target students or groups.
  - Such outcomes cannot be achieved without quality teaching and learning taking place, though strong and varied questioning, solid and secure historical concepts and skills being embedded, and meaningful, vigorous and academic language being modelled in teacher talk. The department's best practice research informed quality teaching and learning about the Holocaust should be widely shared by way of supporting generic school improvement.

## **b) Achievement and outcomes**

The 2018 Impact Study findings clearly demonstrates Croydon High School students are outperforming national peers (as compared to the national sample in the UCL Centre for Holocaust Education's 2016 student research).<sup>20</sup> As noted previously, the school participated in a study to examine the impact of the Centre's full day CPD on students' core knowledge of the Holocaust. Students completed a short survey after they had learned about the Holocaust and their responses were contrasted with the data from the Centre's 2016 national study with almost 8,000 students. For this impact study, 11 questions were used to reflect important areas covered in the full-day CPD 'Unpacking the Holocaust':

<sup>20</sup> Please see Appendix 3 which presents the percentage of students at the school who answered each question correctly and is contrasted with the percentage of students in the Centre's national study who got the questions correct.



1. What does the term antisemitism refer to?
2. What does the term genocide refer to?
3. When did the Holocaust happen?
4. It has been estimated that in 1939 there were 9.5 million Jews living in Europe. Approximately how many Jews in all of Europe were killed during the Holocaust?
5. The Nazis began to kill millions of Jews when...[list of events]
6. In 1933, what percentage of the German population was Jewish?
7. What were Nazi ghettos?
8. During the Second World War, the countries listed below were allied with, influenced or controlled by the Nazis. In which country did the largest number of Jewish people murdered during the Holocaust come from?
9. Out of the countries allied with, influenced or controlled by the Nazis, where did the largest number of killings of Jewish people actually take place?
10. If a member of the military or police refused an instruction to kill Jewish people, what do you think would be most likely to happen to them?
11. Why did the Nazi organised mass murder of the Jews end?

After learning about the Holocaust, 56 students from Croydon High School completed the survey. The survey resulted in a report generated by the Centre's Dr Rebecca Hale – summary reflections are outlined below (*italics*).

*'Across the questions the students at Croydon High School were more likely to select the correct answer compared to the national sample, showing the students had developed core knowledge of the Holocaust. On some questions the difference between the two groups was more pronounced than on other questions, indicating areas where students' knowledge was secure and areas where students were slightly less likely to identify the correct answer. This can be used to inform future lesson planning. As outlined in the sections below, it is crucial to maintain and build on this with future cohorts of students and ensure that, in addition to being able to answer these core questions, students can draw on this historical knowledge to develop deeper understanding and be able to frame, interpret and make meaning of the Holocaust.'*

### ***Understanding what genocide refers to***

*Young people need to know what is meant by the term 'genocide', be able to distinguish it from other mass crimes, and build on this to understand why and how genocides happen. They should also understand that not all genocides are carried out in the same way, and that while mass murder almost always plays a part, most genocides are not intended to kill every last member of the targeted group. Students need to know that the Nazis intended to murder all Jews everywhere they could reach them and that this was a defining feature of the genocide we call the Holocaust.*

### ***Understanding what antisemitism refers to***

*Students should first recognise what the term antisemitism refers to, and then learn about Nazi beliefs, ideology and policies to explain why Jews were targeted without looking to some 'fault' within the victims themselves, or attempting to rationalise their persecution. Students need to understand this in the context of a long history of European anti-Judaism, and to examine broader reasons for why and how many people throughout Europe became complicit in the crimes perpetrated against their Jewish neighbours.*

***Understanding the ‘spaces of killing’***

*In the Centre’s 2016 national study, students typically had a German-centric view of the Holocaust, wrongly believing that most of the killing took place within German borders, and few recognising the continent-wide scale of the genocide. Knowledge of the ‘spaces of killing’ is crucial to an understanding of the Holocaust. If students do not appreciate the scale of the killings in the East, then it is impossible to grasp the devastation of Jewish communities in Europe or the significance of the genocide in destroying diverse ways of life and vibrant cultures that developed over centuries.*

***Understanding the scale of the Holocaust***

*Students should have sound knowledge about the number of Jews killed during the Holocaust. Additionally, they should understand that while a tiny proportion of Jews sent to the camps survived to see liberation, and some thousands of Jews survived in hiding (helped by their non-Jewish neighbours), the vast majority who were not murdered either lived in or escaped to territories outside of Nazi domination.*

***Understanding what Nazi ghettos were***

*To fully appreciate the scope and scale of the Holocaust, students’ understanding of the geographies of the Holocaust should also be underpinned by substantive knowledge of ghettos; the killing actions of the Einsatzgruppen (mobile killing squads that murdered some 1.5 million Jews by mass shooting in the East); and the development of the concentration and death camps. Popular knowledge and understanding of the ghettos has incorrectly framed the nature and purpose of these sites. To address this, students should understand that ghettos were established in different places, at different times, for different reasons. Understanding this will help students to comprehend how anti-Jewish policy developed over time, and to see that what we have come to call ‘the Holocaust’, and the Nazis termed ‘the Final Solution’ (the intended murder of every last Jewish person), was not an aim from the beginning of the Nazi regime, and nor was it inevitable. It was the outcome of choices and actions by a range of individuals, groups and agencies, closely linked to changing contexts as the Second World War unfolded.*

***Understanding the timeline of the Holocaust***

*Students should be able to explain the significance of the relationship between the Second World War and the Holocaust, and know when the Holocaust started and how it ended. Knowing this information is an important element in understanding that genocides do not happen merely because someone wills it. Students need to move beyond the idea that Hitler just decided to kill the Jews (and others) when he came to power and that this was blindly carried out. Instead, it is important to see how the development from persecution to genocide unfolded and evolved over time; that key decisions were taken by a range of individuals and agencies; and that the context of a European war was critical in shaping these decisions.*

***The pre-war Jewish population of Germany***

*It is essential that students can identify the size of the pre-war population of Germany. This matters because a central plank of the Nazi propaganda was the claim that Jews were a powerful, dominant group in Germany intent on destroying the country from within. Understanding that, in June 1933, just 0.75% (505,000) of a total German population of 67 million was Jewish, is therefore paramount*



*if students are to recognise the absurdity of Nazi propaganda for what it was, and that for all their positive contributions to German society, culture and the economy, German Jews remained a very small and, ultimately, a vulnerable and powerless minority. It is all the more critical in light of the misunderstandings which can arise from misconceptions about the size of the Jewish community in Germany, as illustrated by the Centre's focus group findings. Here, students who overestimated the pre-war Jewish population were more likely to speculate on the role of a large Jewish population being a causal factor for the Holocaust and thus having a sense that Jews themselves were partly to blame for their persecution.*

### ***Understanding responsibility and perpetration***

*It is important that students understand that no record has been discovered of any German soldier, police or member of the SS being shot or sent to a concentration camp for refusing to kill Jews, whereas we do have documented evidence that people refused such an order and were simply assigned other duties. This misconception is prevalent in public discourse, and appears especially tricky to address with students. Teachers often find that despite explaining that the police or military would not be shot, students still maintain this belief. These misunderstandings have important consequences for how students make meaning of the Holocaust. For example, a commonly held and widely articulated goal of learning about the Holocaust is that students should 'learn the lessons of the Holocaust' by understanding how and why people acted in the past. That understanding will be deeply flawed if students incorrectly believe that the perpetrators faced a real risk to their lives if they did not carry out orders from above.'*

These findings represent a significant shift in student understanding and speaks to the quality of teaching and learning about the Holocaust at Croydon High School. It also clearly demonstrates a commitment to assessment and research informed practice.

- Work scrutiny demonstrated this progression. It is telling that Croydon High School students were able to articulate such a shift in thinking during this review process. Their metacognition ensured they were reflective learners, able to chart their learning journey, but also increasingly able to apply what they know across disciplines.
- Personal stories were a feature of the Holocaust scheme of work developed at Croydon High School that the students found particularly compelling, especially the thread of Leon Greenman and family - an Englishman deported from the Netherlands to Auschwitz-Birkenau with his wife and two-year-old son, a thread woven throughout the Centre's teaching and learning materials and is embedded in the History scheme of work/learning. Along with other powerful and moving case studies, students felt this helped to make the enormity of the Holocaust accessible.
- When asked why study of the Holocaust was important or relevant today, Croydon High School students' voice provides telling evidence – not least in the progress and development of their thinking over time.
- Ms Fenwick noted in her 2017 Beacon School application that:

*'At Croydon High School we have achieving girls who take part in numerous conferences such as Model United Nation and we believe that the girls would relish this opportunity and would add greater value. We saw this with the girls leading the assembly the following morning from Holocaust Memorial Day. This was evidence of their enthusiasm and how much it influenced them. Also in our open evening 5 months later, the girls were passionately talking about the day with perspective parents.'*<sup>21</sup>

Two years on, it is clear from student voice and staff interviews during this review that Holocaust teaching and learning outcomes are both academic and holistic (attitudinal and, potentially, behavioural). We can confirm that girls at Croydon High School have undoubtedly made progress, but it would be interesting to know what staff mean when they speak of students having *'a much better understanding'* and to consider at a level how and in what ways the History scheme's impact could be evidenced or those school wide values and attitudinal be captured or demonstrated. The patterns would be revealing and meaningful given the values and resilience driven character of the school.

- Beyond the cognitive and data driven claims that could be made regards attainment and student progression, it is clear Mrs Pattison and her team are committed to recognising the affective and creative outcomes for learners – including in relation to the Holocaust.
- This review found examples of some staff prepared to take risks to give learners opportunities and valuable enriching experiences through an encounter with the Holocaust that was not always judged on the quality or worth of the outcome alone. Ms Fenwick and colleagues recognise and embrace the developmental process; the resilience, skills and experience of the learning journey, the application of student knowledge and understanding was understood to be as important as the result.
- Student voice panels, work scrutiny, the document trawl, lesson observation and meeting with colleagues at Croydon High School reveal outcomes that are both academic and holistic – the students were wonderful ambassadors for the school and for Holocaust education. They were informed, engaged, inspired and empowered by the learning experience offered and this is equipping them to be global citizens in a local community. They can challenge prevailing myths and misconceptions thanks to generally good quality teaching and learning. The students were acutely aware of, and able to articulate, the contribution such rich and challenging learning experiences made to their ability to be scholarly, critical and independent thinkers and empathetic or values driven. They spoke compellingly of an outcome of their Holocaust studies being their ability to be resilient and make safe choices. That Holocaust education is understood at Croydon High School, by its student body, as supporting safeguarding and that they could apply the skills of source analysis to truth claims or fake news today was telling.

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<sup>21</sup> See Application form.

### c) Feedback and marking

- The Croydon High School Marking and Assessment policy states: *‘Marking should praise work that has been done well and provide realistic short-term goals for pupils. Achievement should be recognised and rewarded’*. The schools ‘marking principles’ include:

*‘i) Marking is integral to curriculum and lesson planning. Regular and frequent marking of work is essential in both encouraging and monitoring pupils’ progress. In most cases, work will be marked on a weekly basis unless the work is an extended piece done over more than one week; in this case the work will be taken in and marked when it is completed. The teacher/Head of Department must do all he/she reasonably can to ensure that such frequencies are achieved.*

*ii) Work should be marked using a colour other than the one the students use.*

*iii) Attention should be paid to presentation and the correct use of spelling, punctuation, grammar.*

*iv) Homework should be returned to the pupil by the next lesson or within a week, whichever is appropriate.*

*v) These issues will be commented on in most pieces of work: What was good about the work? Where applicable the pupil is set a target for the next piece of work*

*Comments should be written in the second person. They should be sufficiently positive, detailed and specific to encourage pupils to make progress. The use of the pupil’s name is encouraged. Overly negative comments must be avoided. If work is all that could be reasonably be expected from pupils, then staff should positively reinforce pupil achievement by listing what is good about work e.g. correct answers, accurate observations, balanced comments etc.*

*vi) Corrections - It should be made clear what in the piece of work needs to be corrected and by what date. Subsequently, it should be checked to ensure that the corrections have been done. What is to be corrected by the teacher and what by the pupil is a matter of department policy. When the work is taken in again the teacher should check to see that any instructions written in the book have been carried out.’*

- In accordance with policy, this review found the following with regards to marking of Holocaust related work at Croydon High:

- It is consistent with existing school policy<sup>22</sup> in terms of regularity, style and function.
  - Maintenance marking is typically timely and informative.
  - Comment only marking is the norm. Grades and levels were given only for the key assessed task or testing.
  - Most feedback led to some kind of action to promote student progression and learning. The review saw examples which saw students respond to direct teacher comments, answering a question, re-drafting a section, correcting spelling errors etc. Overall, this review finds marking regards the Holocaust to be effective, typically given as an action. The action varies, placing workload emphasis upon students, not the teacher; for example, to redraft or re-do, revisit and respond.
  - A few pieces showed feedback that is low in developmental quality, where marking was commentary driven praise, focusing upon recognising student time and effort rather than improvement driven. However, most feedback is personalised and progression driven, with work scrutiny displaying students habitually and eagerly responding in an effective and progressive manner.
  - There is evidence of literacy marking throughout, including SPAG mistakes identified. There is school-wide guidance regards SPAG marking, a range of strategies and marking indicators/devices were referenced by students or seen in the lesson. Two keyword points to watch out for: Holocaust always needs to be capitalised and antisemitism should be without a hyphen (even if MS Word auto corrects) – this is not merely a question of style guidance, rather, spelling ‘antisemitism’ as ‘anti-Semitism’ presumes the existence of ‘Semitism’ and in that is not the case, and can indeed propagate antisemitic thinking or perception, consciously or unconsciously.
  - When speaking with Croydon High School students it was apparent they know their targets, and most were well able to articulate how best to improve. Some were acutely aware of how to progress, able to demonstrate with confidence, detailed and specific skill and knowledge development indicators. Those who did not know their target, did have a system or reference point to find it quickly.
- This review can confirm teachers have a good understanding of student’s individual needs over time and offer feedback that develops both knowledge and understanding. This was evidenced by range of student voice contributions regards their feedback. Croydon High School girls generally know how to progress and are keen to improve, most act upon advice. The scheme of work lacks identified or planned for opportunities for students to reflect on and respond to formative assessment, but teachers interpret data and plan lessons effectively so as every child makes good progress. This is in large part thanks to effective feedback, a desire on the student’s part to improve despite limited genuine time, protected within lessons, for meaningful student reflection. Time is such a precious commodity in schools but finding more for revision and refinement of assessment pieces could be beneficial.

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<sup>22</sup> <https://www.croydonhigh.gdst.net/wp-content/uploads/2018/07/CHS-Marking-and-assessment-policy-June-2016-1.pdf>

- It is telling that the schools SLT recognise the pressures of workload and the importance of staff wellbeing: *'Pupils should spend more time responding to our written feedback than we (teachers) spend writing it, but we know this is not always the case and is something we are trying to develop further and improve'*.

#### d) Work scrutiny

During the review day a range of Croydon High School students' learning was considered; during the lesson observation student work was accessed and there was an opportunity to speak to students about their learning and Holocaust education experience at the school. Similarly, work was presented on occasion and discussed during the student voice panel, by way of students illustrating the points they were making, and some formal work scrutiny took place with Ms Fenwick and in discussions with colleagues in two other departments.

- Based upon a range of work scrutiny this review can state the following about Croydon High School students experience of teaching and learning about the Holocaust and outcomes:
  - Students are aware of aims and objectives for lessons and, in most cases, students' learning in the lesson meets the stated intentions. Often students work evidences to what extent the aims have been met and how a lesson links to the previous one.
  - A range of questioning is evidenced within the student activities and responses – this confirms the previous remarks regards quality and evolving questioning in Holocaust education at Croydon High School.
  - There is evidence in students' work of the learner led opportunities provided; often this is clear in students choosing their response or format to a question or activity. There could be greater variation in writing styles that would enabled creative opportunities to be encouraged – using poetry, prose as a stimulus, artwork or innovation in presentation. This would be exciting excellence to see, as without compromised subject disciplinary integrity, teachers could skilfully enable all learners to demonstrate their historical knowledge, understanding and skills in creative and individual ways – this could ensure inclusion and respond to literacy or access concerns.
  - There is compelling evidence of Croydon High girls increasingly and impressively using and confidently deploying specialist Holocaust terminology and improving their historical vocabulary.
  - The range of tasks and activities in the scheme of work/learning aspire to challenge – variety means a range of approaches enable students to develop contextual knowledge and understanding. There could be consideration as to how this is experienced – is it challenge for all or only the most able?
  - As noted previously there is currently no capture of prior learning, baselining or tracking, but there are some self and peer assessment/feedback opportunities evident in classwork.
  - Some differentiation is evident. In some cases, there is extended writing time and opportunities being given for learners to consolidate understanding or extend thinking.
  - Criticality is encouraged, and misconceptions are identified and usually challenged in teacher marking.

- Some links with SMSC, FBV and Prevent are evident in students work – though not always (nor necessarily) flagged as such.

**e) Outcomes as revealed by student voice:**

During the review several Croydon High School girls participated; principally Year 12 and face of the school and the Girls Day School Trust, Esther – for her warm welcome, enthusiastic and informative tour of the school, along with six Year 9-11 students – Analisa, Anna, Abide, Eleanor, Yasmin and Amelia, in the thoughtful and engaging student voice panel. Others should also be acknowledged for their contributions during the lesson observation. It should be noted, students encountered during the review visit were incredible ambassadors for the school, articulate and engaged advocates for Holocaust education and the Centre would like to take this opportunity to thank each for their invaluable and insightful contribution to the process; in many ways, their insights reveal the impact of the Beacon School programme and alert us to the strengths and weaknesses of existing Holocaust education provision at the school and often point to the challenges and opportunities ahead.

- Based upon the range of encounters during this review, we can suggest the following regards the girl's perception of Holocaust education Croydon High School:
  - Student awareness of your UCL Beacon School status is limited. Beacon School status and its significance, much less Quality Mark, was not known or understood by Croydon High School students – this is currently a lost opportunity to raise profile of your emerging specialism. A pride and renewed engagement could emerge if Mrs Pattinson and colleagues use the Quality Mark award as an opportunity to of celebrate within the school community and to publicly recommit to the cause. Conversely, staff were ambitious for the school's Holocaust work to be recognised, determined to do all they could to ensure Quality Mark status be attained – keen to champion their students, the opportunities afforded them at Croydon High School and the relevance and importance of the Holocaust. Students in the review panel, once aware of the status, were full of innovative ideas that could be actioned to address this across the school and so these potential ambassadors could work with the SLT to ensure Beacon School and Quality Mark status is understood and recognised.
  - Improved specialist subject knowledge, especially within History. This was excellent to see but would be developmental to encourage this becoming an interdisciplinary opportunity and chance to share generic teaching and learning gains.

A few students spoke of the Holocaust lessons having improved their listening skills. That the students were reflective and able to identify a change; alluding to active, rather than passive listening is revealing. It is this review's recommendation that the school's SLT spend some time exploring this with students, particularly, given two students in the lesson observation admitted that elsewhere they were passively consuming the learning; whether they were not actively engaged or challenged sufficiently is unclear, but worth considering how better active listening and engagement can be encouraged or more consistently experienced for such able students.



- Change in student self-perception, image, awareness or reflection took several forms;
  - On an **intellectual** level, students reported that their thinking had shifted and developed, that Holocaust education had enhanced their disciplinary skills and understanding. Several acknowledged that some of their own perspectives and prejudices were revealed, their myths and misconceptions identified and challenged. For example, one girl referred to her shock at realising the extent and influence of antisemitic motifs in society, whilst another spoke of how her studies had confronted her assumption that Hitler and high-ranking Nazis were responsible for the Holocaust, how she now realised other ‘ordinary people’ were as complicit as perpetrators, collaborators or even as bystanders. Another student talked about the importance of research and how many myths about the Holocaust were in society and not challenged.
  - At an **emotional/psychological** level, students spoke of the powerful feelings engendered by their Holocaust studies. Often this manifested itself in terms of the affective impact of individual case studies like Leon Greenman. For some students, change came regarding their ‘*feeling*’ study of the Holocaust was important; that they ‘*feel*’ a duty or obligation to the victims and survivors to learn the lessons, try their best and share what they have learned with others – that they become the witnesses or the legacy, hoping for a better world. A clear emotional investment in the subject matter has been made by some of the students of Croydon High School – particularly those who have participated on the Berlin-Krakow trip.
  - Like the emotional/psychological changes students alluded to, was a **spiritual/ philosophical** dimension, in that they clearly ‘valued’ Holocaust teaching and learning differently to other aspects of their curriculum. Students ‘believe’ they are changed by their experience of encountering the Holocaust; whether real, imagined, short term or long lasting, is almost irrelevant, as students speak with conviction regards the shift. Two girls spoke of it being the first time they truly understood the importance of identity and belonging; they talked of survival as resistance and this was met with another enquiring if it was ok for a survivor’s identity to be just that – a survivor – when they may be so much more or so much less than that. The latter demonstrated a concern for name and identity and a real feel for the ethical and philosophical dilemmas raised by the Holocaust, stating she ‘...*believed it was for the individual to define themselves – whether a survivor, father, OAP, builder, Jew or other, not anyone else.*’ As will be noted later, this speaks compellingly to the SMSC impact of Holocaust teaching and learning upon student outcomes at Croydon High School. Another student questioned where God was during the Holocaust? Such insights are heightened by the students reflective and values/character focused vocabulary and their familiarity with issues of forgiveness, reconciliation, theodicy and philosophical inquiry or willingness to engage with ultimate questions.
  - The change in students’ self-image also manifested itself in terms of the **physical**. The review heard repeatedly from students they had a heightened care, time and effort regards their Holocaust studies. Some admitted ‘*I do try harder*’, ‘*I’m thinking differently about my GCSE work because of the Holocaust work we did...It changed the way I think about history*’.



Others acknowledged their improved behaviour – by that they didn't mean they were previously misbehaving, rather that the subject matter had drawn them in, so they felt more engaged and thereby participated more fully in lessons. Several students alluded to the Holocaust as having provided the impetus to get involved in various charitable projects or enrichment opportunities and encouraged them to go on the schools' trip to Berlin and Krakow. Students spoke of the civic and global values that the Holocaust had revealed, and so had impacted how they now see the world and their place within it. One girl said she felt the Holocaust unit of work had triggered improved confidence, which meant she put more effort into her work, especially home learning and that she had fed off the praise and encouragement she received at home and at school. She went on to speak of it being a *'bit of a catalyst for me...it was a boost that came at the right time and just turned me on to school.'*

- It was notable throughout the review the extent to which the school's approach to Holocaust education, using UCL principles and materials, foregrounds personal stories. It was evident that that the girls do feel compelled by the individual stories they encounter in lessons, including those found within the case studies and UCL materials such as in the Timeline and 'Being Human?'
- The opportunity for direct personal testimony by Holocaust survivors is time limited. This fact is not lost on Croydon High School teaching staff and consideration is underway for what Holocaust educational experiences and lessons might look like to facilitate this opportunity. They recognise the urgency to make use of such hugely personal, enriching and impactful educational experiences – if geography and opportunity allow. This review has signposted opportunities, particularly via the Holocaust Educational Trust, that could facilitate this opportunity – or likewise the opportunity for survivor webinar; particularly with a view to Holocaust Memorial Day 2020.
- Student's spoke in the panel of the power and intimate connection made with the past through case studies. Girls interjected or confirmed other's memories of their classroom experiences with references to the individual stories and case studies somehow making the history *'more real'* and that it had made them *'understand better'* the Holocaust's impact on individuals, families or entire Jewish communities. The students felt these helped make the enormity of the Holocaust both accessible and relevant. One student commented *'You get kinda get sucked more and more into Leon's story and you find yourself really caring about them like he was someone you knew, you know, personally.... now I feel it's my duty to tell people about him and for me to remember his family... so talking about him today is like paying my respects.'*
- When asked why study of the Holocaust was important or relevant today, Croydon High School students provided telling evidence – not least in the progress and development of their thinking over time. Moreover, learners repeatedly asserted Holocaust education's importance, affirmed its relevance and a desire to learn more about it.
- Of course, assessment, achievement and outcomes for students are not always quantifiable, linear nor data driven, and this review is as interested in the intangible gains or benefits of Holocaust

education as it is in trawls of mark books indicating levels or grade of progress. At Croydon High School, and not for the first time in our Quality Mark reviews of schools, we have found anecdotal, but compelling indications that quality Holocaust education results in other gains for the individual, department and school, often this is to be most found and valued in the context of the most vulnerable groups or learners.

- It could be that Mrs Pattison and SLT colleagues consider how they might work innovatively and effectively at how classroom colleagues might, in light touch ways, capture or assess soft skills. Holocaust education and the programme and diversity of your personal development provision is significant – so should be mapped or monitored. This would allow for recognition and tracking of resilience, resourcefulness, reflectiveness, reciprocity and respect, values and attitudes. This would make for a compelling case study of impact of Holocaust education provision should this be introduced, even for a class or two, as would be a comparative study that could be used in relation to other history topics in the year or against performance in other disciplines. Such school-based research would reveal much about the impact of Holocaust education on personal development and SMSC or ‘soft skills’ and the purely academic, and allow consideration for effort and engagement to be tracked in some way. Should this approach be considered then a strong collaboration with the RE department could allow for two very different but complementary data sets emerging; in History assessment could focus on the substantive knowledge and historical skills, whilst the RE could seek to explore the holistic, philosophical, moral and self-reflection realm and point to attitudinal shifts. This may free up some of the precious history curriculum time. Should this be of interest and something you would want to develop or consider, then contact [n.wetherall@ucl.ac.uk](mailto:n.wetherall@ucl.ac.uk) for some support and advice. We would not recommend measuring soft skills or attitudes with a result of declaring a child a grade A active citizen or another a grade 6 for resilience, rather to use indicative data for trends. Perhaps there is scope for self-assessment on some of these indicators or attitudinal shifts? These suggestions are simply made to capture in some fashion the anecdotal impact and the wider impact of your provision from subject specific indicators.
- From work scrutiny, lesson observation, and student voice focus groups, this review found student outcomes are of a good standard. This is borne of intelligent curriculum planning, a reflective and evolving approach to thinking about assessment, and a robust but sensitive understanding of student progression. This review however urges further ongoing consideration of the assessment framework to ensure this work progresses and enables students to truly demonstrate their quality insights in a rich, creative, informed and skilful way.
- As noted previously, the cultural capital influencing our young people’s knowledge and understanding – and, accordingly to national research, is often impeding progression in many ways – thus successful collaboration with primaries, network schools and Croydon High School’s own English Department is potentially key or opportune. The girls were typically positive about *The Boy in the Striped Pyjamas*, with many encountering it in primary school, describing it as ‘emotional’, ‘provides a child’s perspective’, ‘made me relate to what it would have been like’ and ‘it made me want to know more’. Whilst the fable has its merits in a literature or narrative form, there are

concerns regards its portrayal of historical fact and thereby the importance of timing and coordination to ensure historical study can take place alongside – might this be an opportunity to draw upon skills based and extended writing opportunities? Could students identify the myths and misconceptions in this creative writing piece? Similarly, what values has such creative writing responses to the Holocaust? What devices does Boyne deploy? Could this have enrichment value or cross curricular and collaborative merit? Engaging English, MFL, Drama, Art social science and other humanities subjects with specialist CPD from the UCL Centre for Holocaust Education could engender a powerful and compelling opportunity for an enriched Holocaust education experience at the school and lighten the History burden as perhaps currently exists.

- This review thereby suggests the need for an audit of existing provision across both academic departments and within the pastoral, SMSC, Citizenship, PSHE agenda to establish where coordination could be possible to reduce myths and misconceptions being reinforced and hindering historical study later on, and to foster a spirit of opportunity for celebrating subject specialisms whether in a reconfiguring of the curriculum so it is coordinated or in specific collapsed timetable days or enrichment opportunities.
- Should this be considered then it is potentially a powerful vehicle for sharing of best practice, school improvement and innovation. This would help tackle or reduce a potential weakness whereby UCL pedagogical principles are embedded in History and a few other curriculum contexts or by key individuals, but not shared, understood or applied more widely.
- The reviewer is happy to support Ms Fenwick, Mrs Pattison and colleagues on this journey towards a multi-disciplinary enriched and nuanced Holocaust education provision should Croydon High School wish to explore it further. The UCL Centre for Holocaust Education can supplement this with FREE CPD support which we know delivers significantly in terms of student achievement and outcomes and thereby whole school improvement. It could also be, that Croydon High colleagues would be interested to partner with Centre colleagues to develop a subject specific resource?
- The developing nature of Holocaust assessment procedures could be hugely innovative and exciting in the future. The review wonders whether working in collaboration with the UCL Centre on this may be useful; for example, the research team could specifically look at the existing assessment framework/end of unit project, and offer insight to confirm that what you do achieves all that you want it to, or offer insights that may help shape a more effective alternative. Either way, this research informed, evidence-based approach could enrich the school and Centres' ongoing partnership – both in terms of the specifics of the Holocaust assessment and regards whole school improvement regards assessment and feedback. The spirit of critical friend, both celebration and developmental focus of the review process means that we can be confident that Croydon High School annual internal review of assessment will enable and inform ongoing self-reflection of the discussion points raised. This will undoubtedly help ensure that the assessment will truly be useful for both the student and the teacher.

- Student voice and input during the review reiterated that powerful learning about the Holocaust had undoubtedly taken place. Students could speak about their pre-and post-knowledge and understandings, what they were surprised or shocked by – for example, they talked of the amount of people who had supported the Nazis rise to power, and with so seemingly little opposition. Students acknowledged the few who tried to help or speak out, and could speculate, based on a range of evidence, why others might not have resisted, or why so many were complicit. This represents significant progress given UCL national research that revealed many students, having studied the Holocaust without their teachers taking part in the Centre’s CPD programmes, could not do this.

**f) Outcomes as revealed by internal and external quality assurance**

- Despite its successes in Holocaust education, especially within History, Croydon High School is not complacent. Rather, it has established a system of processes and procedures that are scrupulously maintained to ensure teaching and learning is of the highest possible standard. Holocaust education, in its Beacon School year particularly, though not exclusively, has been integrated fully in the internal quality assurance and monitoring of the school. Colleagues and documentation testified to learning walks taking place, peer observations within department/faculty, along with performance management observations and work scrutiny<sup>23</sup>. These measures serve as forms of quality assurance, ensuring teaching and learning is intelligently and sensitively conducted. Notably, however, these frameworks are scaffolds and not cages: whilst they maintain rigour and safeguard standards, they are not immutable and rigid; rather, they are reflexive enough to respond to ongoing evaluation, analysis, and emerging challenges.
- During the teacher voice sessions, colleagues spoke of the impact of UCL pedagogy on student outcomes in terms of feeding and fostering a distinctive hunger and curiosity for learning more. Several staff commented on improved engagement thanks largely to the approach to the subject matter that seems to foster ‘investment’; students are more prepared to ‘go the extra mile’ and finding that ‘extra gear’ was often anecdotally recognised. This report recognises the high regard colleagues attending UCL CPD opportunities had for the range of questioning and ‘hook’ moments in the pedagogy and materials.
- Holocaust education at Croydon High School has robustly and innovatively been quality assured, both internally and externally – but the school should consider consolidating that evidence to provide the compelling narrative of the success your programme deserves. Holocaust teaching and learning has been observed as part of this review process, and internally for appraisal and performance management purposes. Work scrutiny and learning walks are part of the school’s regular monitoring practices and meaningful learning conversations are evident. High quality and timely consistency of feedback remains the school’s goal – but the school has invested in Holocaust education, specialist CPD and applied a degree of standardisation that has ensured it remains a key element of the schools’ curriculum and provision, rather than perceived as niche.

<sup>23</sup> See template used for work scrutiny internal quality assurance, via: <https://www.croydonhigh.gdst.net/wp-content/uploads/2018/07/CHS-Marking-and-assessment-policy-June-2016-1.pdf>

**Potential areas for future development:**

- There is clear openness and innovative thinking regards linking the History scheme of work/ learning to other subjects across Croydon High School and a desire, now beyond the initial Beacon School year, to enhance existing initial collaborative opportunities with RE to extend to perhaps English and beyond in the medium and longer term. It will be interesting to see how these opportunities build and develop and there are a range of additional CPD opportunities or Centre projects that could be of interest as the school's Holocaust provision moves forward.
- Students' confident use of vocabulary was impressive and marks genuine progress in historical literacy – but it may be worth consideration to what extent we use perpetrator narratives in our teaching, learning and assessment and where religious and cultural literacy opportunities exist. Perhaps this is itself a worthy learning conversation to have with students – what words, terms and euphemisms do we use? Similarly, this may relate to decisions and discussions regards imagery/ what sources or provenance they have, and why such questions matter within departmental meetings or within cross curricular middle leader conversations?
- It may be that looking to the future a short interactive, multiple choice survey or questionnaire could be used with students to baseline pre-and post-knowledge or attitudes – this would be a recommendation for consideration in the future, perhaps a trial or pilot? The 11 questions used by the Centre for its DfE impact study, could be useful here as would give you a national baseline to compare knowledge to, pre-and post and complement the existing ongoing assessment within History. This could be offered as a starter or plenary activity and would provide multiple choice data that would not reduce curriculum time. The Centre's Nicola Wetherall stands ready to assist or support this development should the History Department wish to.

\*See also Ms Fenwick's SWOT analysis.

#### 4. The personal development (PD)/wellbeing, behaviour and safety of students

- In the best schools the mission and ethos of the school is deeply embedded in the curriculum. Such schools do not have a narrow view of curriculum as merely the teaching of a syllabus or academic programme but that it is inclusive of all aspects of a child's learning experience and development as a human person. This review finds this to be true of Croydon High School.
- The 2014 ISI integrated report found the quality of the pupils' spiritual, moral, social and cultural development at Croydon High to be excellent,<sup>24</sup> likewise, the contribution of arrangement for pastoral care, welfare, health and safety.
- It was apparent throughout this review process that students feel their views are listened to and valued. There is a prevailing atmosphere of mutual respect at Croydon High, amongst both staff and the girls. Students readily take on responsibility and some would welcome the opportunity to take on more. It is also clear from school policy documents and on speaking to Mrs Pattison, Mr Burnie and Ms Fenwick throughout this review process that Croydon High's educational vision is designed to ensure its learners develop workplace and other skills that will contribute to their own, and communities, social, civic and economic well-being; and senior leaders were well able to articulate the part Holocaust teaching and learning contributes to that educational experience.
- This report considers the extent of learners' spiritual, moral, social and cultural development to be a strength in the curriculum and education offered – and this plays a significant part in developing the whole person, someone equipped to give society, an active global citizen and ready for the world of work. Personal development and wellbeing of Croydon High School students is understood to underpin strong academic performance and together provide a well-rounded educational experience. The Headmistress' clarity on ethos, vision and mission feeds the Academy's holistic and traditional curriculum that results in a broad and balanced Croydon High educational experience. This fosters personal development, whilst also being outward facing, ensuring colleagues provide the skills, confidence and knowledge necessary for its learners to succeed, thrive and be safe.
- The concept of justice is just one example of SMSC and civics that strongly reveals itself in Croydon High School students understanding – particularly principles of social justice - whether from their distinctively values, character education, or in conjunction with Holocaust education opportunities in History or RE.
- Such examples reveal a depth in students' ability to reflect empathetically, critically, thoughtfully and meaningfully upon the Holocaust's legal, civic and moral implications. These SMSC and FBV outcomes are based upon clarity of historical knowledge and emerging understanding.
- This review found SMSC provision that provides Croydon High learners with a rich programme of opportunities and experiences (often 'life-changing' encounters or learning episodes that enrich students' knowledge, understanding of the world, and their sense of self, community and place in

<sup>24</sup> See: <https://www.isi.net/school/croydon-high-school-gdst-6370>



the world). The Holocaust education, and values work that underpins the school's mission, is contributing significantly to the SMSC agenda. This provision is a real strength of school, something for Croydon High School to champion, celebrate and further develop in pursuit of ensuring educational excellence, personal development and active global citizenship. The schools spiritual and SMSC policy document is robust and clear in its defining of the spiritual, moral, social and cultural and its illustrative examples of SMSC within the curriculum demonstrates clarity of thinking among SLT and governors. Whilst the school's values are highly visible in school – in a wealth of rich, innovative and thoughtful displays (the laminated notion of values), they are 'lived' in tangible ways throughout the school, in relationships, in classroom dialogue, curriculum choices and in the atmosphere that pervades the Croydon High. One wonders, however, if this could be more effectively mapped and articulated equally by all students and staff?

- Teachers spoke of the thoughtful and often insightful discussions that were had concerning such moral and philosophical discussions but also the active listening that was emerging during such exchanges and the capacity for students to respectfully consider interpretation and shift their perspectives over time. This speaks to that value and impact of relationships developed over time, soft skills and creating conditions in which a thirst for knowledge and love of learning can flourish. Building on that active listening, reflective engagement and the resilience for learning, will be key to Croydon High's long-term success – not just for ongoing development in its Holocaust teaching and learning.
- As noted previously, the History scheme of work is seen in the school's documentation as contributing to enhancing high quality teaching and learning, encouraging independent learning, and developing provision for SMSC – but more examples and signposting of this would be beneficial.
- By valuing choice, rights, protection and student's empowerment, the school's broad and balanced curriculum is configured such to provide the knowledge and skills which enable pupils to make safe choices. Holocaust education plays its part in this by appreciating faith, protection, dignity, self-discipline, esteem and commitment in and to the individual case studies, and by examining the very best and worst of the human condition. In this regard, Croydon High School staff repeatedly, and independently of each other, spoke to the civic and moral dimension of Holocaust teaching and learning, acknowledging that whilst it is not its stated aim or objective, that study of the Holocaust does seem to heighten students' sense of justice. They also spoke of the Holocaust work being key to students' understanding of the complexity of human nature. Colleagues pointed to the case studies in 'Being Human?' as being hugely powerful, and this was also alluded to by some in the student voice panel – whereby students spoke of key individuals and the dilemmas and responsibilities they faced.
- The review concurs that behaviour and safety of pupils is outstanding. During the review students encountered showed themselves to have high levels of respect for each other. Croydon High girls conducted themselves well around the school and in the company of visitors during the panels. We recognise the review had limited access to classes – but feel it worthy of note that all students,



encountered out of lessons conducted themselves appropriately and in several cases were wonderful school ambassadors. The SLT support staff in striving for high expectations in behaviour *for learning*, but to improve further, they could reflect with their middle leaders as to what extent a minority of learners are passively complying, rather than actively engaging in lessons.

- This review finds Croydon High School's arrangements *for safeguarding to be good and meet all current statutory requirements*; particularly regards duty of care and reception safeguarding procedures for visitors, but also in terms of what the student voice panel revealed:
  - Instances of bullying are very rare, as are racist incidents
  - Students enjoy coming to school and feel safe
  - Compliance to statutory child-protection and safeguarding,
  - Respect and value for student and staff wellbeing
  - Croydon High School students are very well informed about how to lead safe and healthy lives
  - Safeguarding and public education programmes to inform regards the dangers of alcohol or other substances, e-safety are in place along with opportunities which enable awareness of societal prejudices and the risk of extremism.
  - Students feel well prepared for the world of work and for life in modern Britain (some references were explicitly made to topics in school that spoke to rights, respect for individual beliefs, the rule of law, and democratic values).
- Neither staff nor students reported the existence of antisemitism within the school, or of any recent antisemitic incidents, though the latter could point to examples in the wider world and in the media. Both the Headteacher and staff who were interviewed, independently during the review visit, reported that antisemitism was *'not an issue'*. There was also no record of parental concerns or complaints regarding the teaching of the Holocaust or related topics at Croydon High School.
- The adapted UCL 'Unlocking antisemitism' session was influential in students developing understanding of the shifting nature of the discrimination and persecution of Jews throughout time. Whilst students still ultimately returned to the question of *'why the Jews'*, they had a far greater understanding of pogroms and prevailing myths regards Jews as *'the Christ killers'*, responsible for the Great War (World War I), blood libel claims, assertions of their use of magic and being blamed as the source of the Black Death. Students could present a sophisticated explanation of the distinctions and continuity between medieval and Nazi antisemitism, and at times could draw parallels to contemporary examples of antisemitism in the Labour Party and the rise of such hatred across Europe. When linked to issues of responsibility, complicity and compliance in the Being Human lesson, a powerful learning moment came for one student who *'realised Hitler alone wasn't responsible for antisemitism...in fact he wasn't the only one to blame even for the Holocaust, all of society at the time were... and I take from that that we are all today responsible for calling out antisemitism today'*. Such insightful remarks are further evidenced in the girls assessment pieces which draw on responsibility, complicity, compliance, causation and so on (see Appendix 5, a-c).



- Work scrutiny and student voice panels evidenced that students are aware of the various minority and targeted groups discriminated against and persecuted by the Nazis. They are aware but less confident, in their discussions of contemporary marginalised groups; reference was made to refugees/migrants, the Rohingya, women, black lives matter and disproportional stop and search for black, Asian and ethnic minority groups, those with mental health or with disabilities.
- Given the vulnerable nature of some learners in an ‘alternative facts/fake news’ era, attempts to increase students’ ability to interrogate sources (not accept at face value), identify bias, think for themselves, develop criticality are of vital importance. It is key to safeguarding, as well as to students’ ability to engage in the world of work; not be at risk (in any sense); and to become active, responsible global citizens free from harm or exploitation. Providing a current affairs dimension to the tutorial/pastoral programmes of the school could further support this, perhaps by providing weekly activities regarding a topical and current news story? It is recommended the topics covered be wide-ranging and directly support the development of SMSC understanding through political discussion, religious and cultural factors but also in terms of a sociological and media literacy lens.
- Such an approach might help with school’s fulfilment of the Prevent duty, the FBV agenda and feeds into aspects of PSHE, SMSC and wider holistic and personal development or social skills areas of the curriculum. It would mean students are regularly exploring modern British culture, by considering their rights as UK citizens, local, national and global environmental concerns and developing themselves as individuals. A Faith, Life Style, Inclusion, Culture, Knowledge and Society approach could enable Croydon girls to consider lifestyle choices, an understanding of morality, developing enterprise opportunities and the chance to celebrate the *dignity of difference* in a multicultural and diverse world.
- Young people today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust. Therefore, we need – as Croydon High School leaders recognise - to equip students with substantive, conceptual and disciplinary knowledge about the Holocaust, as well as the capacity for critical thinking to weigh truth claims made about this complex and traumatic past. Thus, as part of wellbeing, behaviour and ensuring safety, senior leaders at the school recognise the necessity to encourage and develop critical and independent thinking to prevent radicalisation, denial, and endangerment in all senses; and the need to promote positive values, provide counter narratives and reinforce both rights and responsibilities to self and others. Whilst it is entirely reasonable and indeed, necessary, to provide young people with ‘unbiased’ coverage of the contemporary world, such as in the current affairs programme, we must also navigate carefully that space as educators whereby, not all views are equally valid or acceptable.
- A safe learning environment that enables freedom of speech and expression, must also preserve truth and evidence. Holocaust education can play a valuable role in this vital work, such as in claims to deny or minimise the Holocaust. In this way, teaching and learning about the Holocaust offers valuable learning opportunities to develop important life skills and epistemological questions about truth claims and how it is we know what we know. Beacon School related work has made a considerable contribution to these enriching and vital opportunities in which the Croydon High’s



learners engage, distinguishing evidence, fact or truth claim from opinion or belief. Best practice in 'Authentic encounters' pedagogy speaks to these concerns and if this can be generically shared as a key part of classroom planning, the school would see the benefits of improved questioning (both by staff and among students), use of case studies, making sure relevance and skills are understood as it works toward securing curriculum intent.

- When asked about the extent to which Holocaust education contributes to the SMSC, FBV and Prevent agendas of the School, a range of staff and students spoke with passion about the academic, holistic, intended and unintended outcomes of the Beacon School work. Some spoke of the '*shallow level*' whereby the Holocaust work had provided a useful '*tag to hang many of these concepts like tolerance and other values*'. Others pointed to issues of community cohesion and its relevance to the school's context, the potential for collaboration and values education. Some talked in terms of the purely '*historical dimension*' or '*British values context*' and explained that Holocaust education had informed the way the school now thinks about and shapes its SMSC policy and provision – but how consistently understood and adequately articulated is this among students and parent body? The idea of Holocaust education as niche and the preserve of the History department alone is increasingly understood by Croydon High School staff as inadequate; increasingly a sound historical is recognised as foundational to embracing whole school Beacon 'School' status – with more and more departments and members recognising the distinctive Holocaust teaching and learning contribution they can make.
- Within the student body Holocaust education opportunities had heightened awareness of stigma, stereotyping and the distinctive persecution of Jews and others victim groups of discrimination. Throughout the student voice panel, in the tour of the school and the lesson observation, students alluded to individual case studies that had 'touched', 'moved' or inspired them. Encountering these stories and having empathy, or feeling a 'connection' with Leon, was repeatedly cited as making their learning 'real'.
- Emotional intelligence and literacy are recognised as important by senior and middle leaders at the school – and students too. There was a feeling during this review that Croydon High School understands that learning about events such as the Holocaust can be profoundly disturbing, but developmentally important. One student's response to learning about the Greenman family in 'Authentic Encounters' and other UCL materials illustrating this; revealed she had a much younger sibling and had felt moved by the story of Leon's two and half year-old son, Barney. The connection, relationship or empathy evoked was tangible and a powerful holistic learning experience. The Beacon School programme is credited by school leaders and students alike as supporting learners as they deal with powerful and sometimes disorientating feelings, helping them to express themselves and to develop their emotional literacy.
- The school's character development work is impressive. It is clear from the pre-visit document trawl and the visit itself, including the observation, meeting with key staff and the student voice panel that personal development is a key priority, sitting at the heart of Croydon High School aims and values. It is evident that Holocaust education's contribution to that endeavour is both recognised

and respected by SLT, indeed a moral purpose was explicit in the schools Beacon School application. It is something that both Mrs Pattison and Mr Burnie spoke passionately about in their review meeting; the importance of developing the whole person, valuing the uniqueness of everyone, but neither character and holistic education, nor the SMSC dimension and school ethos were recognised as a strength in the SWOT analysis produced by Ms Fenwick. It is this reviews contention character development is absolutely a Croydon High forte and the contribution Holocaust teaching and learning is making to that educational provision should not be overlooked.

- Croydon High School girl's spoke of learning about the Holocaust as contributing to their recognising the complexities of dilemma's, the importance of values and the ability to discern right from wrong. Considering this dimension of the schools' approach, this review would also recommend considering UNICEF Rights Respecting School status, and the Values Based Schools model. Similarly, an audit or review of the diverse holistic and personal development programme the school offers – as much to celebrate your own depth and impact in this regard as to better coordinate or hone it. It would serve to ensure all staff are able to articulate the SMSC contribution their subject contribution or the role they play at Croydon High: whether teacher, support or administrative.
- The student voice panel participants were positive advocates for the school. They clearly felt safe to voice their opinion, were articulate and happy to talk openly, confidently, able to identify strengths and weaknesses of their Holocaust education and wider Croydon High School experience. This review recommends more use could be made of your students to speak to wider public, engage other schools and to champion Holocaust education's value and purpose. They were a credit to themselves, their families and to Croydon High's community in their thoughtful, reflective and compelling contributions.
- Croydon High School students undoubtedly make substantial progress in the realm of personal development and Holocaust education plays a significant role in the SMSC, personal development and values package offered – but how does the school know, track or monitor its provision and impact? This review does not suggest a cumbersome data driven understanding of the holistic achievements and progression of its girls; rather an audit of provision or mapping of values driven indicators would serve to evidence or better articulate a dimension of your work that should, rightly, be a source of great pride to the school community.
- Mrs Pattison, Mr Burnie and their staff, including Ms Fenwick, clearly recognise educational achievement and outcomes for learners are both cognitive and affective; indeed, the latter is especially important given the religious character of the school, the nature of its student cohort, their needs and the community they serve. The Beacon School SLT link and Lead Teacher both consider the holistic contribution of Holocaust education to their learners' experience at Croydon High School to be particularly significant and a valuable driver of SMSC, a contributor to promoting fundamental British values, personal development and active citizenship. Given the current global and political climate, rising hate crime and antisemitism, Holocaust education is likely to become increasingly important and relevant. The UCL Centre for Holocaust Education approach, with its

focus on independent learning and critical thinking, will continue to have much to offer Croydon girls in this context.

- School staff throughout the review spoke independently of their commitment to Holocaust education in terms of what its impact was/could, or should be, in holistic, well-being or developmental terms as well as the relevance of such a study of the past for young people. *‘Holocaust education helps reinforce issues of not standing by... it helps us celebrate and identify opportunities for community cohesion, exploring British values... Students are more accepting.... This is especially important for a diverse school and for our efforts to ensure students are outward facing and prepared to engage in an international context’.*
- This review finds so much quality SMSC provision at Croydon High School. It is clear from this process that Beacon School status has further promoted deep, holistic reflection and learning opportunities, beyond substantive knowledge. School staff recognise and value the deeply spiritual, moral, social and cultural (SMSC) opportunities found within Holocaust teaching and learning. The conversations with both teachers and students during the review recognised that Holocaust education and associated learning experiences were contributing significantly to Croydon High’s development of reflective, thoughtful, mature, responsible and considerate students/adults *‘able to leave as good citizens equipped for life’.* One teacher commented that that being a Beacon School had provided timely renewed impetus to the SMSC agenda. Such an outlook is led from the top, from Headteacher to middle leaders – however, to ensure all staff understand and can articulate this, would further validate this ‘hidden curriculum’. That so many staff could, says much about the school’s ethos being lived and breathed, not just laminated in word, motto or strapline.

#### **Potential areas for future development:**

- UCL Holocaust Beacon School status has clearly played a part in the highly effective promotion of equality of opportunity and excellent SMSC provision at Croydon High School. Within the review process senior leaders spoke of their continued desire to seek further opportunities to promote students’ SMSC development; specifically, of promoting British Values, the importance of Character Education, Human Rights Education and Holocaust Education and its Beacon School status. To what extent might the UCL Britain and the Holocaust lesson, and Holocaust education be embedded to prove a useful contributor to exploring further issues of fundamental British Values and could rights education further complement and enhance your provision and offer? Or indeed, the upcoming anniversary of the liberation of Bergen-Belsen, so emblazoned in the British psyche?
- Reflect upon the school becoming a Rights Respecting Schools with UNICEF. There would be fertile opportunities within that to make links to the Holocaust and genocide work being developed, especially in terms of prevention and Genocide Watch.

- Consider a review of current strategic provision of SMSC and fundamental British Values across the school. SMSC is embedded in the school curriculum and ethos and secured by policy – but how is this monitored, mapped and articulated? The Holocaust education offer at the School can contribute a great deal to such an audit – but the school’s citizenship, charity work, safeguarding policies, RE curricula, PSHE and tutor programme also offer a great deal – together you offer a wealth of personal development opportunities, but how might these be better coordinated, so as a holistic package is better understood and valued by staff, students and parents alike? Mapping provision, identifying areas of strength and any developmental areas will be an opportunity to take forward.

\*See also Ms Fenwick’s SWOT analysis.

## 5. Leadership and management

- The ISI integrated inspection in 2014 adjudged the quality of Croydon High School’s leadership and management, including links with parents, carers and guardians, excellent.<sup>25</sup> This review visit was an opportunity to test the temperature of effective leadership Croydon High School in 2019, and based upon this process, concurs with the 2014 ISI remarks regards leadership and management, in so far as they relate and reveal themselves in terms of Holocaust education.

This review found in Croydon High School senior and middle leadership, several indicators of a healthy organisation, particularly in terms of its values being lived and not laminated. This revealed itself in the welcome and hospitality afforded visitors. From the school reception to catering staff, SLT to NQT, there was a sense of the school creating a welcoming, safe space for its community to flourish. There is a shared sense of pride in and gratitude towards the school and sense of belonging to a community.

The Headmistress, senior and middle leaders notice the small things and in doing so honour self and individuals whilst valuing the work; there is in Mrs Pattison and her team recognition that we are *‘humans first, professionals second’*. This means, where necessary, reflective classroom practitioner and school leaders can debate and discuss with radical candour because there is a high level of trust between colleagues, a spirit of critical friends. Staff can take the truth of *‘difficult’* or *‘tough’* conversations, because a professional and wellbeing climate exists whereby the person is distinct from the work. Colleagues throughout the review felt they *‘had a voice’* and would be heard because as in the classroom, SLT had fostered a safe professional space of *‘high challenge, low threat.’*

### a) **The SLT Beacon School link**

- It was significant that Mr Burnie, Deputy Headteacher, was the named senior leadership team link, thanks to him the Beacon School programme enjoyed an articulate, passionate and fully engaged senior leader, who from the outset endorsed the work, contributed positively to support the Lead Teacher and ensured a collaborative partnership between Croydon High and the UCL Centre for Holocaust Education.
- The SLT link, Mr Burnie, can clearly and passionately articulate the importance and relevance of Holocaust education. He is a reflective and thoughtful advocate, both for Holocaust education generally, but also for the distinctive contribution of Beacon School status. During the SLT link meeting Mr Burnie’s remarks were revealing, particularly regards why becoming a Beacon School was an attractive, important or indeed necessary opportunity for the school and its relationship to the school’s educational mission and values. With Mr Burnie moving on at the end of the school year, Ms Fenwick will need a new SLT link to be identified – to continue to support, advocate and enable the Beacon School work to continue – but on behalf of the UCL Centre for Holocaust

<sup>25</sup> See: <https://www.isi.net/school/croydon-high-school-gdst-6370>

Education, we would like to take this opportunity to thank Mr Burnie for his commitment and invaluable contribution to the Beacon School programme and his advocacy and support for Holocaust education and Ms Fenwick's endeavour. We wish you well for your new chapter.

- Working with the SLT, Mr Burnie worked collaboratively with Ms Fenwick to ensure a successful Beacon School application, its subsequent demands and opportunities and its importance communicated effectively in the school improvement plan. Mr Burnie understood that were the school successful in its Beacon School application Holocaust education would be included: upon acceptance on to the programme the whole school improvement plan references Beacon School status and the development of Holocaust teaching and learning among its primary objectives.
- It was notable how ambitious Mr Burnie and SLT were, the vision and potential they saw in Beacon School status beyond the History curriculum, from the outset, as evidenced in Croydon High Schools application form.
- Mr Burnie was able to attend the half day orientation launch of the programme at the Imperial War Museum and throughout the year, he resolutely supported the CPD day hosted by the school in conjunction with the Centre and drew upon his experience and regional contacts to back Ms Fenwick's efforts.
- As SLT link he has explicitly praised, and clearly valued, specialist Holocaust education CPD. Mr Burnie has supported Ms Fenwick in leading assemblies and facilitated or met with UCL colleagues during the mentor visits to the school and been an effective support for the lead teacher in the network building and successful hosting of a CPD day and whole school twilight event. This, alongside enabling CPD opportunities for specialist training, is indicative of a school that recognises the importance of quality ongoing staff development – and we would like to partner with you to further this by collaborative hosting of twilight CPD events or a network related event. As discussed in more depth later, Twilight CPD events can be arranged by contacting the Centre's Tom Haward or CPD dates calendared annually by Ms Fenwick, with Mr Burnie's equivalent SLT link supporting and with Mrs Pattison's gatekeeping and approval, in liaison with UCL Centre's Emma O'Brien. This will enable more Croydon High School teachers access to specialist provision – which can only help consolidate school improvement and support quality Holocaust teaching and learning.

#### **b) The Beacon School Headteacher**

- In Mrs Pattinson, Croydon High School are blessed with an articulate and passionate educator and senior leader, committed to reflective practice, high expectations – both academic and holistic – and to continuing professional development. She has been an invaluable ally and advocate for the Lead Teacher, and the Beacon School programme more broadly – not just for its developing of Holocaust education, but as a vehicle for generic teaching and learning development, recognising its contribution to personal development and holistic outcomes and ultimately to continued school improvement. This is epitomised in her endorsement of Croydon High's 2017 Beacon School application:



*'We have recently redefined our School aims and they describe our ambition to offer a unique education involving extensive enrichment. To my mind, an important part of this is our desire to instil confidence, engagement and - crucially - compassion amongst our girls.'*

*Four departments at the School collaborated in their schemes of work to cover the Holocaust from different aspects (e.g. literature, history, Geography and philosophy and ethics.) This project culminated in an absolutely superb Holocaust Memorial Day event at our School, which was one of the very best examples of creative and experiential learning I have ever seen. As a result of this day, our girls are fully engaged with the Holocaust theme and want to find out more. The learning process they went through on that day was personalised and meaningful and the creative work they produced in the final activity demonstrates just how much the topic means to them. Above all, I was impressed by the fact that our girls wanted to raise awareness amongst their peers in the School of the Holocaust and the different groups affected by it (amongst which, they included themselves.) I believe that being a UCL Beacon School will contribute towards the overall aim of the School and help girls fulfil their ambition to raise awareness and communicate the emotional journey the study of this has taken them on. I also believe it will help hone their understanding and make them ambassadors of Holocaust Education in the future. The appetite is there and this would help ignite interest further afield in our community; the exciting thing about this being that it would be 100% run by the girls.*

*... I believe that the joint compassion and engagement of our sensitive and caring community would be a powerful tool in communicating your messages.'<sup>26</sup>*

- Mrs Pattison spoke passionately for example, of the UCL Centre for Holocaust Education's unique selling point being the research informed approach that underpins its pedagogy, practice and materials. This was key to conversations regards investing in her staff via professional development and the value of a 'scholarly staff'. This is evidenced in the schools ongoing commitment to CPD and the value of the UCL approach; for example, its creation of a safe space for unpicking bias, identifying and questioning what and how we know what we know. Such epistemological questions were valuable in his view, as they generate discussion, as in Barney's toy (Authentic Encounters), or artefact stimuli. Within that safe space you can move from instinctive reaction, inference and empathy to a place of criticality and deep thinking. It is this approach to knowledge and learning that Mrs Pattison most values in the Centre's approach, for whilst providing quality Holocaust teaching and learning, she recognises within it the best in generic pedagogy and education.
- For Mrs Pattison, the academic credentials of UCL and IOE, and the research informed approach are central, aside the moral imperative to study the Holocaust, to the drive to become a Beacon School. For her, the impact of the status is upon teaching and learning and her aspiration is for it to become the '*heartbeat of teaching and learning*'. By that, Mrs Pattison aspires to support her staff by investing in continued professional development opportunities and encourages them to adopt a

<sup>26</sup> See application form, pg.7-8.



scholarly approach towards teaching and learning. She is a passionate advocate for life-long learning – for her girls and her staff. Colleagues in the teacher focus group endorsed this, remarking how it had drawn upon knowledge, criticality, skills and emotional literacy, with one pointing to the relevance of pursuing truth to tackle fake news. All this speaks to commitment to learning beyond the classroom, beyond CPD and the importance of her student and staff being equipped to learn, open to learning, beyond Croydon High.

- Senior leaders at Croydon High have an acute appreciation of the potential for Holocaust teaching and learning to contribute to a schools' safeguarding duty. Mrs Pattison spoke for example of the need for the girls to develop criticality and independent thinking in the face of political parties' overt and deliberate distortion of facts, the divided nature of global, national and local politics and the increase in 'othering'. She argued persuasively that as educators we must equip young people to discern the difference between opinion, belief and facts, so as on issues like human rights abuse or genocide *'you can't sit on the fence'*. Mrs Pattison remarked that Holocaust education at Croydon High School thereby *'neatly'* contributed to SMSC provision, FBV and the Prevent Duty incumbent upon all teachers. This is manifested in the school's ethos, mission and policy documents, which ensures colleagues strive to equip and inspire their young people to be the best versions of themselves; as women, citizens, ambassadors and scholars. Mrs Pattison appreciates the school must serve its students by engaging them in the wider world – that includes their study and respect for the past, understanding of others cultures and religious backgrounds, so as to take their place in a multi-cultural Britain and diverse world of challenges and opportunity.
- During the School Senior Leadership meeting, Mrs Pattison stated her pride and desire to *'...celebrate and share the work of the History department ... (namely Ms Fenwick)... by seeing her take on that Beacon status and [if successful] share the Quality Mark accolade with others in the region... to become a champion.'*
- In her comments, Mrs Pattison revealed more than great pride in a colleague, or in exceptional Holocaust related teaching and learning. Instead her words and manner speak of what we might term her 'servant leadership' qualities:
  - Listening
  - Empathising
  - Acting intentionally
  - Dedicating time for others
  - Empowering others
  - Removing obstacles
  - Serving others
  - Helping with humility
  - Interact with integrity
  - Persevering

- Senior leaders *'set the tone'* and together, with Mrs Pattison and Mr Burnie too, *'make the weather'* for their schools; so, with such strong and visible leadership in place, the UCL Beacon School programme enjoys considerable recognition and support. It is hoped, this will be further enhanced and appreciated considering this review process – shining a light on Croydon High School's significant achievements in Holocaust education. The developing specialism in this area is rather distinct; from the range of excellence evidenced in this review, there is much for the school to learn from sharing best practice and innovation – helping to drive school improvement - but also for network or partner schools in the region or beyond throughout the GDST. It is hoped Mrs Pattison will take up this advocate mantle and use diocese links and leadership opportunities to shine a light on the Academy's Quality Mark, but also champion the importance and relevance of teaching and learning about the Holocaust today.
- The senior leadership team, led by Mrs Pattison, have made Beacon School status meaningful, not superficial; they have understood the educational benefits and the moral imperative whilst also recognising its contribution to school improvement, staff development and student outcomes. Mrs Fenwick has successfully enthused some staff – communicating effectively to take all on the 'Beacon School journey' to embed Holocaust education as something meaningful and increasingly impactful within History and beyond – but Mrs Pattinson can do more to champion this achievement throughout her school and community, but also to heighten awareness among her Headteacher peers in GDST and beyond. In the 2017 Beacon School application she spoke of: *'Our ambition here would be to organise high profile events that gained media attention; the PR team at GDST Trust Office would be instrumental in helping us promote these and engage the right kind of media attention. We would also be keen to engage in professional development opportunities for staff who regularly teach elements of the Holocaust and being a UCL Beacon School help facilitate this to the very highest of standards.'*<sup>27</sup> Croydon High School's achievement should be widely recognised, across the Trust, locally and beyond for its Quality Mark accreditation. It is our hope that with the impetus of this highly successful review, that Ms Pattison, Ms Fenwick and colleagues will be able to galvanise and celebrate this work and secure such high-profile opportunities. The UCL Centre for Holocaust Education stands ready to partner.
- We would hope the GDST would be aware of and recognise Croydon High School's accomplishment of Quality Mark status. Centre colleagues would be happy to meet with them to discuss this award and how the school's wider community, in partnership with UCL could move this work forward in the future. Similarly, we will notify your constituency MP, Chris Philp, of your achievement and encourage him to celebrate this accolade within the community and indeed in Parliament.
- It is rare to see such outstanding leadership articulate the potential and need for Holocaust education so powerfully as evidenced in this review – as a Centre we would welcome the opportunity to partner with Headmistress Mrs Pattison to further develop our work with engaging SLTs across the country, especially within the independent sector.

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<sup>27</sup> See application form, pg.9

- Mrs Pattison confirmed that the role of the Beacon School Lead Teacher has been formally recognised with the school's appraisal/performance management system, indeed, in terms of application for and development of the Beacon School status was formerly one of Ms Fenwick's targets. The Headmistress and Mr Burnie confirmed that the Beacon School target was *'...successfully achieved and [she/Ms Fenwick] is on track this year for Beacon related/Quality Mark objective.'*
- The trust between the school leadership team and middle leaders is obvious; communication and support outstanding. Whilst Ms Fenwick has worked tirelessly since 2017 and made the changes and developed this work across the school, she is first to acknowledge this has been achieved on the back of school leadership support, most notably from Mr Burnie and Mrs Pattison: they set the tone in backing the Beacon School programme application and that is what makes the programme a success and so impactful.

### c) The Beacon School Lead teacher

- In Ms Fenwick, the UCL Centre for Holocaust Education Beacon School programme enjoyed a reflective and fully engaged participant. She attended the pre-requisite 1-day CPD, the London residential and Poland Study visit.
- Her highly impressive and well-respected work as UCL Centre for Holocaust Education Beacon School Lead Teacher clearly evidences both compliance with and embodiment of the teacher standards. The review found that Ms Fenwick:
  - Designs effective and rich subject curriculum and assessment
  - Demonstrates good subject and curriculum knowledge
  - Fulfils wider professional responsibilities by contributing positively to school life
  - Upholds public trust in the profession
  - Promotes good progress and outcomes by pupils
  - Plan and teaches well-structured lessons
- This middle leader's thoughtful, highly reflective, research informed practice, commitment and developing expertise of Lead Teacher, Ms Fenwick, is widely acknowledged as providing the project's impetus. Both Mrs Pattison and Mr Burnie spoke warmly and respectfully of Ms Fenwick's *'thoughtful, reflective and inspiring'* leadership of the project. They spoke of her leadership as 'Lead Teacher' having given Croydon High School's Beacon School engagement *'direction and dynamism'* – her knowledge, passion, commitment and enthusiasm for Holocaust teaching and learning as part of a 'real education' experience is clear, and to be praised.
- Other colleagues feed into this review and spoke of her successfully *'...taking several highly experienced colleagues from across the school with her on this journey'* ensuring it has felt a

genuinely shared and collective endeavour. Throughout the review process Ms Fenwick was spoken of as:

- *'...providing the momentum...undoubtedly her passion and commitment has inspired everyone'*
  - *'...a supportive leader who has taken us all on an incredible journey...'*
  - *'She truly invested herself in this scheme, and the care and passion, the knowledge she has, is inspiring to me and you can see that in how the girls respond to her teaching about it.'*
  - *'...Inspirational colleague... gifted teacher... her CPD opened up opportunities for Holocaust ed in my lessons that I didn't think possible... she let me into her world and showed me it had relevance for my discipline...'*
- Similarly, it was telling students spoke of Ms Fenwick's *'care'* and *'...knowledge of the Holocaust'*. There is an authenticity to her commitment to Holocaust education that comes across in the classroom and among her peers. This should be celebrated, and her emerging specialism shared within the school and beyond.
  - In Beacon School lead teacher, Ms Fenwick, Croydon High School enjoys a gifted, aspirational and collegiate middle leader. She continues to grow and flourish as a skilful, reflective and innovative Holocaust educator, a thoughtful advocate of quality teaching and learning in History and a wider holistic curriculum, for all. Her Holocaust education specialism continues to evolve and thanks to her engagement with the UCL Centre for Holocaust education CPD, the Beacon School London residential and Poland study visit she has a secure and rich range of strategies and materials to draw upon. It will be worth considering whether more of the site-based pedagogy modelled and demonstrated in Poland could be introduced to enhance the schools Berlin-Krakow trips. It is this reviews recommendation that you consider how and in what ways such pedagogy could be incorporated and that for internal staff development some time to reflect upon why such approaches or strategies, irrespective of specific site (whether a Norman castle, a WW1 battlefield trench or a Holocaust related site), could be most educationally valuable.
  - Croydon High School's emerging specialism for Holocaust teaching and learning has been secured in large measure thanks to the vision, commitment and communication skills of Ms Fenwick. She has successfully secured SLT, departmental and wider school engagement through a combination of savvy messaging and innovative thinking with a spirit of openness and a clear plan of action. In her 2017 application form, Ms Fenwick outlined a plan to engage others in the Beacon School programme which included:
    - Articulating passion for education
    - Shared lesson planning
    - Assemblies
    - SLT engagement; ensuring whole school message
    - Clarity of purpose and value
    - Disciplinary discretion

- House activities
  - Displays
  - The School magazine
  - Holocaust Memorial Day
  - Support packs for students and parents
  - Collaborative working parties
  - CPD offer
- Ms Fenwick has successfully developed with colleagues, introduced and deployed a growing wealth of research and resources. She has the skillset and experience to become a future regional leader in the field of Holocaust education, and this review suggests consideration of whether this may be an avenue for future professional development at a regional level for UCL, in terms of peer reviewing other Quality Mark Beacon schools?
  - It is worth acknowledging that in Ms Fenwick, and indeed across the History and Humanities departments, there is a wealth of leadership and emerging expertise. Ms Fenwick's 2017 Beacon School application was strong in evidence of leadership and school engagement – whilst not necessarily Holocaust education relevant, they speak of a reflective middle leader who has a raft of experience and insight to draw upon and apply:
    - *'We have already held a Holocaust Memorial Day for year 9 which was a cross curricular day with RS, Geography, History, Art and English*
    - *Head of History has led the walk to school initiative*
    - *We have held Mock elections across the school.*
    - *Humanities teacher have attended and run the OLEVI outstanding teacher training programme.*
    - *We have run 'First Give' a charity project for all of year 10 and 11 students*
    - *We have held an Islam conference where 14 school and 170 students attended.*
    - *Citizenship co-ordinator*
    - *Lead working parties on assessment and marking*
    - *The humanities teachers have worked together on a teacher research project – leading change through research on student assessment and feedback – using language for assessment rather than grading.'*

The scheme of work and inter-disciplinary provision for Holocaust teaching and learning has undoubtedly benefitted from the experience of citizenship projects, OTP engagement with OLEVI, research participation and a focus upon assessment and feedback.<sup>28</sup>

- Succession planning is in place and confirmed independently by Ms Fenwick and Mrs Pattison. There is a clear vision from the Headteacher about recruitment expectations to replace Ms Fenwick should she leave the school. Within the department there is a strong team and long-standing colleagues in other departments, and there is an SLT backed commitment to train and invest in Holocaust education, so as potentially to secure internal or external applicants should need arise.

<sup>28</sup> See link to 2017 Beacon School application

- The personal and professional ‘journey’ of a Beacon School lead teacher is always revealing; this is true of Ms Fenwick who reflected that:
  - *‘It has been such a brilliant opportunity for me... and I think for my team too...’*
  - *‘As a classroom teacher and as Head of Department I have grown in confidence...’*
  - *‘Poland was an incredible experience...’*
  - *‘Time has been a recurring problem, albeit not unexpected...but the whole experience has really demonstrated to me my love of History, my fascination with the Holocaust and a re-engagement with research and pedagogy...’*

Time is a precious commodity in any school and for every professional working within them, but it was telling Ms Fenwick spoke of it.

- Ms Fenwick, as Lead Teacher, was mentored by the UCL Centre for Holocaust Education’s Emma O’Brien. It is clear her passion and enthusiasm for her subject specific teaching and learning focus has driven this project – and yet, the success of Croydon High School’s review is to be found in her ability to work in collaboration with her team, Mr Burnie and Mrs Pattison. This partnership served to ensure senior leadership support and Headteacher endorsement, all this galvanising a spirit of collegiality and community among faculty and departmental colleagues for the Beacon School shared endeavour. People have become immersed in this educational endeavour and empowered by the CPD that Ms Fenwick and UCL have provided. Teachers have used the stimulus and guidance and made it their own; relevant to the discipline and their respective roles in school, suitable for the individual needs of their learners, within the context of the community they serve – this is a huge achievement.
- The work of the Lead Teacher was acknowledged in the appraisal process. Internal documentation shown during the Quality Mark review visit focuses upon efforts to embed the Beacon School scheme, ethos, pedagogy and status. Ms Fenwick was rightly proud these efforts were recognised in ‘glowing terms’ but was characteristically modest as to her own distinctive contribution to the collective outcome. Perhaps, on reflecting upon the Quality Mark process and the recommendations of this report, one of the ‘even better if...’ might be put forward by Ms Fenwick as a future professional development/appraisal target for 2019-20 or beyond and she be encouraged by her line manager to recognise her emerging Holocaust education specialism more openly? She has already achieved a great deal and reflective enough to recognise future developments and opportunities – but it is incumbent upon Croydon High’s SLT to ensure she is encouraged, facilitated and supported so as she can continue to professionally and personally flourish and thrive, thereby maximising her team’s potential and the ensuring the best possible outcomes for her girls.

#### d) The Beacon School SLT and governors

- The ISI integrated inspection in 2014 adjudged the quality of Croydon High School's governance, excellent.<sup>29</sup> The report states:

*'...there is a group of eight governors who comprise the SGB. They bring a wide variety of expertise to the board and are a source of advice and support to the school. The Chair of the SGB meets regularly with the senior leadership. Local governors are kept fully informed of key aspects of school life through reports by the headmistress, through meetings with new staff and sixth form prefects and through attendance at functions. They have also contributed to the formulation of the school's strategic plan, a recommendation at the time of the previous inspection.'*

- There is a named link governor to support Holocaust education, and the Headmistress noted their awareness of and support for Beacon School status. Indeed, in her endorsement of the school's Beacon School application, Mrs Pattinson noted that during their existing work they: *'...learned that our Chair of Governors is also Chairman and Trustee of the Wiener Library and we would naturally be keen to explore the links and support that this Library could offer, should we be able to take this project further through involvement in your programme.'*<sup>30</sup> This review would urge Ms Pattinson and SLT colleagues to maximise this link. Ms Fenwick echoed this point and mused about potential further opportunities to cultivate involvement, recognising an opportunity with Quality Mark status to build upon governor and wider GDST engagement and support.
- Mrs Pattison and her senior staff provide strong and supportive leadership, critical to Beacon School success – they are very positive, supportive, and convinced of the importance of Beacon School status; committed to high quality Holocaust education provision; and have given it the developmental and curriculum time necessary, including staff access to UCL Centre for Holocaust Education CPD.
- Croydon High School is a forward-looking school. Despite challenges – as with any school - its commendable and empowering vision for its learners, is led from the top, and embodied in the schools' ethos, character, identity and values. That comes from the Headmistress, Mrs Pattison, her SLT and flows throughout the school community. She and her senior leadership colleagues and middle leaders recognise the important contribution Holocaust education can make to school life, as evidenced by a very thorough and innovative school development plan.
- Croydon High School senior and middle leaders share a potent and profound sense of mission: Holocaust education and being a Beacon School is part of the commitment to there being a place of enrichment, and engagement with learning for all; where rich quality learning opportunities and experiences are valued in and of themselves.

<sup>29</sup> See: <https://www.isi.net/school/croydon-high-school-gdst-6370>

<sup>30</sup> See Application form, pg.8

- There is a prevailing feeling that Mrs Pattison, Mr Burnie and their leadership team recognise and value Ms Fenwick's work to date, but also the work still to do and the opportunities that lie ahead; that Beacon School status was '*a learning journey and partnership*' and that together the school is looking forward to further developing its links and engagement with the UCL Centre for Holocaust Education, especially regards research and future CPD opportunities.
- The success of Holocaust education provision at Croydon High School is testimony to the best in respectful working relationships and meaningful communication between school leadership and middle leaders; especially evident in the supportive, constructive and creative dialogue and collaboration of Ms Fenwick and colleagues.
- Croydon High School '*knows itself well*' and this was reflected in conversations with middle leaders and classroom practitioners, where this review found self-evaluation to be both accurate and forward-looking. Much of the staff commentary during review meetings was reflective and developmental in nature, though more effective and illustrative data tracking, monitoring of Holocaust related progression and outcomes could be developed.
- Self-evaluation and reflective practice at SLT level is – in the judgement of this reviewer – a Croydon High School strength. We found the school's self-evaluation is incisive and very accurate which helps sustain the culture and climate of continual and shared 'learning' among teachers and the girls alike. So, whilst rightly proud of the Holocaust education achievements to date, there is no complacency from Mrs Pattison; instead there is an ongoing commitment alongside Ms Fenwick and colleagues to further reflect, develop, refine, innovate, collaborate and explore opportunities where appropriate.
- There is pride in belonging to and being part of the Croydon High School community from students and staff. This was palpable with regards to Beacon School status from senior and subject leaders. Beacon School status continues to be a school priority but is not yet a recognised award among the school community or respected by students. There is a clear commitment to developing this status at Croydon High and it seems opportune with the Quality Mark award to address this in school assemblies, in displays, at parents or open evenings, via the website and school newsletter.
- School senior leaders have a clear vision and drive to move the school forward, to ensure for all its learners the positive, quality and enriching learning experience and outcomes they deserve. In Ms Fenwick, they have an experienced and innovative, committed teacher, determined to build upon its Beacon School status and provision. She also enjoys the collegiality and support of colleagues in the department and increasing interest from others across the school who might embrace the Beacon School programme, develop curricular or adopt the Centre's pedagogy. Together these leaders and teachers have the potential to continue Croydon High's 'Beacon School journey' – it is becoming a team effort, which it should be – rather than solely driven by the impressive Lead Teacher.

- Despite the hugely impressive provision of Holocaust education in Croydon High School's History curriculum, it is not to be assumed this is the norm, or indeed easy to attain; the national educational landscape and its policy and accountability demands are immensely challenging, curriculum and assessment ever-changing and budgetary factors are of significant concern, as are staff recruitment, retention and teacher training or CPD access. It is even more creditable then that Ms Fenwick and colleagues have achieved so much despite this broader difficult educational landscape. This review acknowledges the honesty and openness with which the weaknesses of and potential threats to this incredible Holocaust education work (as noted in the SWOT analysis) were explained and outlined. The Centre stands ready to work with Croydon High to respond to some of those concerns and issues, and to continue to raise issues of national scope, such as compressed KS3 and cover costs, at government and policy level.

#### **Potential areas for further development**

- Continue to ensure the Lead Teacher's developing specialism is recognised or acknowledged through the school's Appraisal system – whether as a target for ongoing development in relation to an 'even better if...' of this report, or simply by way of acknowledging her ongoing work in this area in a comment box.
- Look for opportunities to further engage school governors, parents and the local community – perhaps through family and community learning or policy developments.
- Commit to ensuring Beacon School status is referenced and retained in the school's improvement/development plan and documentation for the duration of the Quality Mark Award.

\*See also Ms Fenwick's SWOT analysis.

## 6. Commitment to CPD and networks

- CPD – whether internal or externally provided – is highly valued at Croydon High School, in terms of ongoing school improvement, a teacher’s appraisal right to developmental growth and investment, but also key to recruitment and retention. That Beacon School status facilitated and embedded Holocaust education CPD as an integral element to participation has been embraced.
- According to UCL mentor Emma O’Brien, the school successfully ran a CPD day ‘Unpacking the Holocaust’ in partnership with UCL, thereby fulfilling its programme expectation to host the teaching team and provide specialist training provision for the school and its hub partners. Whilst not as well attended as bookings initially indicated, there was a good range of Croydon High colleagues released to attend, but this also speaks to the hard work required to forge and develop a network of schools within and beyond the GDST family. However, it more telling to report on Ms Fenwick and colleagues impressive CPD commitment to teaching and learning about the Holocaust. The Centre’s Emma O’Brien commented thus:

*‘Katy was an absolute pleasure to work with and the Centre enjoys a positive and ongoing relationship that is developmental. Katy partnered with us to host a successful CPD day on 16 November 2017... she attended a twilight (Pursuit of Justice) that was hosted by Vikki Horsley at Coopers in Bromley on 18 January 2018 and they have since gone on to host ‘A space called Treblinka’ twilight on the 25 June 2018.’*

- The Centre’s Dr Andy Pearce led the ‘A Space called Treblinka’ twilight and commented that:

*‘As part of her determination to embed the principles of the Centre’s principles in her school, Katy ran a very successful twilight session on ‘A space called Treblinka’. In staging this event, Katy demonstrated both her commitment to the Beacon School programme and to supporting colleagues in her school and her network to move beyond the Auschwitz-centric focus which dominates much Holocaust education. Such initiative is critical to helping young people develop their knowledge and understanding and combat prevalent myths and misconceptions about the Holocaust.’*

The twilight session was well attended. The discussions and engagement of participants was insightful, positive and thoughtful.

- 15% of Croydon High School staff have attended the UCL Centre for Holocaust Education’s ‘Unpacking the Holocaust’ CPD day. In hosting the day, the school were able draw upon six other schools. There are opportunities to consolidate and develop these partnerships further with local schools.
- As part of the prestigious GDST Trust, Croydon High School, enjoys a close network of federated schools which, it was hoped, would enable Ms Fenwick to reach out to other members of staff and schools so that Holocaust Education became a substantial feature across all 24 GDST schools

nationwide and its 2 academies.<sup>31</sup> However, at the time of the review visit, such collaboration had not been achieved, with Ms Fenwick identifying this as a weakness in her SWOT analysis.<sup>32</sup> The GDST aside, it is clear that Ms Fenwick has begun to establish Croydon High School as a hub, building a local network of schools sufficient to host CPD. It is this review's suggestion that the school looks to the success of its strong reputation and relationships with local state schools and stakeholders: the 2017 Islam conference reached 14 different schools. In addition, you might consider your Shine initiative as a vehicle for further engagement? This would perhaps aid the school in its desire to have more engagement with the local community, support borough CPD and facilitate opportunities for pupils from deprived communities to take part in Holocaust educational opportunities.<sup>33</sup>

- It is clear from the review visit that Mrs Pattinson, Mr Burnie and Ms Fenwick are committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2019-2023 and keen engage with research, evaluation or piloting projects or host further CPD/twilights opportunities.
- The review repeatedly heard from colleagues across disciplines of a change in thinking about teaching and learning, and ultimately the impact on learner outcomes as result of UCL training or opportunities resulting from Beacon School status. Colleagues said:
  - *'Becoming a Beacon School enabled me to enjoy and embrace a CPD opportunity I would otherwise not have accessed.'*
  - *'The Centre's CPD is well organised, delivered by knowledgeable and passionate professionals.'*
  - *'It's excellent the way as teachers we had a bit of the student experience in the training, but at same time got to consider the rationale and pedagogy as teachers... the nuance of the reveal of the toy was incredible for thinking about questioning, and the case studies were really informative and some very moving.'*
  - *'It was a brilliant day...I could genuinely see how I could apply knowledge and approaches it in my English classroom...'*
  - *'The timeline activity we did was powerful on lots of levels... I found the factors, colour coding and perceptions of groups in the case studies so powerful as subject matter but also as an approach in the classroom.'*
  - *'The day was so stimulating... we had some great discussions on the day and some of those have continued in school afterwards.'*

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<sup>31</sup> See BS application form, pg.6

<sup>32</sup> See SWOT analysis

<sup>33</sup> See BS application form, pg.6



- *'The rings... their discovery, the questions they provoke... the imagery and symbolism is just moving and impactful... I remember the legacy film at the end with your colleague (Ruth-Anne Lenga) provoking a deep reaction in me... and in the classroom when I use it, the discussions are so interesting and thoughtful from the girls...'*
  - *'It gave me a strategy I could use the next day... it also gave me things to think about or I could develop medium and long term...'*
  - *'Really honed my skills and classroom craft whilst also being informative and focused on the Holocaust... we recognised we were there for Holocaust teaching and learning but could see wider application and relevance to the day... loved it.'*
- For several Croydon High School colleagues, the re-engagement with research and pedagogy was an exciting and unexpected positive outcome of Beacon School status, and was referred to on a few occasions throughout the review as *'welcome'*, *'something I hadn't done since PGCE'*, *'refreshing'* and *'good to be challenged in that way as made me reflect more on my practice... and not just my Holocaust teaching either.'* Some talked of the Beacon School coming at a pivotal time in their personal and professional lives – that in some way the opportunity and engagement in CPD was reinvigorating against a challenging educational backdrop of accountability, work/life balance and wellbeing.
- It was clear throughout the pre-visit document trawl and in review meetings with Ms Fenwick and colleagues that the Imperial War Museum Orientation and the London residential had, as part of the Beacon School programme, impacted significantly on professional practice.
- As noted previously, the opportunity for Ms Fenwick to travel to Poland as part of the Beacon School programme, provided a personal and professional stimulus, the continuing professional development of which is clear to see. The trip to Poland has impacted to some extent upon classroom practice when teaching and learning about the Holocaust but has more so in wider departmental considerations of generic site-based pedagogy.
- This review finds that the investment in equipping staff to successfully and appropriately tackle and address this complex history and subject matter, combined with the variety of individual needs across the school and wider teaching and learning community, is exceptional. It demonstrates the importance Croydon High School affords the subject matter and what can be achieved; it speaks to the broader educational and civic mission statement of Mrs Pattinson.
- Senior leaders at the school are forward thinking and not complacent. Despite obstacles and challenges to the provision and status of Holocaust education Mrs Pattinson, Mr Burnie and Ms Fenwick are keen to move forward to consider the opportunities, the ongoing possibilities for partnership with UCL and furthering professional develop. They are committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2019-2023.

- CPD dates can be calendared annually by Ms Fenwick and the senior leadership team, in liaison with UCL Centre's Emma O'Brien. This will enable more Croydon High School teachers' access to specialist provision – which can only support quality Holocaust education provision and consolidate school improvement – whilst also enabling network opportunities and sharing of best practice. In addition, the range of UCL twilights now on offer could also be of interest to colleagues at Croydon High School and among the GDST family and local/regional partner schools. Twilight CPD events can be arranged by contacting the Centre's Tom Haward.

So much quality and commendable work has been achieved to date but can be developed and built upon in the future to the benefit of Croydon High School learners, teachers, UCL and other partners.

### **Potential areas for further development**

- Aim to schedule at least one UCL CPD event linked to Beacon School status a year – whether hosting a full CPD day or a specific twilight opportunity - to ensure capacity and critical mass in the school, the region or further develop your network to ensure a thriving hub. The UCL Centre for Holocaust Education stands ready to partner and facilitate. Contact Emma O'Brien, Tom Haward or Shazia Syed to arrange this for the coming year.
- Encourage and support colleagues who have completed the one-day UCL CPD to consider the online MA module, especially Lead Teacher Ms Fenwick who would relish the academic challenge and its direct link to pedagogy and practice. Contact Ruth-Anne Lenga or Mike Cranny for details.

\*See also Ms Fenwick's SWOT analysis.

#### Phase 4: Summary reflections of quality mark visit

Because of these activities the reviewer would like to report

##### What Went Well:

- This review confirms that Croydon High School's Holocaust education provision, its quality teaching and learning **is** indeed strong, its genocide education, distinctive. The developmental recommendations or questions raised in this report are not intended as criticism, but rather are reflective of the 'early days' of a hugely innovative and ambitious programme. This report looks to support the ambition and potential for this work by acting throughout as a critical friend.
- Holocaust education provision at Croydon High School **is** contributing to a curriculum that informs, engages, empowers and inspires its learners and can support wider school improvement.
- The quality of teaching and learning, and the outcomes for learners, particularly within History, has benefitted from Beacon School status.
- Beacon School status plays a crucial part in securing excellent SMSC provision and this should be widely celebrated.
- Headmistress Mrs Pattinson is an articulate advocate for Holocaust teaching and learning and appreciates its contribution to the curriculum and the Croydon High School experience. She is rightly proud of Ms Fenwick's Beacon Schools work to date and is committed to supporting its future development.
- Commitment to developing opportunities in keeping with a spiral curriculum.
- Senior leaders and teachers are committed to the principle that all learners have the right to access quality Holocaust education.
- The scheme of work/learning is enhanced by a range of UCL Centre for Holocaust Education materials, and richly informed by its pedagogy and educational principles.
- Attainment outcomes are impressive and demonstrates impact of the scheme, approach and learning; both substantively and holistically.
- Creative opportunities within the scheme, and indeed in collapsed curriculum days, demonstrates rich and deep learning.
- The centrepiece of Croydon High Schools strength in Holocaust education is built upon quality teaching and learning: the lesson observed for the purposes of review bore all hallmarks of quality teaching, rather than just quality teaching about the Holocaust.



- Personal stories were a feature of the Holocaust scheme of work that the students found particularly compelling, especially the thread of Leon Greenman and family.
- Strong and supportive leadership from the Mr Burnie as SLT link has been critical to the success of the development of Holocaust teaching and learning at Croydon High and in enabling specialist UCL CPD opportunities for staff.
- Ms Fenwick's knowledge, commitment and emerging specialism in Holocaust education is widely acknowledged as the impetus of the project. She leads an experienced team of reflective practitioners and as Lead Teacher has been able to effectively communicate the programmes goals to fellow colleagues across the school to ensure movement towards an inter-disciplinary approach.
- Croydon High School students were found to be articulate, thoughtful citizens; keen to learn, respectful and are the school's best advocates.
- The school's Beacon School work undoubtedly contributes positively to safeguarding, developing learners' emotional literacy and citizenship.
- The Beacon School project has been instrumental to staff and school engagement with academic and educational research.
- The emergence of their creative but disciplinary distinct Holocaust provision in RE and English is ambitious and innovative. The embedding of metacognitive opportunities within Holocaust related schemes or lessons is outstanding.



**Even Better If...** The following agreed actions are suggested opportunities for consideration/areas for possible development, to further enhance and improve provision and outcomes:

- Whilst the quality of teaching and learning, and the outcomes for learners in History has benefitted from Beacon School status and this continues to be an area of outstanding practice, expertise and passion, it should be regarded as a driver for generic quality teaching and learning throughout the school so that best practice helps drive whole school improvement.
- Quality teaching and learning about the Holocaust is largely thanks to a thoughtful, innovative, challenging and rich scheme of work/scheme of learning. It may be worth considering scope for including the forth-coming UCL Centre for Holocaust Education resource 'Forgotten History: what happened in East and how do we know?' This is being produced in conjunction with the Imperial War Museum and may be something to consider for geography lessons.
- Explicitly articulate and communicate what the Beacon School programme has brought to Croydon High School that it couldn't have achieved without it? So why does the school, Ms Fenwick and Mrs Pattison put such store in the programme, want/need Beacon School 'Quality Mark' status? What does it allow it to do? Staff could consider reflecting on this further for clarity in terms of further opportunities and developments, partnership and in communicating that rationale and vision to parents and visitors.
- Whilst impactful, might sustainability and pragmatic concerns mean some of the History burden be shared with other relevant faculties? Might this create cross curricular and further innovative and collaborative opportunities?
- Given the success and undoubted effectiveness of the UCL pedagogy for Holocaust education consider opportunities for this supporting whole staff teaching and learning improvement – share existing best practice. There is so much that is positive in this review – it should not be niche to Holocaust education, rather considered transformative and key to supporting/driving school improvement.
- There is now an openness to collaboration and the potential to link the History scheme of work/scheme of learning to other subjects across Croydon High in the short, medium and longer term. It will be interesting to see how these opportunities build and develop and there are a range of additional CPD opportunities or Centre projects that could be of interest as the school's Holocaust provision moves forward.
- Students' confident use of vocabulary was impressive and marks genuine progress in historical literacy – but it may be worth considering to what extent we use perpetrator narratives in our teaching, learning and assessment. Perhaps this is itself a worthy learning conversation to have with students – what words, terms and euphemisms do we use? Similarly, this may relate to decisions and discussions regards imagery/ what sources or provenance they have, and why such



questions matter? Religious literacy may also significantly improve with greater inter-disciplinary opportunities for the study of Judaism.

- Formal assessment regards the teaching and learning about the Holocaust needs – like any assessment - continued thought and refinement, including solutions for the current lack of baseline opportunities. This could be innovative in nature – perhaps building on *mythbusting* or in use of starter or plenary strategies. It may be that looking to the future a short interactive, multiple choice survey or questionnaire could be used with students to baseline pre-and post-knowledge or attitudes – this would be a recommendation for consideration in the future, perhaps a trial or pilot? The questions used in the Centre’s research into student knowledge and understanding of the Holocaust could be useful here, as this would give you a national baseline to compare knowledge to, pre-and post, and complement the existing ongoing assessment within History. This could be offered as a starter or plenary activity and would provide multiple choice data that would not reduce curriculum time. The Centre’s Nicola Wetherall stands ready to assist or support this development should the History Department wish to.
- Similarly, consider developing opportunities for understanding attitudinal change. This could draw upon the key findings and recommendations of the new UCL research briefings. This could serve to help share lesson content and be useful in the personalising of the curriculum and address perceived barriers regarding learners’ varying points of entry. It could be a short interactive, multiple choice survey or questionnaire that could act as a student voice indicator. Perhaps a trial or pilot in conjunction with UCL Centre for Holocaust Education research team? An attitudinal survey or use of student voice could powerfully speak to the broader contribution of Holocaust education at Croydon High School and the impact on well-being, behaviour and safeguarding agendas (Prevent, SMSC, FBV and so on).
- Challenge: students and staff report that Beacon School status had enhanced student challenge and that this was embraced. Students spoke of need to ‘*rise to the challenge*’ of the Holocaust’s complexity. Here is an opportunity to perhaps further develop and embed challenge across the school in innovative ways that engage rather than turn off learners (help to build resilience, growth mindset, F.A.I.L [first attempt in learning] approaches across the school)? Likewise, this review encourages further challenge for the most able and mindfulness to tackle passive compliance or the low-level disruption of most able or few disengaged learners.
- Conduct a second Holocaust education audit across the school since the Beacon School year. Where do other departments use Holocaust case studies, explore texts with a Holocaust contextual background or focus, whether as individual lessons or as wider schemes of learning? Where are the opportunities for collaboration, restructuring or for a mapping of provision and furthering your thinking regards a spiral curriculum? This could support or inform discussions about further cross-curricular opportunities and ensure the joined-up approach that RE and History (whilst retaining distinctive disciplinary natures but embedded in UCL principles and in-keeping with IHRA guidelines) is universally recognised and practiced wherever the Holocaust is taught, referenced or explored. A new audit process will help identify areas of possibility and

serve to eradicate misconceptions earlier in a whole school, coordinated Holocaust education approach – it may also serve to identify appropriate areas of the curriculum that could help reduce the burden on the History department. This is an aspirational and long-term potential goal.

- Consider a review of current strategic provision of SMSC and Fundamental British Values across Croydon High. SMSC is embedded in the school curriculum and ethos and secured by policy – but how is this monitored, mapped, and articulated? The Holocaust education offer at the school can contribute a great deal to such an audit – but the school’s citizenship work, safeguarding policies, RP curricula, PSHE and tutor programme also offer a great deal. Together you offer a wealth of personal development opportunities, but how might these be better coordinated and articulated, so that a holistic package is understood and valued by staff, students and parents alike? Mapping provision, identifying areas of strength and any developmental areas will be an opportunity to take forward.
- To what extent might the UCL *Britain and the Holocaust* lesson be understood as contributing to Fundamental British Values – building especially on your local history - and could rights education further complement and enhance your provision and offer? Given the strong commitment to SMSC, values and holistic learning opportunities, this review suggests consideration of the UNICEF Rights Respecting Schools initiative and/or of becoming a Values Based Education School. The Centre’s [n.wetherall@ucl.ac.uk](mailto:n.wetherall@ucl.ac.uk) can provide the necessary contact details if interested in considering either of these programmes. The work you do in terms of Holocaust education would certainly underpin a strong application for either.
- Continue to ensure the Lead Teacher’s developing specialism is recognised and acknowledged through the school’s Appraisal system. This could be a formal identified target, or – minimally – a standing agenda item for discussion/recognition at the appraisal meeting and review. Is there an emerging role for the Lead Teacher across the region or within the Federation regards History/Holocaust education? Could there be a UCL Associate role?
- Consider succession planning. Beacon school status resides with the school, not the Lead Teacher, so it is essential to ensure that the principles and opportunities are shared widely to ensure, should Ms Fenwick leave, Croydon High will have a group or individual ready to step up and continue this work. Being mindful of all schools’ risk in changes to personnel (national issues regarding recruitment and retention) could be crucial to sustaining and further developing the outstanding Holocaust education provision and opportunity. Similarly, what steps can Mrs Pattison take to ensure senior leadership capacity and interest can be developed should she move on and indeed to identify a new SLT link for the Beacon School work considering Mr Burnie’s departure.
- Look for opportunities to further engage school governors, parents and the local community – perhaps through family and community learning or policy developments. What is the possibility of parental or community engagement, small scale family learning, or survivor event? Parents

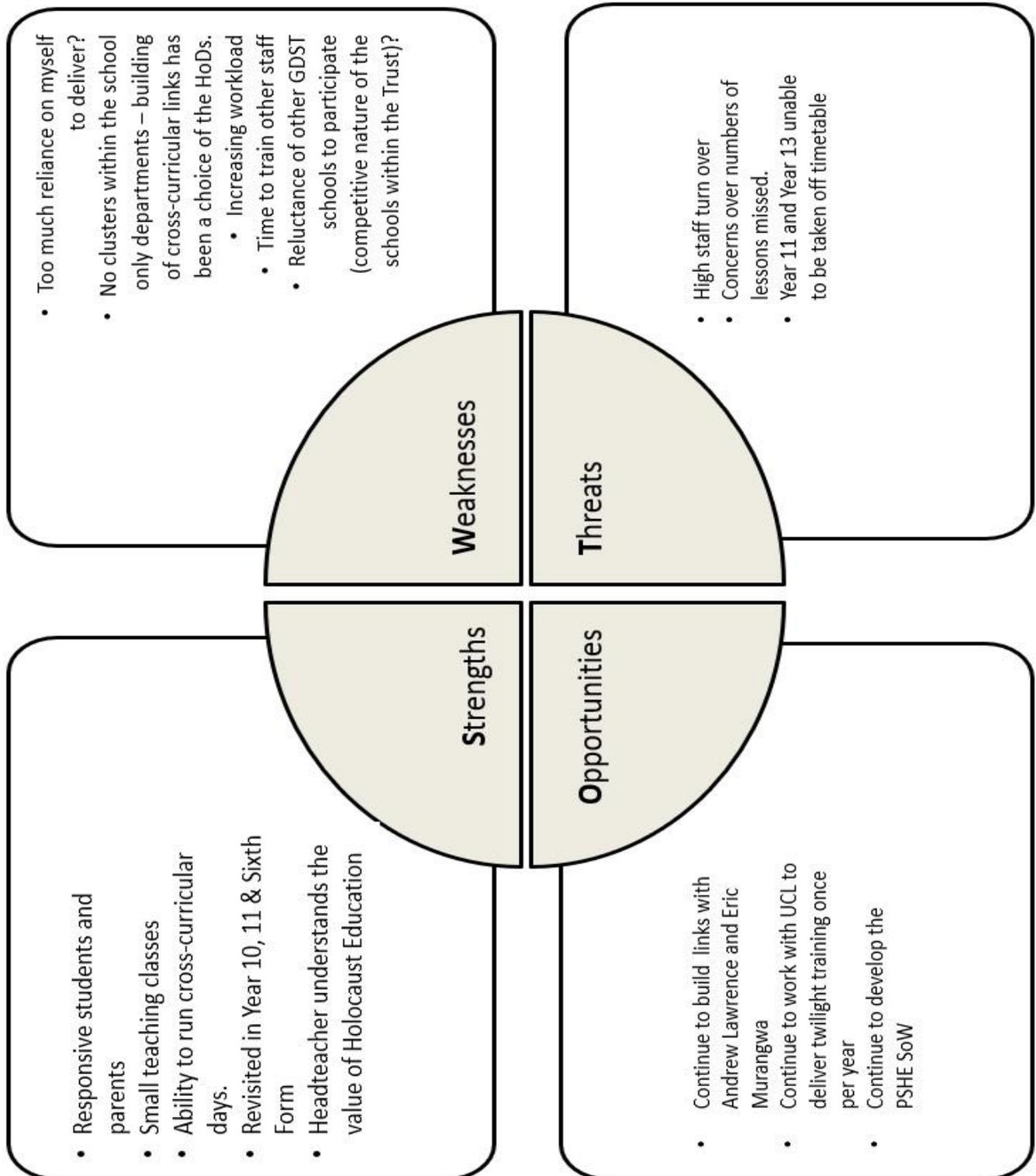
ought to know of your 'Beacon School' status. Governor/s to up skill in relation to Holocaust education which will enable them to challenge as well as support the school in this important area of its work (possibly a link governor/Humanities governor)?

- Continue to embed CPD opportunities in conjunction with UCL Centre for Holocaust Education within your professional development calendar. Aim to schedule at least one CPD event linked to Beacon School status a year – whether hosting a full CPD day to ensure capacity and critical mass in the school, or further building your network or engage your Federation to host a specific twilight opportunity. This will ensure a thriving hub is focused upon Croydon High School and the UCL Centre for Holocaust Education stands ready to assist – liaise with the Centre's Emma O'Brien for full-day CPD, and Tom Haward for twilight opportunities.
- Be better at showcasing your evolving specialism in this area – you have far more strengths than your SWOT analysis showed – so, use the schools website, twitter and parental newsletters or local media to 'shout about' this Quality Mark achievement, and thereby use that opportunity as a catalyst to raise awareness of the importance and impact of Holocaust education.
- To further substantive knowledge, confidence, skills and reflective practice, encourage and support colleagues, especially Ms Fenwick, at Croydon High School, to consider the FREE 'Holocaust and the Curriculum' online MA module. Contact Ruth-Anne Lenga or Mike Cranny for details.

**If not yet Beacon School ready and accreditation was not yet possible, the following agreed actions are suggested to improve provision/outcomes:**

Not applicable as Croydon High School achieved full accreditation.

**SWOT analysis of TandL:** Completed by Ms Katy Fenwick, Croydon High School (Beacon School Lead Teacher)





## Beacon School Accreditation summary;

In light of a successful Beacon School year, for participating fully in all required elements of the programme and in response to a highly impressive review visit, the UCL Centre for Holocaust Education are delighted to award our Quality Mark and extend Croydon High School's designation as a UCL Beacon School for Holocaust education from 2019-2023.

\*Renewal of Beacon School status can be again sought within the 2022-2023 academic year. A calendared visit should be arranged to coincide with the teaching of the Holocaust Scheme of Work.

**Reviewer:** Nicola Wetherall MBE

**Reviewer's signature:**

**Comment:** *'It was a pleasure to visit Croydon High School. In your provision and practise you find core elements of what's best about UCL Beacon School status. With Headmistress Mrs Pattinson and SLT support from Mr Burnie, a gifted and ambitious Lead Teacher, Ms Fenwick, has embarked on a journey in partnership with the Centre, that has improved and enriched student outcomes, refreshed teaching and learning, encouraged research engagement and supported school improvement. The programme has reinvigorated colleagues, personally and professionally, and captured the girl's imagination. Your evolving specialism is clear: your provision for and quality teaching and learning about the Holocaust is impressive for its disciplinary distinctiveness, its innovation and impact. Within and outside the classroom, Croydon High is providing Holocaust learning opportunities that allow for the development of the girls' internal architecture. It is a superb example of Beacon school status benefitting whole school educational priorities – both academic and holistic. Thankyou to the students who welcomed me to their school and spoke so eloquently about their learning, and to the staff and senior leaders who gave me precious time to reflect upon the impact of their CPD, experience of Holocaust teaching and the outcomes for students. Together, you are doing impressive, and important, work. Your Quality Mark is richly deserved recognition, so congratulations to all involved.'*

**Date:** March 2019

**Executive Director:** Professor Stuart Foster **Executive Director signature:**

**Comment:** *'Congratulations to our 13th Quality Mark Beacon School – Croydon High School! Our Quality Mark review process confirms that Croydon High School's Holocaust education is a powerful contributor to both a curriculum that informs, engages, empowers and inspires its learners and driver for school improvement. Given so much excellence, it is fitting Croydon High be recognised for its innovation in, provision for and commitment to quality Holocaust education with this prestigious award. Well done Mrs Pattison, Mr Burnie, Ms Fenwick and all involved. This is a great achievement and we look forward to continuing to partner.'*



**Appendix 1:****UCL Centre for Holocaust Education QUALITY MARK – Lesson Observation****Date:** 21/03/2019**at:** Croydon High School**LO/LW of:** Katy Fenwick (Year 9 History class)**LO/LW by:** Nicola Wetherall MBE

The scheme of work and pre-visit documentation located the lesson for observation as an evaluative summary lesson, following the setting of the summative assessment task and the 'Why and How did the Holocaust happen?' schemes six lessons. The lesson PowerPoint was provided in advance of the lesson; its objectives to review prior learning and consider the impact of Holocaust education.

To make the lesson observation possible, Lead Teacher Ms Fenwick had 'taken' a geography lesson, for her Year 9 history class to be reviewed. This meant a change in classroom and routine for the girls. Consequently, the learning environment was not the norm – rather than surrounded by history context and prompts, that Ms Fenwick and the girls might otherwise have referenced in the lesson, this was another colleague's learning space.

7/21 students were indicated as having 'minor' SEND flags on the class plan – with 1/21 indicated as being most in need of support. Specifics of the needs were not offered in the plan nor in conversation about the lesson.

**Observers lesson commentary:**

- Ms Fenwick's initial PowerPoint slides are replicated in several themed visual stimuli located around the room: History of antisemitism, Pre-war Jewish life, Escalation of violence, The Greenman's, Being Human, Concentration and Extermination camps, Resistance and British Response. Girls are asked, in small groups to visit each station and to consider and record on post-it notes what they see, know and wonder.
- Classroom expectations were high; based upon strong and positive peer, student-teacher relationships. Behaviour was exemplary; girls and Ms Fenwick exchange 'Good mornings' as part of the register/admin of the lesson unfolds. Within later lesson activities, students interact with each other with great courtesy, treat the subject matter with the utmost respect.
- Ms Fenwick modelled the task via initial feedback of the History of antisemitism slide/station questions, before the students began their circular and timed visits to each station. This modelling supported excellent task instruction. Clarity ensured students could access and engage with the task from the outset. Girls began the task and the collaborative small group learning immediately, with an atmosphere of learning that was especially impressive as the girls challenged and



supported one another. The narratives of their discussions illustrated detailed prior learning and the highest expectations for engagement, collaboration and love of learning.

- Students demonstrated in their small group conversations at each station, their recall of prior learning, their ability to retell and apply their learning, synthesising and challenging each other's understanding. This social constructivist approach enabled the girls to develop their learning and understanding in an active process. Those learning conversations meant the girls created meaning through sharing and building upon each learner's knowledge, by also by engaging with lived experiences by asking about wonder – engaging curiosity. The girls were familiar and comfortable with this process of learning – it was clear that prior learning routines equipped them to engage confidently in active, constructive, self-controlled, social and situational activities.
- Whilst students rotated all visual stations, Ms Fenwick circulated and engaged with various individuals and groups. But following the clarity of the instructions, students were enabled to drive their own learning. Ms Fenwick's facilitation meant there was a good ratio of teacher-talk and learning talk – which means the learning is active, high quality and being shared/led by the students: the girls working harder than the teacher.
- Student conversations as the stations included: *'They were normal'* and *'Did they ever feel or think they were safe?'* (Pre-war Jewish life), *'They put up such a struggle...just to be Jewish'* (Resistance), *'They just didn't see what was coming... didn't understand the reality'*, *'So sad they didn't see their future... or maybe it was as well they were unaware'* (The Greenman's), *'They Nazis made split second judgement on physical appearance... the elderly, young like Barney or sick would be most vulnerable...'* (Concentration and Death camps)
- The girls challenged each other's thinking and extending their discussions with further questions generated by the visual stimulus and based on prior learning, in part prompted by the third aspect of the task (what do you wonder?), but a natural part of their learning - *'What was the lie based on?'* (History of antisemitism), *'Where did their stuff go?'* and *'Who did it and why?'* (Escalation of violence). Others reflected *'What was so different about them (the Jews)?'* and wondered *'What would have happened if no Holocaust...would it happen again?'*
- The girls supported each other – when one student asked, *'What were ghettos?'* another provided a definition, date of establishment and example.
- Throughout an on-task atmosphere. Clear majority of the girls demonstrated accurate historical key terms and (first order) concepts – for example, ghetto, concentration camp, citizenship, rights, segregation, discrimination, Treblinka, Kristallnacht, Einsatzgruppen as well as disciplinary second order concepts of cause and consequence, chronology, continuity and change. Telling that students discussion of the camps referenced Treblinka, Bergen-Belsen and that they were familiar with these sites to the same extent as the nationally more recognised Auschwitz images.
- One group who finished their rotation of all the stations were independent and engaged sufficiently to comment *'This was our last one, we did well with that...but shall we just look at other groups ideas whilst they are finishing theirs?'* The group did just that whilst remainder of the girls finished their discussions. The small group did so without teacher prompting, revealing further the expectations and independence of learners at Croydon High.
- Once students rotated all visual stations, Ms Fenwick facilitated feedback summaries of the rotations, checking comprehension, reflecting on students wonder questions and identified, challenged and clarified prevailing misconceptions (for example, the child pictured with Hitler was



his daughter or indeed Barney – Being Human visual). Ms Fenwick reaffirmed Jewish diversity and normality or ordinary-ness of Jewish life – poverty, wealth, education, religion, culture – as varied and rich as any other community (Pre-war Jewish life). Throughout the teacher confidently explains and develops the class thinking about each visual, making connections to previous learning, signposting future links and learning opportunities, references the assessment task, affirms the accuracy of student responses (for example, students comments regards the escalation of violence; developing the detail, confirming chronology). Ms Fenwick is confident with the material and subject matter – both in terms of knowledge and understanding, but also skilled with a toolkit to tackle such complex, challenging and sensitive issues in the classroom.

- One area for further consideration/reflection could be the framing of student understanding of resistance in terms of positive and negative (fighting) and a student’s question, ‘*did it work?*’
- Great local link to British responses (Croydon airport) – Ms Fenwick and girls understand this as ‘our’/their ‘history’. It helps make the Holocaust less distant in time and space. Opportunity to further this by adapting and embedding the Centre’s ‘British Responses to the Holocaust’ lesson/materials (either in the scheme of work/learning, or in a twilight CPD to broaden teacher understanding, or in wider provision for and exploration of ‘Fundamental British Values’) and chance to capitalise and make the link to contemporary refugees and human rights. This was missed during this lesson, but this could be developed through other school projects, its Amnesty Group work, citizenship or global and human rights initiatives. This could lead to consideration of the school becoming a UNICEF Rights Respecting School.
- Ms Fenwick ended this activity feedback with an acknowledgement of their engagement, ideas and sharing: ‘*Thankyou for your comments*’.
- Students were then asked to reflect at their tables and to record responses to four key issues:
  1. What can we learn from Holocaust education? Why should we teach it?
  2. Does antisemitism exist today?
  3. What misconceptions do people still have about Jews? How can we explain misconceptions?
  4. How would you respond to antisemitism motifs?
- Students begin their discussions – there is a range of talk among the groups, ‘*...we must learn from it*’, ‘*...so it doesn’t happen again...but it does, so...*’, ‘*...it shows us how we should be wary of discrimination and where it can lead*’, ‘*...history is all about prevention...about learning from the past to understand our now and to shape the future...we are the next generation, so we have the opportunity to do things differently if we learn from history*’, ‘*...it’s a big example of why we need to be good historians, so we challenge misconceptions and are careful with evidence and the claims people make*’, ‘*so we can challenge hate, call out denial and develop our critical thinking and empathy skills*’ and ‘*to show respect for what was lost and to remember them*’.
- Student reflections on antisemitism and whether it exists today was animated and revealing. ‘*Antisemitism isn’t like it was... its not leading to death camps anymore...*’, ‘*Antisemitism is more noticeable in the media, in some politics and especially on social media these days...I don’t think I see it in ordinary life though*’, ‘*Yes it does, but not like the Holocaust or even how it was in medieval times... but online its very powerful today and quite political I think*’, ‘*Yes, it’s here and present, but It takes different forms, you could same prejudiced reasons, different outcomes*’, ‘*In some countries*

*it's a non-issue and it others it seems to resurfacing and to be a massive problem' and 'questions within political parties seem to change over time so whether Jews are race, religion or something else'. Other discussions included 'The lie becomes more and more truthful...it becomes huge and more believable...it's like the truth becomes a lie whilst the lies become truth... it's like the fake news we get today, and people can't see it or know enough to question it'. When asked about how they would/could/should respond to antisemitism motif – students were less clear, although one girl did comment 'we need more facts and evidence to argue against antisemitism and most people don't know enough to be able to that'.*

- Ms Fenwick moves throughout the room listening and engaging with students and group discussion. In so doing she targets one student for support, and another a quiet reminder to remove their scarf. As some find one of the questions more difficult, Ms Fenwick prompts whole class *'If you are unsure of one of the worksheet questions, move on to the next, talk and reflect together on the others and then come back to the other at the end.'*
- After stated time, Ms Fenwick draws the activity to a close and facilitates some reflections from across the class – sharing the collective wisdom, consolidating ideas and challenging any misunderstandings or inaccuracies. She was able to draw upon other students to help probe and deepen the groups knowledge, skills and insights.
- Final thoughts reflection sheet was the plenary activity; it asked three questions to be individually and confidentially answered.

1. What has affected you the most?
2. What has changed your perception?
3. What question do you still have unanswered?

These responses served to draw the scheme/lesson evaluation to a close along with the lesson. These were collected and stored in an envelope for Ms Fenwick to read and reflect upon. As part of the review – these responses were seen, and they reveal much as to the academic progress, knowledge and understanding of the learners and emotional literacy of the girls. It is evident that the scheme has contributed much to the girls academic and holistic learning, challenging perceptions, prompting further curiosity and engaging girls mind and heart. The lesson observed is testimony to a powerful and well-structured, challenging, engaging and emotive scheme of learning, quality teaching and learning.

|  | Not evident  | Even Better If... | Good | Excellent   |
|--|--|-------------------|------|---|
| <b>Evidence of student progression in terms of knowledge, understanding and/or pupil self-awareness (reflection)</b> | Is there a knowledge pre-and post, SoW/SoL baseline opportunity missed? (10 questions from UCL student survey for example)<br><br>School has engaged in Centre's impact research, so could |                   |      | 5/6 students specifically spoken to about their work during observation could articulate their progression, the aims of the lesson & how their thinking had altered (even within 30mins). |

|  |  |  |  |   |
|--|--|--|--|---|
|  | <p>this be factored in to support assessment &amp; demonstrate impact?</p>   |  |  |   |
| <p><b>Evidence of a variety of types of teacher questioning</b></p>  |  |  | <p>Questioning &amp; teacher talk ratio added to pace &amp; facilitated quick &amp; effective challenge to a couple of students &amp; addressed their misconceptions</p> | <p>Questioning is skilful. Demonstrates range of open, closed, targeted questions, allows constant assessment of pupils' understanding &amp; challenge. Also added to pace &amp; facilitated quick &amp; effective challenge to misconceptions.</p> <p>Pleasing range of student questions – both in form &amp; style.</p> <p>Teacher able to tease out misconceptions, develop explanation through questioning.</p> <p>Questioning often refers to last question or provides a follow up to challenge the learning/understanding</p> |
| <p><b>Evidence of teacher differentiation in various forms for group</b></p>   | <p>Student history data was not provided, though basic student information, including SEND was. Data could have informed understanding of current attainment &amp; progression of the girls.</p> | <p>Were all students challenged to make progress? Clear majority were/did.</p> <p>A couple of students were able to passively comply (not have to contribute verbally or be pushed).</p> |  | <p>Excellent 'mop up' 1-1 rotation around the room to ensure students understood task.</p> <p>Strength of teacher questioning &amp; use of class data responded to student need at all levels &amp; provided challenge.</p>   |
| <p><b>Evidence of student engagement and highest expectations. Atmosphere of learning; thirst for knowledge/love of learning</b></p> |  |  |  | <p>Girls were quick to settle and ready to learn. Girls quickly became engrossed in what they are doing. Student engagement &amp; learner led inquiry was</p>   |



|  |   |  |   | clear as lesson progressed. |
|--|---|--|---|-----------------------------|
| <b>Evidence of staff subject knowledge, enthusiasm and passion</b> |   |  |   |                             |
|  |   |  | The teacher demonstrated good knowledge, expertise with familiarity with the materials, informative regards content as well as subject skills and teaching craft. Passion & enthusiasm was evident throughout & is likely, overtime, to further gain confidence, understanding & skills to achieve this goal given her reflective nature & commitment to refine practice & life-long learning.  |                             |
| Area   |   | Evidence   | Best Practice   |                             |
| <b>I</b>   | <b>Informed<br/>Inspired<br/>Immersed<br/>Involved<br/>Independent<br/>Insightful</b> | All students became involved & independently or collaboratively could access & engage with the case studies; thereby all learners could offer insightful contributions & questions during the discussions. Many of those contributions testify to secure prior knowledge (key terms, dates, names).<br><br>Some modelling and use of inference – could this be developed and explicitly taught, and enhanced by returning to the lessons stated learning intentions? (Would this aid, support how as good historians you approach a source?) | Students metacognition & teachers’ ability to develop metacognitive skills, especially modelling metacognition. Croydon High School are clearly enabling through understanding the importance of metacognition the girl’s ability to be insightful, independent & informed learners. This means the girls can articulate their learning in metacognitive learning, plan, monitor & evaluate ideas, concepts, their learning, whilst also able to demonstrate and develop it in independent or interleaved practice. |                             |
| <b>C</b>   | <b>Compelled<br/>Challenged<br/>Captivated<br/>Curious<br/>Creative<br/>Critical</b>  | Criticality, curiosity & challenge evidenced in students range of questions & discussions of case studies recalled from the scheme of work.  | Use of student led learning as integral to involvement, challenge & curiosity – student generating questions to solve, answer or refine, provide hypothesis, explore and refute was powerful starting point & drove all that was good in lesson.  |                             |
| <b>E</b>   | <b>Engaged<br/>Empowered<br/>Encouraged<br/>Enthused</b>                              | All students became engaged during the lesson & empowered by their participation, use of praise, and desire to understand/know more.   |   |                             |

|  |                                  |   |  |
|--|----------------------------------|---|--|
|  | <b>Evaluative<br/>Empathetic</b> | Students were empathetic as immersing themselves in the personal stories, & evaluative when considering motivation – indicative of quality, values-led, engagement with case studies and historical criticality embedded in the prior learning. |  |
|--|----------------------------------|---|--|

| <b>Any key examples (+/-) of... seen to share/refine?</b> |   |
|---|---|
| <b>Literacy</b>   | Use of literacy cues, questions & challenge noted throughout.   |
| <b>Behaviour for Learning</b>                             | Metacognitive practices: especially learning and teacher talk: combined with school expectations, developing metacognitive knowledge is fundamental to behaviour for learning. Croydon High School models the import of self-knowledge, the task and of the strategies (that have worked before) to be applied – and this is underpinning attitude to learning, ambition, resilience, curiosity and engagement, in turn providing the atmosphere for and behaviour fundamental to learning. |
| <b>Assessment/evidencing progress throughout</b>          | Questioning<br>Quality conversation, active listening<br>Pupils link to prior learning in their answers – drawing on that knowledge to infer and test ideas.  |
| <b>Critical thinking/independent thinking</b>             | The scheme of work/learning is detailed, well and innovatively resourced – and school data, student voice and work scrutiny demonstrate that meaningful Holocaust learning is taking place at Croydon High School, including developing criticality and independent thinking.   |



Appendix 2: 'Holocaust Memorial Day – Torn from Home'

Croydon High SENIOR SCHOOL

# HISTORY

## THE POWER OF WORDS

HOLOCAUST MEMORIAL DAY 2018




Although Leon survived, he witnessed his wife and child being taken to the gas chambers where they were shortly murdered.

The second activity was to create a timeline of all the events during Hitler's time in power, which allowed them to understand the gradual development of the devastating events. The timelines that were created helped the girls for the afternoon activity of creating a memorial to remember the 6 million Jews who were murdered as a consequence of the Nazi domination of Europe during WWII.

The afternoon allowed the girls to have freedom on how they would like to respond to what they had learned in the morning. They produced pieces of art, videos, creative writing and some even photographed their own staged scenes. In order to have a focus for the afternoon this year's Holocaust Memorial Day theme was 'the power of words'.

In January Year 9 participated in a workshop where they explored the Holocaust, which took place under Nazi Germany (30th January 1933 - 8th May 1945). They looked into many individuals and the key causes and consequences of that brutality.

The girls started in the morning by being educated on many stories and the general grasp of how many groups were targeted by Hitler. The different persecution methods that were used for these groups were investigated. In particular, the girls studied the story of Leon Greenman who was sent to Auschwitz from the Netherlands with his wife and 4 year old son Barney.




44

Croydon High SENIOR SCHOOL

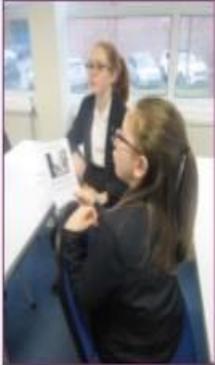
An impressive show of intelligence and creativity put forward by the girls highlighted a great deal of depth that they had explored through research and presentation. After speaking to some of the Year 9s after the event, they expressed comments such as:

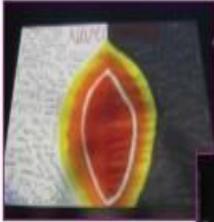
"I didn't realise I could incorporate my art skills as well as my historical skills to produce a memorial of the Holocaust"

"It was nice to have a different day of learning a topic I don't cover in normal curriculum studies"

"I worked with different girls from my usual friendship group which was nice as I got to know others"

"I would like to do another cross-curriculum day for history again because there are so many historical events that we should remember!"









Holocaust Memorial Day was recognized with huge success at Croydon High School on the 24th January 2018 with the girls being fully engaged in all the activities they were faced with and making their memorial pieces that have been shown around the school. Holocaust Memorial Day had national recognition on the 27th January 2018.

JESSICA GRANT

45

**Appendix 3: (Figure 1, Impact study findings)**

Findings:

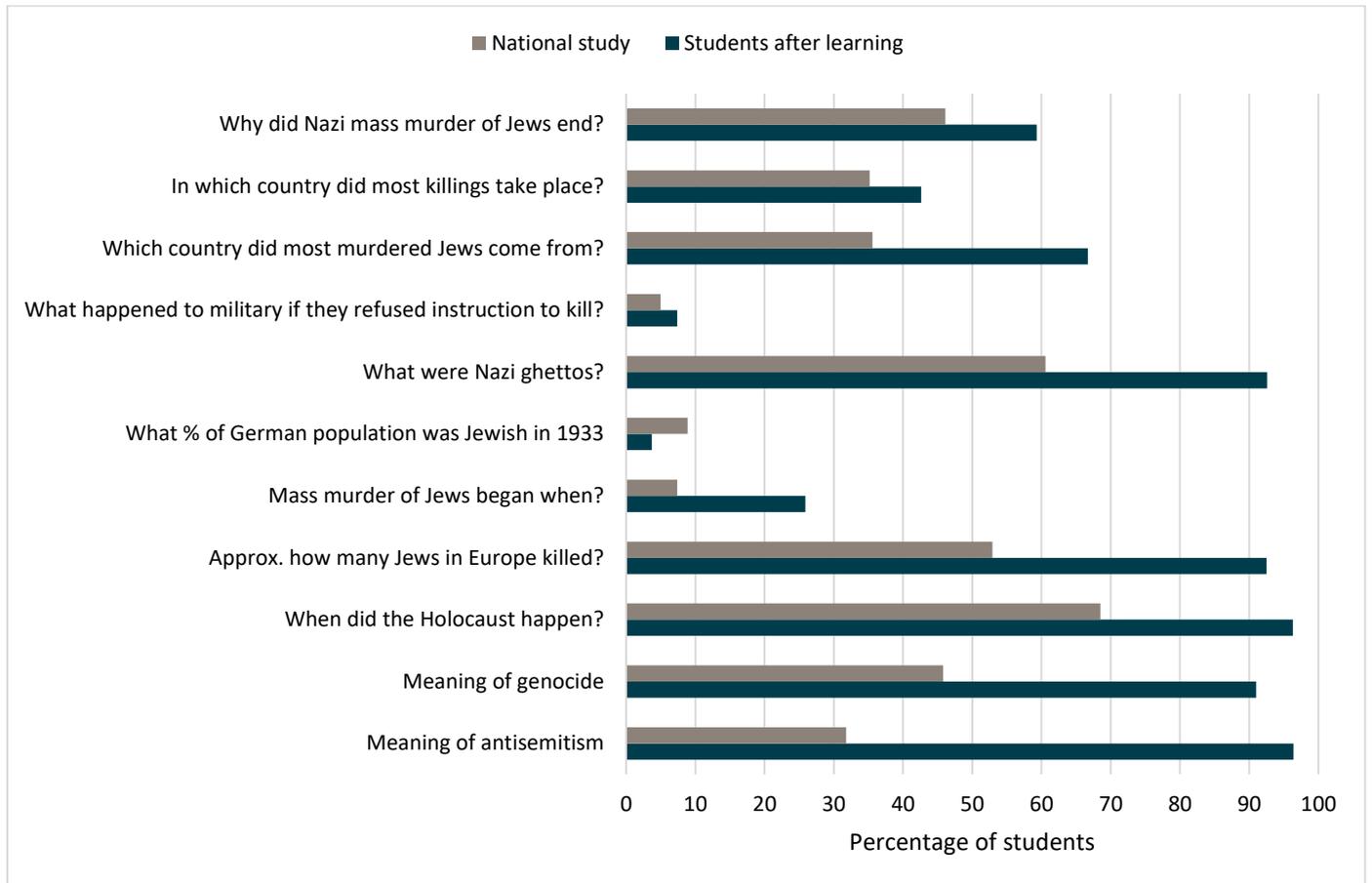


Figure 1: Percentage of students who answered each question correctly (teal bars) compared with the percentage of students in the CfHE’s national study who answered each question correctly (grey bars).

#### Appendix 4: Assessment and mark scheme.

#### **To what extent was Hitler the main reason for the death of 6m Jews? (15)**

You must use the following information in your answer:

- The role of Hitler
- Response of others
- History of anti-Judaism

#### Assessment

You are going to explain how Hitler was responsible for the death of 6m Jews but how the role of others was also significant.

This is a consolidation of all our lessons. Bring in what you have learned from Holocaust Memorial Day, Geography and RS alongside your History lessons:

1. Holocaust Memorial Day: What was the holocaust?
2. Why the Jews? History of persecution
3. How did the violence escalate to the Final Solution? Einsatzgruppen and Ghettos Wannsee Conference, concentration and death camps
4. Did the Jews resist? Did resisting make a difference?
5. What was the role of ordinary people? Why didn't they stop it? Including Britain

It is up to you how you present this task. You can write an essay, record a speech or produce a poster. As long as you are able to access a level 4 on the markscheme it doesn't matter.

You will be marked on how many of the reasons you can discuss, how clear your explanation is and how much detailed knowledge you include.

#### **Markscheme**

##### **Level 1 Simple explanation**

Only explains that Hitler is responsible. Lacks detailed contextual knowledge or makes unsupported generalisations. eg Hitler sent them to camps and killed. Mark (1-4) GCSE grade 3-1

##### **Level 2 Supported explanation of causes**

Considers at least 2 different reasons. Adds relevant contextual knowledge. eg More details of the camps (can you name one) and what happened. (5-8) 5-3

##### **Level 3 Developed explanation analysing causes**

3+ reasons that are explained and supported by selected knowledge. E.g As Level 2 but explains how the Jews were sent to camps in the first place e.g as WWII progressed Hitler came into contact with too many Jews and others helped him in capturing them. (9-12) 7-5

##### **Level 4 A sustained analysis and judgment**

The answer is focused on the question throughout. It considers the inter-relationship between a range of causes and makes a substantiated judgment. (13-15) 9-7



Appendix 5a: Assessment examples (described 'top' by Ms Fenwick)

History Assessment

To what extent was Hitler solely responsible for the death of 6 million Jews during the Holocaust?

The question asks to what extent was Hitler 'solely' responsible for the death of 6 million Jews. The word solely asks us if Adolf Hitler was the only one responsible or were others involved in the murder of the Jews. In 1933 the Holocaust began. The Holocaust refers to the murder of 6 million Jews in the death camps in Europe. Even though in the years from 1933 running up to 1945 many Jews died at the hands of violent attacks from the general public, SS officers and the Einsatzgruppen (a killing squad set up by Hitler).

*read this*  
*What are your 3 points going to be? Support them in your introduction*

Throughout history there have been many cases of antisemitism, which is the discrimination against the Jews because of their religious beliefs and practices. One of the oldest examples of antisemitism is the idea that the Jews were to be blamed for the death of Jesus. This is because the citizens decided to save Barabas the thief instead of Jesus, although historians now know that if Pontius Pilate, the judge at the time (a nasty person of authority serving under the emperor Tiberius at the time) wanted to save Jesus he could have done so easily due to his command and authority but chose not to. Another example of antisemitism was in 1903, when an unknown Russian author wrote a book called 'The protocols of the Elders of Zion'. In this book it talks about how the Jewish leaders, the Elders of Zion, were having a meeting and planning world domination. This book was sold worldwide and was used against the Jews and gave people even more reason to be antisemitic. Even to this day it is still used as evidence to support antisemitism. Although there had been history of antisemitism in Great Britain, for example on the 16<sup>th</sup> March 1190 Richard I's knights killed the entire Jewish community of York, by 1933 the Jewish community was very much segregated in British society even though they often lived together in the same communities and the same went for most countries in Europe such as Poland, Germany and France due to their large numbers of Jewish citizens, however antisemitism was still there. Hitler was not the reason for antisemitism however if it did not exist then Hitler would not have been able to murder 6 million Jews in the Holocaust.

*Good link*

*Point with wording of question needed.*

In 1933 Adolf Hitler became Chancellor of Germany. In his foreign policy Hitler said that he would get rid of the harsh conditions of the Treaty of Versailles that Germany was forced to comply with in 1919, which meant they lost territory and had to pay a large sum of money for the damage of WW1. At this point in time Germany's economy was falling and poverty was at an all time high and with the Wall Street Crash, Germany is suffering greatly. Hitler also blamed the Jews for loss of WW1 and wrote a book called 'Mein Kampf' which talked about how the Jews lost the war for the Germans and there should be one Aryan race to which the Jews did not belong. The people of Germany had had enough of this poverty and when Hitler said he would get rid of the conditions of the Treaty of Versailles which had caused this economic decline, people were willing to support him even if they didn't necessarily agree with his other policies which included his hatred for the Jews. Towards the end 1933 the SA began attacks on Jewish shops and the citizens of Germany were told not to shop in shops run by Jews. The Jews who worked in jobs such as journalism, media and civil service, were told they could no longer work there. In 1935 the Nuremberg Laws were passed. This meant that

Jews were no longer German citizens, they couldn't have a sexual relationship with or marry a non-Jew. In 1936 Germany took back the Rhineland, a piece of German territory which was taken away from them as one of the conditions of the Treaty of Versailles. The Jews are also banned from working in any 'professional' jobs. The life of children was also made difficult because during school they would often get called to stand at the front and the teacher would then point out what was 'different' about them. So far from 1933 to 1938 Hitler encouraged his country to discriminate against the Jews. During the next couple of years Germany continued to take back land that was taken from them, by now the rest of Europe had noticed that Hitler was taking back land and showing increasing violence towards the German Jews, so on July 7<sup>th</sup> 1938 an international conference in Evian to discuss what could be done to help those German Jews and what to do about Hitler. The conclusion of the meeting was to do nothing because they acknowledged that the Treaty of Versailles was harsh and the Germans were just reclaiming their land. In 1938 Austria united with Germany and Austrian Jews were also persecuted. In schools 'race education' was taught because Hitler believed that Jews were not part of the human race. In these lessons students were taught how to discriminate against the Jews. On November 9<sup>th</sup> a pogrom called Kristallnacht occurred. During this pogrom 100 Jews were murdered, 20,000 Jews were sent to concentration camps, many synagogues and Jewish homes were burnt down and Jewish shop windows were smashed. Over the next few weeks and months the Jews had to pay for the damage done on Kristallnacht (this means night of the broken glass.) Germany began to invade neighbouring countries such as Poland and Czechoslovakia, Holland, Denmark, Belgium and Norway. With all the countries Hitler is invading he enforces the Nuremberg Laws there as well. As he invaded these countries, he realised that there were lots of Jews and he came up with the final solution. In 1940 Auschwitz was opened but it was not a death camp yet. Up until 1941 the actions towards the Jews had been violent and given random but they were not the strategic murdering that they would become in years to follow. By 1941 the Einsatzgruppen was set up and they were ruthless, killing anyone who wore the yellow star of David. Chelmno opened in 1941 and it was the first extermination camp and over a period of 4 years 320,000 Jews died there. In 1942 Auschwitz, Belzec, Sobibor and Treblinka began to gas the Jews and other minority groups such as Gypsies. This was the process of the mass murder of the Jews which would later be known as the Holocaust. This continued for 2 years until in 1944 when it was obvious that the Nazis were going to lose WW2, Hitler ordered that anyone still left alive in the concentration camps was to be set on a death march. A death march is when people walked with very little food, water and rest until they dropped dead where they would be left on the side of the road. The death marches took place in winter with harsh weather conditions and many people died from the cold and disease. The Holocaust was a genocide because it was the wiping out of finally, in 1945 the Soviet troops liberated Auschwitz as they had won the battle of Berlin and Hitler had taken his own life.

*This paragraph needs closer relation to the question. Was it Hitler or something else?*

While Hitler was carrying out his plan to eliminate all the Jews, there were people who helped him along the way. These people were known as collaborators because they collaborated and encouraged the murder of the Jews. An example of a collaborator was Franz Stangl, an Austrian SS commander who became Commander at Treblinka and Sobibor death camps. Under his order 1 million Jews (a sixth of the total number of dead Jews) were gassed, burnt and buried. He is a collaborator because he did not oppose Hitler and while he was at Treblinka he made the Jews who were doing labour build a zoo, a bakery, a swimming pool and other leisure activities; he then photographed these buildings and put them in a photo album along with photos of trainloads of Jews arriving, Jews working and the mass graves and labelled the photo album 'Best times'. Hitler cannot be solely responsible for the death of 6 million Jews because there were people like Stangl,

*I think this was more than a collaborator*



who welcomed the idea of killing Jews openly. Without people like Stangl the Holocaust could not have happened because one man cannot kill 6 million Jews and 3 million other people from other ethnic minorities, he needed collaborators to drive his idea forward. There were people who didn't directly kill the Jews like Stangl and Commandments of other death camps, but instead helped the collaborators achieve their aims. These people are called Perpetrators. An example of these are the train drivers who drove trains with carriages full of Jews. These drivers knew where their train was going to a concentration camp and although they may not have known what was going on in the camp, they probably had a pretty good idea of what would happen to the Jews. Another example of Perpetrators were the companies that built the gas chambers because they knew how they were working for and what they were making, to put two and two together would not be hard. The perpetrators did not injure or kill themselves but indirectly they were sending them to their deaths. On the other hand, many perpetrators defended themselves by saying that they were only doing what they had to otherwise Hitler would send someone to kill them. There were people who knew what was going on (by the 1942 more or less everyone knew what was going on in the camps) and did nothing. These were known as Bystanders, people who just stood by and watched but did nothing. A common example of Bystanders were the neighbours of Jewish families. This is because the families would be taken from their homes during the night and would never be seen again. The neighbours often heard and saw what was going on but didn't say anything. This was more often than not, out of fear because if they said or did anything the Einsatzgruppen may come for them and their families. On the other hand, there were those who decided not to stand by and do nothing but to help the Jews. One man who was a true hero was Janusz Korczak - he was a Russian teacher but he established an orphanage in Poland for Jewish children. There he educated them and cared for them like his own. When the orphans were put onto the train to leave for Treblinka Korczak went with them, even though he had the choice to stay behind because he was not Jewish but he said that he wanted to go with his children and when they arrived at Treblinka he walked into the chamber with his children. Although Korczak and his orphans died, the message was in the action that he chose to go with his children because he would rather be with them than alive and living under oppression. Similarly, there were people who decided not to let this pass and resist against the oppressing force that was the Nazi party. Some people resisted actively, and many of these were members of the Jewish community, such as the Warsaw ghetto in April-May 1943. The Warsaw ghetto (the largest ghetto in Poland) rose to arms, which consisted of Molotov cocktails bombs, handmade grenades and little else, after being told that the remaining inhabitants would be deported to Treblinka. It took the SS a month to stop the fighting completely even though they had a superiority in arms, numbers and medical help. Others chose to resist passively by hiding during a raid or keeping their faith by practising in secret. This is still resistance because you are defying the orders and commands you have been issued. Even though the resistance never led to a victory, it did make a difference because it was how those Jews decided to be known as in history, as the victims who went willingly or those who put up a fight. Even those who resisted passively made a mark because it was small defiance and they weren't giving themselves up to the Nazis, they made life a little harder by lying about the whereabouts of other Jews, and hiding during raids so the SA had to come and find them etc. Over the course of many years after the war questions began to arise questioning the lack of involvement from the Allied forces to stop the Holocaust. When confronted with this issue, the British said that their main aim was to defeat Germany because they were at war and then they would liberate the camps and on January 27<sup>th</sup>, 1945 Auschwitz was liberated and supplies began to arrive to help the Jews who were still alive. This seems a logic response however, could Britain have tried to prevent it like bombing the railway tracks with any left-over bombs on the way back to England?

In Conclusion, Hitler's role in the lead up and development of the Holocaust was critical because Hitler was the one who decided to go after the Jews right from the start in his policies and decided to make the Nuremberg Laws and came up with the idea of the genocide of the Jews and other minority groups. However, Hitler was not solely responsible for the death of 6 million Jews because 1 man cannot kill 6 million people. He needed people to support him and vote for to become Chancellor, because ultimately, if he was not Chancellor then he could not have done the things he did. Hitler also needed the imbedded root of antisemitism because otherwise no one would have allowed to start attacking the Jews in the vicious ways he did, and if there was no such thing as antisemitism, Hitler would not have been antisemitic. Another factor to blame for the Holocaust is the Treaty of Versailles. One of the main reasons that the citizens of Germany voted for Hitler was because he promised he would get rid of or reverse the conditions from the Treaty of Versailles which is what the Germans poverty was blamed on. Hitler started the movement of discrimination against the Jews with the Nuremberg Laws and he continued it until his will in which he wrote to his followers to keep killing the Jews until they were all dead. Ultimately, without Hitler and his radical ideas the Holocaust would never have happened, but he is not solely to blame, there are many other factors to consider.

An excellent conclusion which considers all the key points & gives a reasoned judgement. Well done.



## To what extent was Hitler the main reason for the death of 6 million Jews?

In this essay I will be discussing how responsible I think Hitler is for the Holocaust and the lives of those innocent 6 million Jews murdered. I will cover his role, the history of anti-Judaism, and the response of others. The response of others will include people he worked with and how they contributed to these deaths.

Hitler was born on 29<sup>th</sup> April 1889, in Austria to Klara and Alois Hitler, along with his six siblings. After some years of education, he went on to become a German politician and leader of the Nazi party. In 1933 he became the chancellor and president of Germany, this dictatorship lasted for 8 years until 1945, when he and his partner, Eva Braun committed suicide after the treacherous events of WW2 and the Holocaust. Hitler was naturally gifted with the ability to give a fantastic speech, so when he rose to power as president of Germany, he had the public in the palm of his hand within months. In his first speech as chancellor he said, 'We vow to God, to our conscience and to our people, that we will faithfully fulfil the task upon us.' The crowd then engrossed proceeded to chant for him as if he would save their broken nation once and for all. This is the first reason why I believe Hitler is the main reason for the death of those Jews, he used his power over Germany to brain-wash his people to become even more anti-Semitic than many of them already were. He released propaganda and other forms of abuse about the Jews into the public's arms to isolate and de-humanise the Jews as much as he could. Then he could pounce and wipe out the whole lot of them.

A reason why I believe the death of those 6 million Jews is not 100% Hitler's fault is because he did not invent anti-Semitism. Hostility against Jews dates all the way back to Ancient Greek times. As Christianity rose to become a prominent religion in Europe, anti-Semitism spread. The Jewish were accused of unthinkable acts like 'blood libel', which is kidnapping and murdering Christian children to use their blood to make Passover bread. As well as this they were even accused of murdering Jesus Christ. Further on in the world's timeline, in Medieval Europe Jews were often, if not always, confined to small dirty ghettos. Despite, the history of anti-Semitism not being Hitler fault at all, he did make it even worse in Germany. Like many nations he insisted that Germany's defeat in WW1 was down to the Jews, and lots of his people believed this. As this hatred for the Jewish religion grew and grew, many Jewish entrepreneurs were stripped of their workplaces, money and all their clients. They were also forbidden from buying essentials items like soap, which only made their reputation with the 'pure' Germans even worse. To me this could be for or against the essay's statement, Hitler wasn't wholly responsible for the continent's intense dislike for Jewish people, however, he definitely made it a lot worse in Germany.

A final reason why I believe Hitler as the main reason not the only reason for the death of 6 million Jews is because no one else helped the Jews. Although, most other nations despised Jews, no hatred was as strong as Germany's. In March 1933 the first concentration camp was established. It was home to over 5,000 Jews. In these camps Jews were murdered by the truck load every day. A railway line would bring in Jews stuffed into cattle trucks and they would be slaughtered like insignificant flies by cruel spiders.

Good link between paragraphs

made

For

to give a piece

made

made



Maddie

- es!

After the vicious concentration camps closed, other nations were asked why they never thought to try and save the Jews until at least 6 million of them were dead, with more still dying. Their excuse was that they did not know how extreme the issue was. However, I believe this is not a good reason. They knew what was happening, even if they did not know the number of people dying exactly, they should have helped the ones they knew were suffering. They could have bombed the railway lines leading into the concentration camps, this would not have stopped the Nazis for good, but it would certainly delay Hitler's barbaric plan. This is a reason to justify that the Holocaust was not solely down to one man, Adolf Hitler. No one else tried to help the Jews, they just left them to perish.

Overall, I feel that Hitler was the main reason why 6 million Jews died in WW2, but he is not the only reason, others contributed to the deaths. I think the reason why people could believe that it was entirely his fault is because we do not actually know why he did it. We know that most people, if not everyone, hated Jews. But no one hated them as much as Hitler, and his insanely drastic actions against them still confuse us to this day.

Very good subject knowledge in places Maddie Make sure you focus this only on the question though. Your 1st paragraph is a little weak because you give an overview of Hitler rather than answering the question. Otherwise this is a clearly structured essay and you have sophisticated links between your paragraphs

12/15 (8)

Appendix 5b: Assessment examples (described 'middle' by Ms Fenwick)

Hitler did not act alone, he had many supporters who helped execute the plan to kill all the Jewish people. Auschwitz was a death camp where over 1 million Jewish people were thought to be killed, there were over 7,000 SS personnel who served at Auschwitz from the time of the camp's construction in 1940 to the camp's liberation by the Red Army in January 1945. All of these people knew what was happening to these innocent people but did not help or stop others from killing them. Some even thought it was for the best. If they all refused to do their jobs that might have got themselves killed. Though they could not actively resist they could have passively resisted by helping people in the camps and trying to keep families together or making people who have family at home work instead of getting them killed. Therefore, all the personnel working in death camps played a role in the death of six million Jewish people as they did not have to directly follow Hitler's orders.

The leaders of the Nazi party were partly responsible because they gave the orders to kill these people and put them in ghettos. As World War 2 progressed the treatment of the Jewish community became worse and Hitler decided to order the genocide of all the Jewish people in the countries controlled by Germany. Heinrich Himmler opened the first of the concentration camps at Dachau on 22 March 1933. Unlike Hitler, Himmler inspected concentration camps at Dachau on 22 March 1933. In August 1941, he saw many Jews being shot in Minsk, he knew first hand what was happening and suggested instead of shooting them which wasn't cost effective so they should search for a new and easier way to kill the Jewish people. This led to the use of the gas chambers which helped kill many more people. If he didn't suggest an easier method maybe less people would be killed. There were other leaders who played key roles but ultimately it was Hitler who ordered them to be killed. *Tras Shul*

Another group of people who were partially responsible were the bystanders. Most knew what was happening in the camps and the conditions the Jewish people had to endure. Existing antisemitic prejudices, intensified by Nazi propaganda efforts to divide peoples of different ethnic backgrounds, resulted in many people seeing Jews as outsiders contributing to ease of the genocide. Some of these bystanders would stand in the streets and not help anyone at all because they were helpless and fearful. Others chose to ignore what was happening around them; as if nothing was going on. These people could have helped the Jewish community but actively chose to ignore them as they deemed their safety more important than the safety of the Jewish people.

To conclude Hitler was the main cause of the six million Jewish people being killed, he drove the Anti-Semitism to the genocide of the Jewish community. He actively sought out the Jewish people and wanted to kill them. Everyone else whether they wanted to or not were instructed to mistreat or kill them under his order. Although Anti-Semitism has existed in Germany to find a common enemy and his message was that Germany could not be great until all Jewish people were removed from German society. The leaders of the Nazi party were responsible but ultimately Hitler was a dictator, so everyone had to follow his orders. *they could choose*

Q3. How was the British Empire Presented?

Empire - one country that controls other countries for their own benefit

Colony - country controlled in the empire

Commonwealth countries

Britain was the first countries to industrialise, they were proud of what they had.

Who sings the strain of Rule Britannia?  
Nelson

What shall Britons never be?  
They should never be slaves.

What do you think the line 'nations not so blest as thee' mean?  
Other countries are never going to be as fortunate because of God

Do you think this song is in favour of...

To what extent was Hitler the main reason for the death of six million Jews?

The Holocaust was the murder of six million Jews instigated by Hitler and his supporters. Anti-Semitism existed before Hitler came to power, but Hitler's ideology drove anti-Semitism to a new level that ultimately resulted in the governmental murder of six million Jews. Although Hitler was one of the key driving forces behind the Holocaust, he was not solely responsible. Many others were also guilty for creating the environment for anti-Semitism and implementing the Holocaust. *Excellent introduction*

Germany was humiliated by its defeat in the First world war, the conditions imposed on it by the Allies in the form of the Treaty of Versailles lead to poverty and a lack of jobs. Hitler gained power in January 30<sup>th</sup> of 1933 and decided to exploit the dissatisfaction of the German people. He decided to make Jewish people scapegoats for Germany's problems, using propaganda to persuade Germans that the Jewish were stealing all of Germany's money. Many of the Jewish community were business people and some were comparatively wealthy. This united Germany as they found a common enemy and under Hitler many people started to ridicule the Jews. They lived and thrived in varied communities, spanning eastern and western Europe, with diverse cultures and ways of life but Hitler portrayed them as thieves stealing Germany's income. To begin Hitler ostracised the Jew's by making them live in Ghettos run by the German military then gradually leading them to camps to be killed. Hitler also suggested that they did not lose World War 1 fighting but through betrayal on the home front. The Jews, Social Democrats, and Communists were held responsible. The prejudices about the role of the Jew in World War 1 were false but many people including Hitler believed them to be true. *Mean Kant?*

Though Hitler was a driving factor of the Holocaust Anti-Semitism had existed since the middle ages. Jews in Europe had been the subject of discrimination and persecution previously in History often for religious reasons. Jews were sometimes forced to convert, or they were not allowed to practise certain professions. An example in history of Anti-Semitism is The Protocols Of The Elders Of Zion written in 1903 in Russia. It was written to deceive people into believing that the Jews were planning world domination. This made people believe Jews were evil and wanted to dominate the world but was proven inaccurate later as there was no evidence to prove that the Jews actually wrote it. Other examples in History have happened leading Hitler to be persuade the German people that the Jewish People were different and evil therefore convincing people that what he was doing was justified. *Good link*

To what extent was Hitler the main reason for the death of 6m Jews? *-15 marks*

The Holocaust was during 1941 to 1945 in which Hitler, and a few other people, were responsible for the deaths of six million Jews. This tragic event was able to happen, despite many people resisting, all because of anti-Semitism. In this essay I will be talking about how much Hitler is responsible for the death of six million Jews as we have learnt that it was not only him.

Adolf Hitler, once being appointed as the leader of Germany decided to continue Anti-Semitism by discriminating and killing Jews. Anti-Semitism started way before Hitler, as early as the middle ages; this is one of the major misconceptions we learn about in today's lessons. The Christians first started loathing the Jews because everyone mistakenly blamed the Jews for the persecution of Jesus Christ. Another example of anti-Semitism throughout the years was in 1881, in Poland, where a church mass was going on and Jews were accused of shouting, pick pocketing and disturbing the mass. In Hitler's view, he wanted anti-Semitism to have continued because everyone in Germany saw the Jews as money stealers and rich people because they were very wealthy and they were also forced to do jobs that no one else wanted to do, such as bankers. In April 1933, many Anti-Semitic laws were put in place such as anyone can attack a Jew without getting imprisoned and all Jews over six had to wear a yellow David's star on them just to be recognised. This shows that Jews were completely discriminated and no one cared about the outcomes for them. It also shows that you couldn't identify a Jew without the star which just proves that they were just as human as anyone else and it was just really unfortunate for them to be put in the position that they were in. One of the main reasons to the deaths of six million Jews was because Hitler had a personal problem. Hitler's father was born before his grandparents were married and some of his side of the family were Jewish so he thought if this news came out, it would be a grave embarrassment for his reputation. He also thought Jews were the 'causes to all problems', blaming them for world war two. Unfortunately, Anti-Semitism still exists today. We can see this from multiple news story on the Labour party and some people have also drawn the Nazi symbol across walls of London. *selected*

There were many ways Hitler managed to kill Jews such as concentration camps. One camp in particular was Auschwitz concentration camp in Oswiecim, Poland. This was known as the worst concentration camp because innocent Jews were killed on arrival in gas chambers. Over another two million Jews were killed alone in this camp. Another camp that Jews were sent to often was Treblinka. This was also set in Poland but not everyone was killed. Some men and women, mostly men, were sent to extreme labour if they looked 'fit enough'. Those unlucky Jews that were either too young such as children or vulnerable people were sent to the gas chambers and killed immediately. This camp was not controlled by Hitler but by someone called Franz Stangl. This proves my point that Hitler should only be blamed for the Holocaust to a certain extent. Stangl had made his very own leisure centre right next to the camp so he could always keep an eye on the place. He also photographed many areas in the camp and named them 'Good Times'. This indicates that despite their knowledge on what was happening inside the chambers and how much torture was going on, they did not do the slightest bit. Another torture mechanism used by Hitler was sending many Jews to



## Appendix 5c: Assessment examples (described 'SEN example' by Ms Fenwick)

Sunday 31<sup>st</sup> March 2019

To what extent was Hitler the main cause of the Holocaust.

In 1933-1945 the Holocaust took place. The Holocaust was the organised killing of 6 million jews by the ~~Nazi~~ party who were lead by ~~Adolf~~ Hitler. In my essay I will be exploring ~~is~~ ~~adolf~~ Hitler was the main reason that the Holocaust took place and who could have stopped the escalation of discrimination by the Nazi party into what the Holocaust ~~turned out to be~~. I believe that Hitler was not solely responsible for the jews but he held a lot of the blame. I think this because if the soldiers had refused to carry out his orders the Holocaust would never have escalated to what it was. However they did carry out the orders so they are partly to blame as well as Hitler.

I believe that the Hitler was to blame for the Holocaust mostly but not ~~golly~~. I believe this because overall Hitler was the one who sent the orders for the jews to be sent to the concentration camp. However all the way down the line of who the orders went to if somebody thought that it was the wrong thing to they could have not carried out the orders. For example if the train driver who drove the jews to their deaths said that he was not going to drive the train to the concentration camp then there would be no way for the jews to get there and the Holocaust would have stopped. However this did not happen and therefore this shows that Hitler was not solely responsible for the Holocaust.

One thing that does make it seem as though Hitler was the Holocaust was completely Hitler's fault was that he wrote a book before he became chancellor of Germany in 1933 called Mein Kampf. This book describes Hitler's ideologies and struggles of his life including jews. One quote from the book is "The end is not only the end of the freedom of people oppressed by the Jews but also the this parasite upon the nations". This quote is explaining how Hitler thinks that the jews sit on the people of the Germany and just feed off them. This quote from Hitler's book really suggests that the Holocaust was completely Hitler's idea from the ideas of hatred for this 'race'. This makes you think that if someone had these views and became leader then something like the Holocaust would happen.

Another point that supports the view that Hitler was not the main cause of the Holocaust is that there are no written documents about any of the orders that Hitler gave. Therefore the argument can be made that possibly Hitler never actually told the Nazis. I do not think this point of view is correct because it is almost certain from Hitler's history of hating the jews and the laws that he passed that it was his fault.

At The history of antisemitism supports the view that Hitler was only partly to blame for the Holocaust. All the way through history society has discriminated against the jews. In 1119 King Richard went on a crusade and killed many many jews this shows that Hitler was not the first person in history to try and wipe out all of the jews and sadly he probably won't be the last person. There have also been books and letters expressing hatred of the jews. One of



These books were published in 1903 and is a fake book made up by Polish people to pretend that the Jews are going to take over the world. This book was made for propaganda against the Jews. If the book inspired Hitler then he is not solely to blame for the Holocaust as the people who wrote the book should also accept responsibility for the Holocaust.

Britain should also accept responsibility for the Holocaust as well as Hitler. If we had bombed the trainlines or done something to help the concentration camps then the Holocaust would not have turned into what it was. Even though this can not take any blame away from Hitler it opens up the argument that possibly he did not know how much the Holocaust would escalate. This means that they need to respect responsibility for some of the escalation of the Holocaust.

Some of the blame of the Holocaust can also be put on the Treaty of Versailles. That built up hate against the Jews and made the people of Germany to turn their heads and ignore the Holocaust happening. We also need to remember that Hitler used the Treaty of Versailles to get elected in the first place. This means that Britain again needs to take responsibility for the Treaty of Versailles and then again for the Holocaust.

In conclusion I still believe that while not solely responsible for the Holocaust Hitler played a very big role in it. I believe this mainly because he never visited a concentration camp but ordered everything in the camps to happen.   
 Try to consider all your points in the conclusion - not just your main reason.

To what extent was Hitler the main reason for the death of 6m Jews?

**Level 1 Simple statements**

- Only explains a few of the causes.

Mark /15

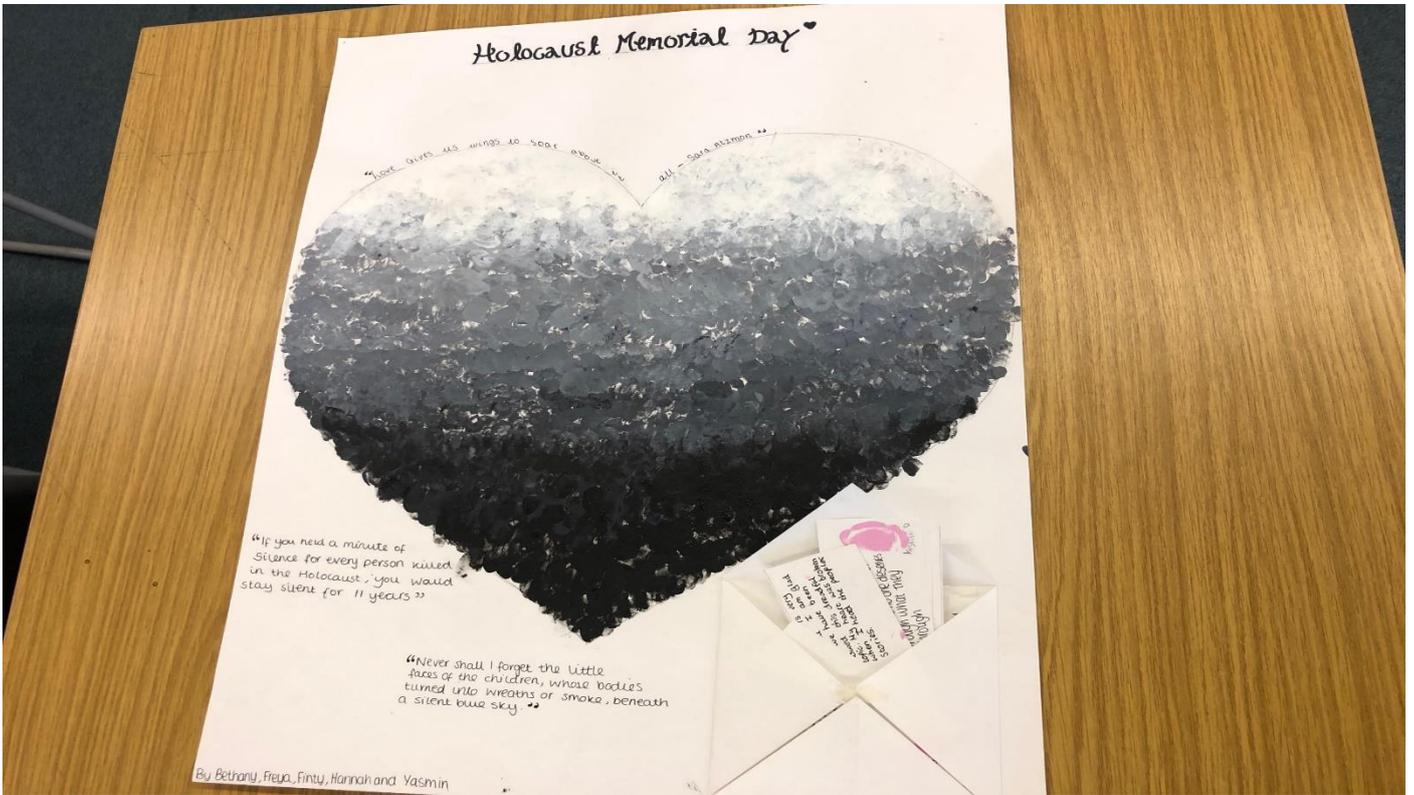
1-4

GCSE grade

2-1







### Appendix 7: Timeline in the 'Cold corridor'



**Appendix 8: Croydon High’s ‘Monitoring of marking and assessment’**

Given the crucial role that marking and assessment have on pupil progress it is essential that the quality of this feedback is monitored by those with responsibility for learning and teaching. Marking should be monitored once a term for each year group to ensure quality and consistency and the schedule for this scrutiny is identified in the annual subject review documentation. Judgements as to the effectiveness of marking should be made with reference to the following criteria:

|   |  |
|---|--|
| <b>Outstanding</b>  |  |
| Strategies exist to acknowledge/celebrate the achievement of targets  |  |
| Children are involved in setting targets for improvement  |  |
| There is a very good level of response to personalised comments from teachers   |  |
| There is some subsequent response from the teacher  |  |
| Comments from the teacher are particularly focused and diagnostic, revealing very good subject knowledge  |  |
| Children actively demonstrate understanding of targets set  |  |
| <b>Good</b>   |  |
| All children are set relevant, accurate targets on a regular basis  |  |
| Self-assessment is a regular activity: children know what they are good at and what they need to do to improve  |  |
| Children revisit and respond to previous learning through written, post task questions  |  |
| Children respond to personalised comments from teachers   |  |
| <b>Satisfactory</b>   |  |
| There is sufficient work in the children’s books to allow marking to have impact (reflecting a well-planned curriculum)   |  |
| Work is marked regularly  |  |
| Children know how well they have done in relation to the objective  |  |
| Marking helps to build confidence   |  |
| The majority of marking is about recognising success  |  |
| Some relevant targets are set   |  |
| The teacher’s handwriting is easy to read   |  |
| The teacher’s spelling and use of Standard English is accurate  |  |
| <b>Inadequate</b>   |  |
| Marking is likely to be inadequate if it does little to help children improve. The key features of inadequate marking are the opposite of satisfactory marking. |  |

This template should be completed for each book scrutiny (QA).