

Appendix 1:**UCL Centre for Holocaust Education QUALITY MARK – Lesson Observation****Date:** 24/09/2018**at:** Harris Academy South Norwood**LO/LW of:** Chris McKenzie (Year 9 History class)**LO/LW by:** Nicola Wetherall MBE

The scheme of work and pre visit documentation located the lesson for observation as lesson 6 (Not just the Jews: What happened at Grafeneck?), in the series of 14 hours of lessons outlined in the scheme of work/scheme of learning, ‘How unique is the Holocaust?’

Observers lesson contextual commentary:

Pre-visit documentation explained an important curriculum context by confirming that Harris Academy South Norwood offers a two-year Key Stage 3 and a three-year GCSE course, in line with Federation policy, but that the school’s History department have successfully negotiated dispensation to ensure teaching the Holocaust scheme of work/learning at the start of Year 9, rather than begin the GCSE course immediately. Consequently, students in this class have opted to study GCSE History in Y9 through to Y11. The Head of History and Beacon School Lead for the school, Mr Marshall-Hick accompanied the reviewer during the observation.

It is also important to note that in advance of the review visit Mr Marshall-Hick offered insight and explanation ahead of the lesson observation element of the Quality mark process – again providing essential and helpful context, both to the reviewer and the report reader. He stated: *‘In terms of the lesson you will observe: it is a group that I share with Chris McKenzie that is new to both of us and has a few ‘interesting characters’ in it, but also some lovely students. In light of this, I decided to teach our quite simplified version of the UCL timeline lesson as I made a judgement call that I didn’t think a few of them would be able to cope with the dynamic of it. This has meant that to cover the persecution of groups other than Jews Chris will be teaching the attached lesson on Grafeneck asylum that we have taught for the past few years.’*

Whilst a challenging, mixed ability group – and shared, it is also important to reiterate how early this review was in terms of the school year. The observation took place two and half weeks into the academic year where teachers have not yet had the opportunity to build strong and positive relationships with individuals or the group, nor established behavioural or learning routines that may otherwise have been evidenced were the visit to be later in the academic year. As noted previously, the Holocaust is traditionally taught in January-June window nationally, typically in Year 9; but with the Federation’s KS3/KS4 configuration, the special dispensation to teach the Holocaust in Year 9 means that it must be taught first, thereby, and unusually early and with all the complications that brings with it. The UCL Centre for Holocaust Education are clear, that the lesson observation points that follow are in large measure reflective of elements beyond the classroom teacher’s control. Our commentary below should be mindful of the observed, being an NQT.

The observation notes below should not be used as evidence within the schools ongoing assessment or for internal monitoring of Mr McKenzie, nor for performance management or appraisal purposes. Our short visit, so early in the year, must not be taken to represent Mr McKenzie’s skills and attributes as a History teacher – this can only be assessed over an extended period, with a range of mechanisms, classes and by a range of internal school colleagues responsible for developing and monitoring staff, teaching and learning quality assurers and by Harris Academy South Norwood senior leaders. The review did see some hallmarks of quality teaching; given more experience, a chance to establish relationships and routines, at a different time in the year and cohort are confident we would have seen Mr McKenzie working less and the students working more.

| | Not evident | Even Better If... | Good | Excellent |
|--|--|--|---|-----------|
| Evidence of student progression in terms of knowledge, understanding and/or pupil self-awareness (reflection) | Is there a knowledge pre-and post, SoW/SoL baseline opportunity missed? (10 questions from UCL student survey for example) | | | |
| Evidence of a variety of types of teacher questioning | | <p>Could students be encouraged or supported to develop more sophisticated questions themselves through modelling and pushing for developing specific historic questions and enquiry?</p> <p>Could this foster challenge for all?</p> <p>Could questions posed, be given more time to wait for developed thinking?</p> <p>Perhaps being ‘reviewed’ observation/plus the Head of Department attending added to observes nerves which manifested itself in a sense of rush on occasion (thereby not given some time to</p> | <p>Questioning is basically sound. Demonstrates within teacher talk and questioning some AfL opportunities of pupils’ understanding. This sometimes added to pace and facilitated quick and effective challenge to a couple of students and addressed their misconceptions – this good practice needs to be extended, more consistent and more varied to include extension, follow up and engagement of others.</p> | |

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| | | <p>develop or extend some points as might otherwise have been the case)?</p> <p>Perhaps too often relied upon hands up responses to questions.</p> | | |
| <p>Evidence of teacher differentiation in various forms for group</p> | <p>Student data pack/seating plan was not provided.</p> | <p>Were all students challenged to make progress? Some were/did.</p> <p>Consider what are the established routines and strategies that would/could allow access for all learners?</p> | <p>Some students were able to passively comply (not have to contribute verbally or be pushed).</p> <p>Some examples of good 'mop up' 1-1 rotation to ensure a few individuals understood task or get them on track with initial activity.</p> <p>Some sound teacher questioning – though could be further developed.</p> | |
| <p>Evidence of student engagement and highest expectations. Atmosphere of learning; thirst for knowledge/love of learning</p> | | <p>Some student engagement, though often passive compliance rather than proactive, independent learning.</p> <p>Consider procedures around maintaining active engagement of all pupils and management of behaviour via</p> <ol style="list-style-type: none"> 1. Appropriate pace of delivery and pace of learning 2. Clarity of instructions so that all understand tasks 3. Clarity of expected outcomes, for | | |

| | | lesson as whole and individual activities | | |
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| Evidence of staff subject knowledge, enthusiasm and passion | | | The teacher has a sound knowledge and enthusiasm for this subject matter. He has a commitment to ensure all learners engage with this material and experience this type of content and approach – and is likely, overtime, to gain the confidence and skills to achieve this goal, with experience and having established stronger relationships with the students (knowing himself, and knowing his students) | |
| Area | | Evidence | Best Practice | |
| I | Informed Inspired Immersed Involved Independent Insightful | <p>A few students became involved and independently or collaboratively could access and engage with the photo stimulus and source materials</p> <p>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?)</p> | | |
| C | Compelled Challenged Captivated Curious Creative Critical | <p>Criticality, curiosity and challenge evidenced by some students in terms of the range of narratives in discussions.</p> <p>Some learners positively challenge and engage with one another during class feedback – but this is the minority of students and so ensuring students are captivated from the outset with the starter stimulus and activity is key – and this will directly link to effective and clear instruction.</p> | | |

| | | | |
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| E | Engaged Empowered Encouraged Enthusied Evaluative Empathetic | Some students became engaged during the lesson and empowered by their participation, use of praise, and desire to understand/know more. | |
|---|---|---|--|

| Any key examples (+/-) of... seen to share/refine? | |
|--|--|
| Literacy | Use of teacher literacy cues. Teacher checks of vocab comprehension: Good use of the second tier words initiative: 'hypothesis' |
| Behaviour for Learning | Some poor behaviour impacted the climate, hindering effective learning. However, the teacher was mainly persistent in high expectation for basic classroom behaviour. Use of praise encouraged some learners, whilst others responded to the visual and physical cues Mr McKenzie exhibited, however, consider the impact of ignoring some hands-up, on esteem and participation. Relationship building and establishing routines will be key to developing the culture of learning for this class in the lessons, weeks to come. The teacher worked incredibly hard in this lesson – more so than the learners – to assert consistent expectations and follow through (showed confidence to be willing to stop, rather than plough on). This should also be encouraged regarding maintaining activity expectations themselves; for example, not giving up on the instruction for 4 minutes in silence for class to read a source sheet. |
| Assessment/evidencing progress throughout | Some pupils made progress. The higher ability students completed the starter independently, but most needed support or completed minimally. Continue to link to prior learning in the classroom and encourage this in student answers – draw on that knowledge to infer and test ideas for individuals, small groups and whole class. (1930s Germany) |
| Critical thinking/independent thinking | 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 Harris Academy South Norwood, including developing criticality and independent thinking. Therefore, reflecting upon the obstacles and opportunities for progress for all pupils in all Year 9 classes will be key to ongoing success. |

WWW: Feedback comments -

Teacher worked incredibly hard during the lesson. Lesson content and resources were well planned and linked to prior learning of the scheme of work/learning.

EBI: Target for possible future development –

A lack of baseline knowledge of the Holocaust, hinders overall tracking of progression – however, some students did demonstrate progression during the lesson; how would you demonstrate that over time? Consider how within the lesson, what the AfL opportunities are/were? How do you know the learning/lesson aims/objectives were met?

Appendix 2:

'The Norwood Curriculum: Turning Mirrors into Windows'

We aim to be scholars, citizens and ambassadors. Our curriculum challenges us to explore fundamental truths about the human condition and the physical world, enabling us to see beyond the immediate context of our lives and become the best version of ourselves we can be: turning mirrors into windows. We emphasise the difference between performance and learning, focusing attention on the storing of facilitating knowledge and vocabulary into Long-Term memory, and the use of this knowledge to develop conceptual understanding. This helps ensure we rapidly close gaps between the disadvantaged and advantaged, whilst enabling all students to flourish. Our curriculum extends beyond the classroom to help our students become disciplined and resilient scholars, and active, kind and grateful citizens, who are proud to serve the communities they belong to.

We believe education plays a crucial role in enhancing social mobility. We want a curriculum that enables all our students, including the disadvantaged, to achieve their potential. It is a travesty in England that poverty and disadvantage are key indicators of educational and vocational success; schools have to be at the front line in combatting and ending this inequality. We believe that great teaching and a great curriculum, accessible to all, can close the gap between the disadvantaged and advantaged. Great teaching has the most significant impact on the disadvantaged owing to the knowledge and vocabulary gap that develops in the early years of their lives, and so is the key to closing the gap.

Our curriculum places building vocabulary and knowledge at its heart, helping all our learners develop both conceptual and disciplinary knowledge in each subject, and thereby become the best versions of themselves they can be. Developments in cognitive science have shown that the key to academic success and effective scholarship is working hard to ensure that facilitating knowledge and vocabulary is transferred, through rehearsal and retrieval, into Long-Term Memory, and our curriculum places the acquisition of core knowledge at its heart. It is this permanent store of knowledge that will enable our students to be effective readers, writers, evaluators, and which frees up cognitive space for them to deliberately practice their key subject skills. It is also this store of knowledge that will enable them to be politically literate citizens, able to navigate the diverse and sometimes misleading sources of information of the 21st century.

The curriculum doesn't end in the classroom and we believe in creating opportunities that enable our students to be full and active contributors to society, and to take the responsibilities of citizenship seriously. Kindness and gratitude are our touchstones. We want to give all our students the chance to take part in culturally enriching activities that will enhance their cultural capital, and enable them to feel comfortable in any environment. We stay true to our Business and Enterprise roots by ensuring our curriculum offers students' regular contact with the working world'.

HASN Curriculum Intent document, page 4.

Appendix 3:

'Academy Improvement Plan 2017-2022

In short, our academies strive to turn out well-educated, tolerant and intellectually curious men and women who are ready to take a full, active and positive role in the life of our country and of our world. Critical in this is the development strand that emphasises the need to develop for students in South Norwood a greater understanding of their history and background. Centre to this is our belief that we do not wish to be a school that has institutional failure on racism or anti-Semitism. Indeed, our academy wishes to properly address anti-Semitism at a time when this is problematized.

For example, we wish our students to understand that abusive reference to any particular person or group based on actual or perceived physical characteristics and racial or religious tropes and stereotypes should have no place in the discourse of the academy. Lessons within the academy explore and educate children about these stereotypes in order that they be better prepared and able to understand how language and image can persecute and hurt people. Our partnership with UCL and attainment of the Holocaust Beacon School status is a central pillar in the wider education of our staff and young people.

The academy is acutely concerned with helping our people from a huge range of ethnic backgrounds to understand that strength lies within this diversity. In the spirit of the Stockholm Declaration that states: "With humanity still scarred by...antisemitism and xenophobia the international community shares a solemn responsibility to fight those evils" our academy accepts that antisemitism is:

"Antisemitism is a certain perception of Jews, which may be expressed as hatred towards Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, towards Jewish community institutions and religious facilities."

The aim to attain Holocaust Beacon School Quality Mark then fits into our wider academy vision for encouraging the valuing of all human life.'

Academy Improvement Plan 2017-2022, page 1

Appendix 4:

‘Overall rationale: By focusing on the question of uniqueness in relation to the Holocaust, the intention of this scheme of work is to place the Holocaust both within the wider context of antisemitism and to compare it with other genocides within the twentieth century.

In the first instance, it is deemed important not to extract the Jewish experience of the 1930s from its immensely complex chronological past. It aims to humanise Jews as a group with similar customs and values to any other group and to give a sense of what was lost, not through numbers and figures, but through the plethora of personal stories of individual lives. However, it also aims to widen the scope of students’ knowledge by exploring the persecution faced by other groups, whose experiences are either often overlooked or simply unknown. By questioning the uniqueness of the Holocaust, the intention is not, however, to underplay it. The SOW will aim to highlight the at times incremental, at times, rapid pace of change in legislation and persecution under the Nazi regime, whilst also dispelling important misconceptions about the chronology of the Holocaust and the methods through which genocide was carried out. It also intends to raise difficult and uncomfortable questions concerning issues of culpability, the nature of resistance and the responses of other nations, such as Britain itself.

In the second instance, of placing the Holocaust within the context of genocide, the aim is to make valid yet sensitive comparisons with the Cambodia and Rwanda, assessing the validity of Gregory Stanton’s model that genocides follow a predictable and foreseeable pattern. Though not reaching the scale of the Holocaust, the aim is to do some justice to the victims of other genocides, whose histories are sometimes overshadowed by the Holocaust or remain absent from the historical narratives of the western world. The overarching intention therefore is to recognise the uniqueness within all experiences of genocide, whilst simultaneously raising awareness of the commonalities. In this sense there is a moral element to teaching this course that aims to expose students to some of the harsh realities of genocide faced by its victims to provide students with the capital to challenge intolerance and injustice when they see it for themselves.’

Appendix 5:*Auschwitz – Louis S*

‘I would love to take part in an opportunity to visit Auschwitz. The opportunity to see the remnants of a holocaust that stole over 11 million lives in a gruesome display of Nazism that still haunts us today. The industrial killing of Jews, Poles and many others, never seen before and we must hope such a horrific event will never happen again. I would like the chance to pay homage to the victims and witness the huge full extent of the genocide that took place on such a large scale. Due to my knowledge and understanding of the Holocaust and Auschwitz in particular strengthens my desire to view the primary sources and experience the atmosphere of the camp. From Schindler’s List to The Pianist I’ve been able to gain a better understanding of individual stories and personal accounts although a movie can only be a secondary source which is why I greatly like to be able to visit it now before its unrecognisable from natural decay. It’ll be an amazing experience which isn’t comparable to any other. I have studied World War II throughout secondary school and have always found it fascinating, history is so important because it can repeat itself

and we need to learn from our previous mistakes. One thing is that those involved are getting older and we are losing the people who fought for justice and ended the horrors of the holocaust, if we can see for ourselves what happened, we can keep the memory of those who lost their lives. Sometimes reading a textbook cannot put things into perspective. I would deeply like to witness the site, a small portion, of unprecedented wide scale genocide, the murder of 1.3 million humans at Auschwitz alone. From glasses, shoes and prosthetics Auschwitz is a time capsule of the victims and horrors that took place under Nazism. The names written on the bags of those individuals which have been preserved can only really put into perspective that those murdered were ordinary people living their lives in fear. I'm deeply passionate about this topic and hope to visit such a valuable experience.'

Appendix 6:

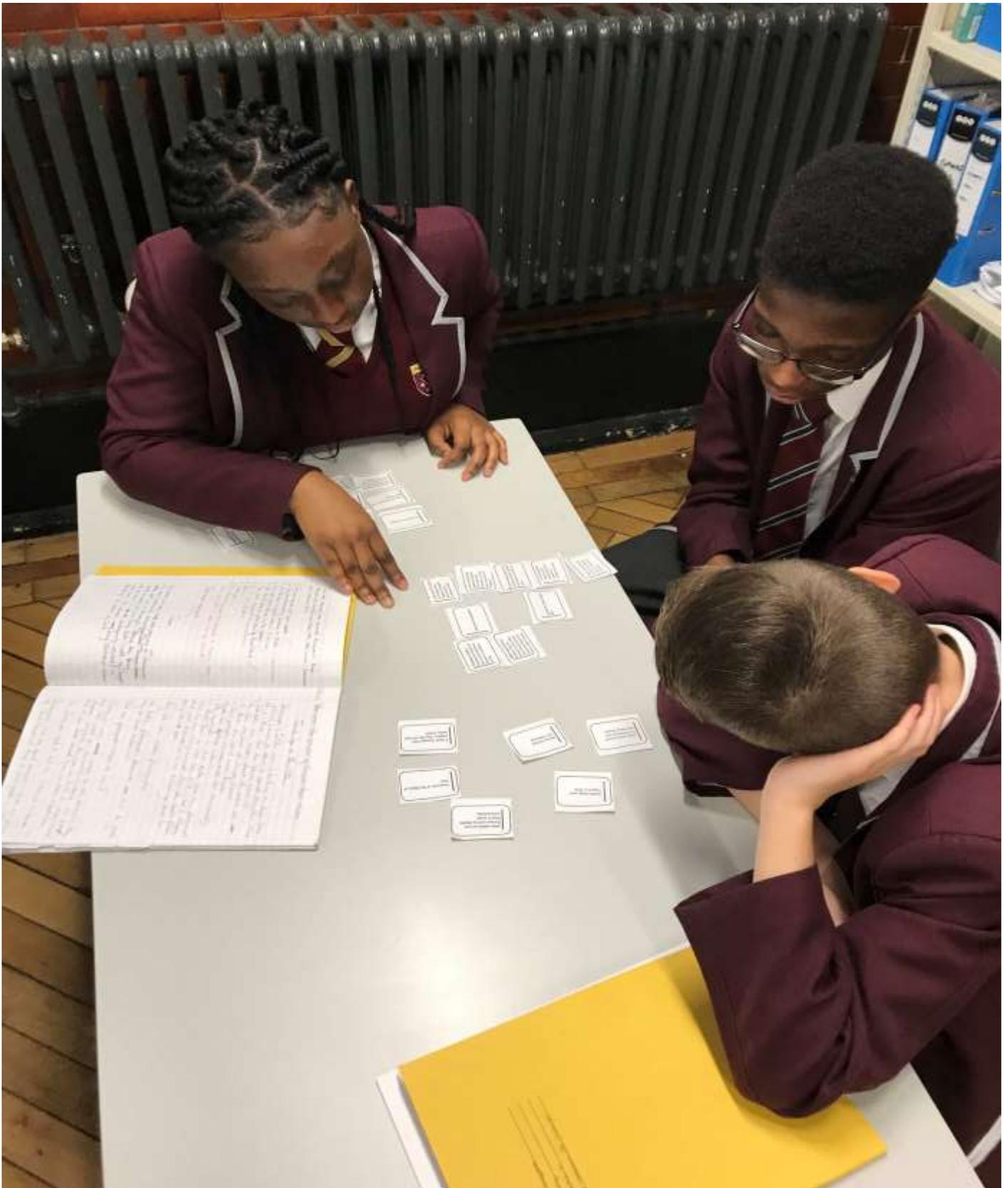
Auschwitz Trip Application – Stephanie C

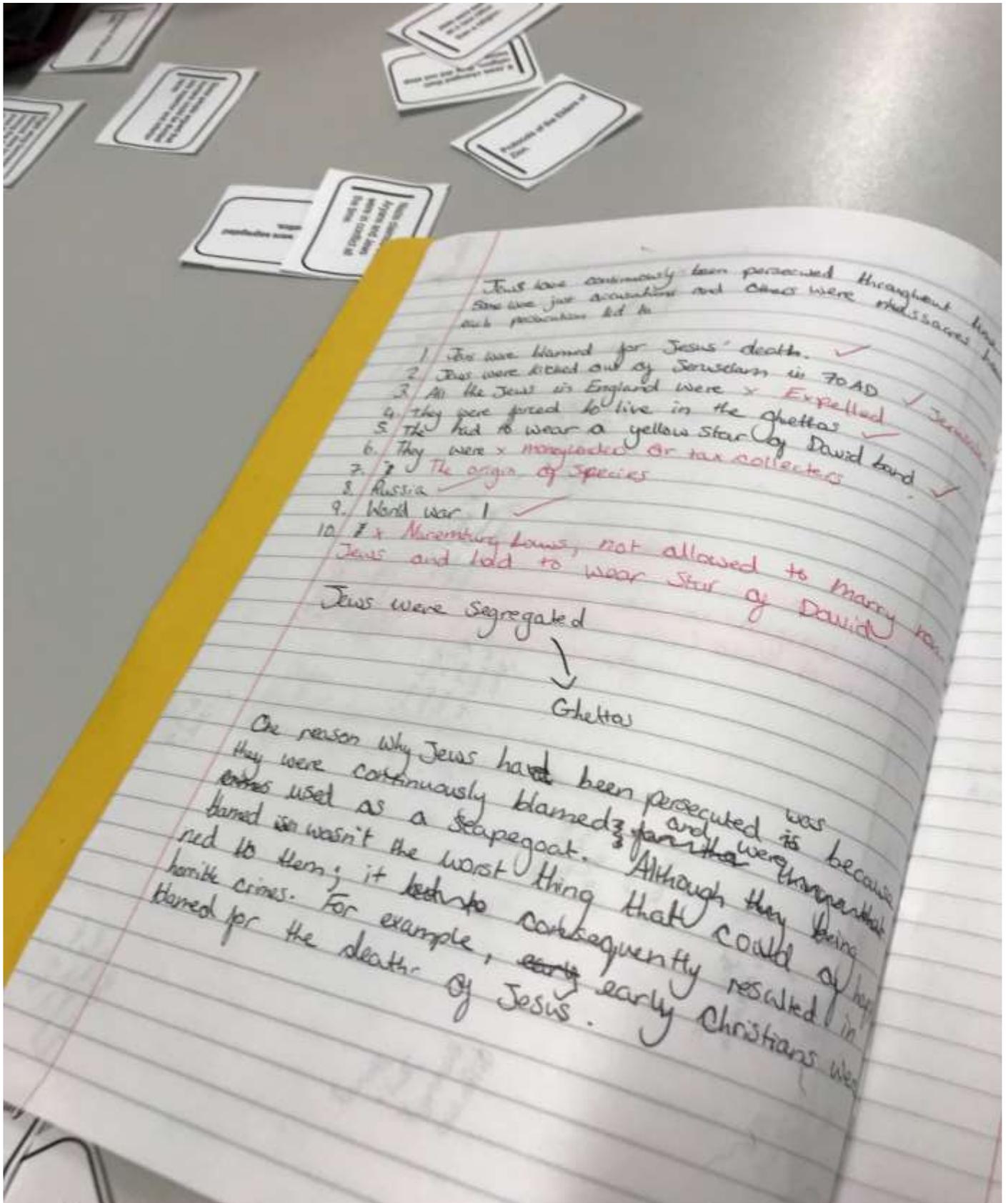
'From a young age, a passion for history was installed in me; a passion which survives today. I am continuously looking to expand my historical knowledge and believe that it is important for us to widen our understanding of events, such as the holocaust, outside the curricular system. I believe that this trip would help me to better my personal understanding of one of the most significant and poignant events in history, especially as it would mean leaving the confines of textbook information, and seeing with my own eyes the conditions in which the people persecuted by the Nazis endured, and hearing personal anecdotes from individuals who lived through this period. I think that history is very much more about experience rather than simply something to be learned in a classroom or at home. Furthermore, this will give me a better understanding of post-war history and observe how the Holocaust shaped history and our modern world. In addition, as one of Jehovah's Witnesses', I consider myself somewhat indirectly affected by this event, as many Jehovah's witnesses – among other groups of people – were sent to concentration camps and labour camps during the Second World War, Auschwitz included, and many lost their lives. This is a lot more than just History – it is part of my own religious history and the millions of people also, and remembering them.

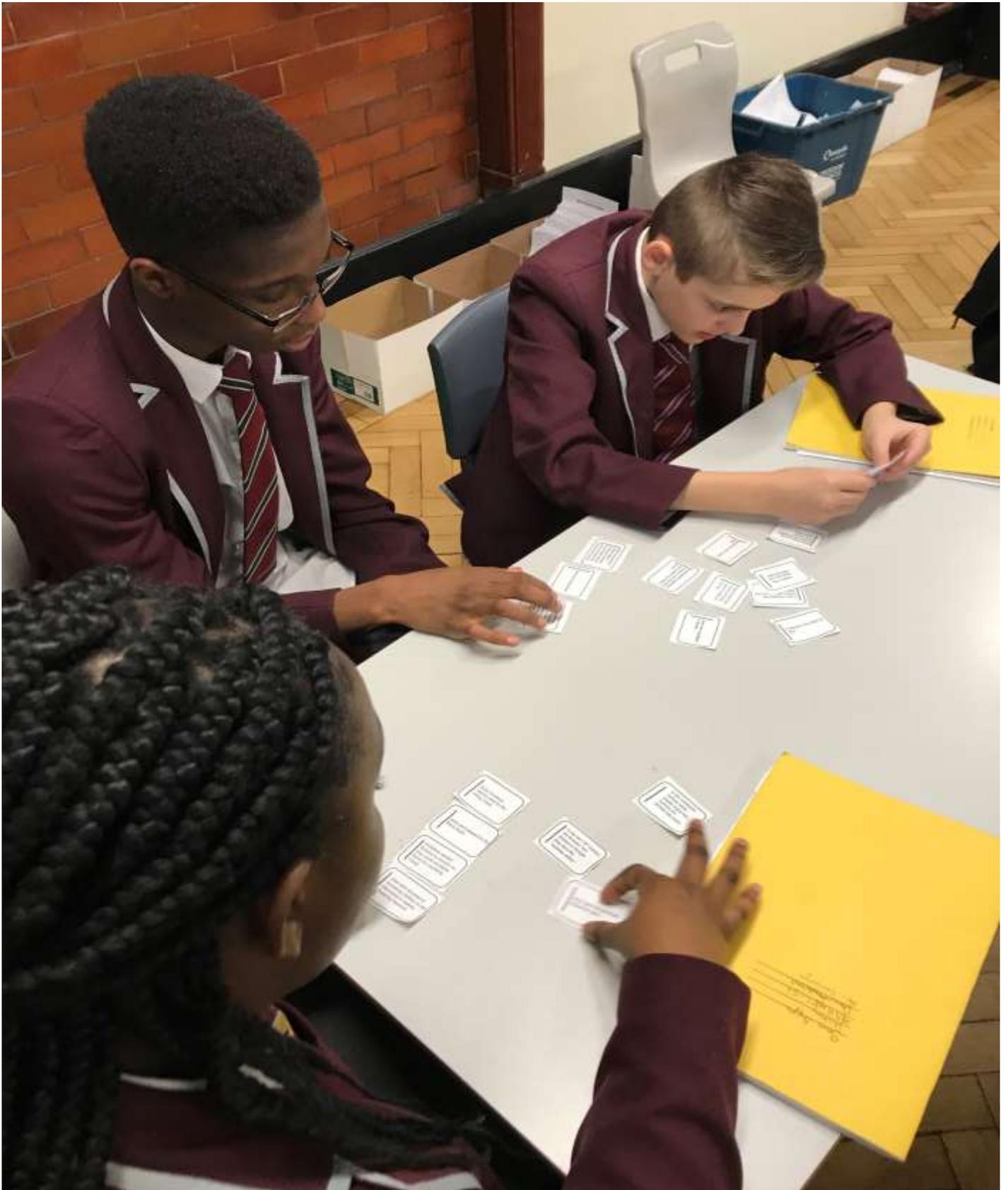
I consider myself to be a responsible and respectful student – desirable qualities considering the sensitive nature of this trip. I also understand that this is more than simply a cultural trip, but rather a trip with many educational benefits, and intend to take it with all seriousness, showing all the respect and consideration it deserves. Furthermore, I believe that we can learn from the past, and that it is important to educate the current and future generations about these calamities in order to give more people not only an appreciation of what occurred, but also a deeper understanding, and this can only be achieved if we ourselves have a better understanding of the event'.

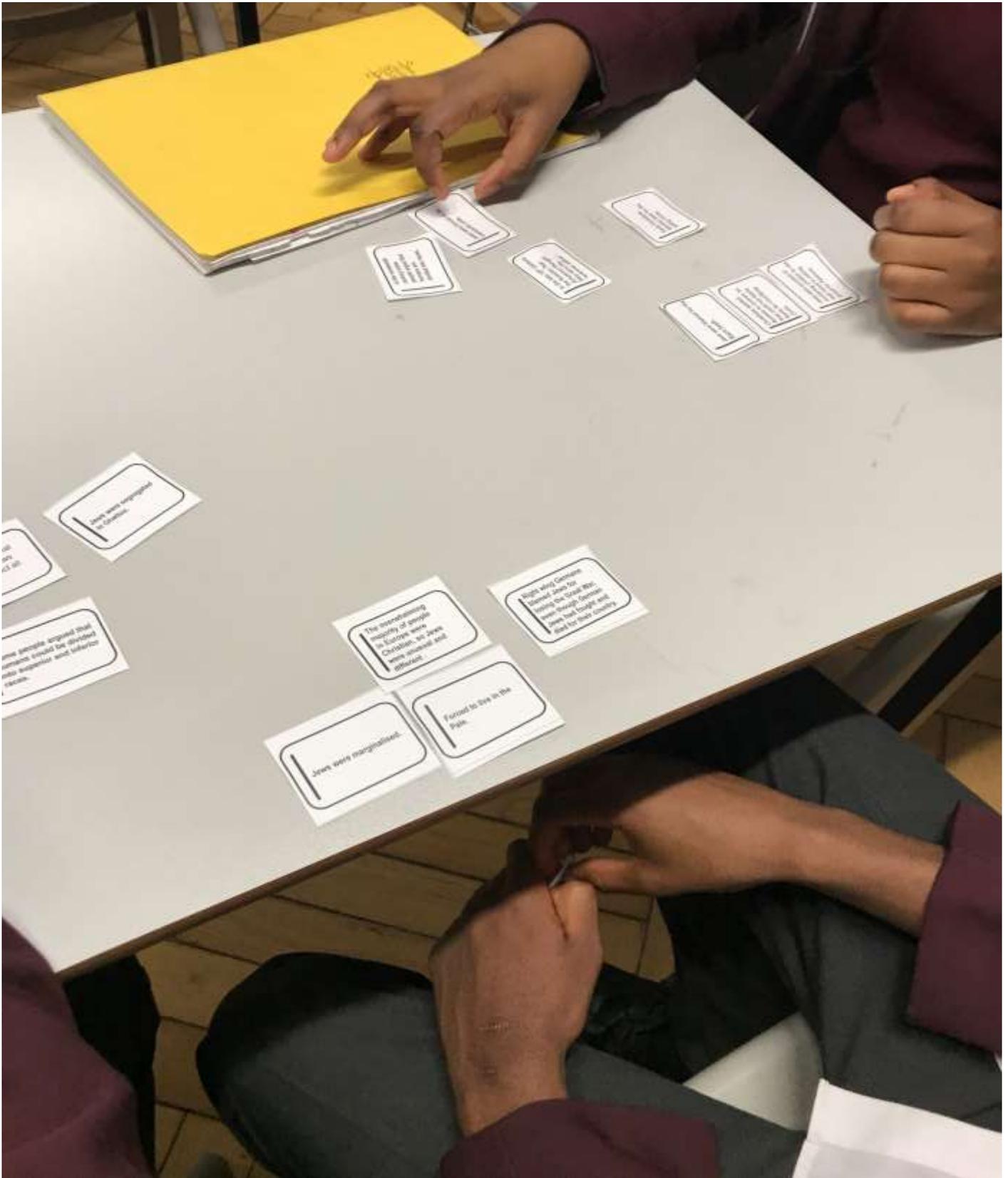
Appendix 7:

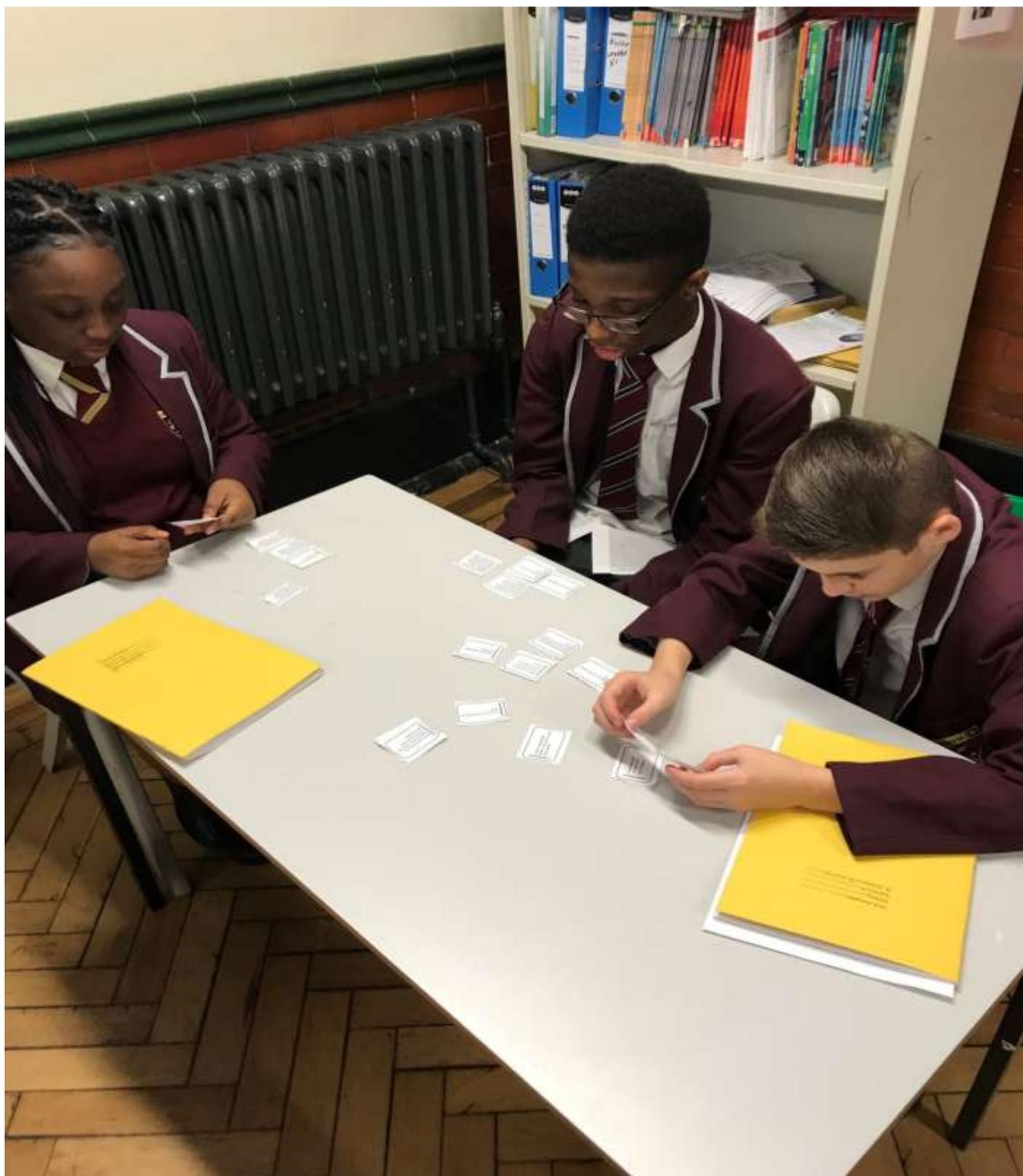
A selection of class work photos evidencing the small group pedagogy of the Unlocking antisemitism lesson. The developing sophistication of the explanations students are able to offer for the evolution of this phenomenon speaks evidence that good quality teaching and learning is taking place.











Signage at Harris Academy South Norwood and student artwork.



