

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

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DATE OF LAST OFSTED INSPECTION AND GRADE	13-14 November 2019 (graded GOOD). April 2016 (full inspection: GOOD)
DATE OF QUALITY MARK AND RE-DESIGNATION REVIEW	8 July, 2020
QUALITY MARK AND RE-DESIGNATION REVIEWER	Nicola Wetherall MBE, UCL Centre for Holocaust Education



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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

- Rockwood Academy is a mixed, 11 – 16 secondary school situated in Alum Rock, a ward of Birmingham which is one of the 1% most deprived wards in the country, and forms part of the CORE Education Trust. CORE runs four schools in Birmingham, and Rockwood was the founding school in the trust. The founder and CEO of the trust is Adrian Packer CBE. The trust’s values are collaboration, opportunity, respect and excellence.¹
- At the time of the review visit there were 786 students on roll. The proportion of pupils considered to be disadvantaged, or PPG eligible, is above national averages. At the time of writing, 64% (501) of students are PPG eligible and 35% (277) of student’s access FSM. At the time of writing Rockwood's cohort are above the national average in terms of recognised EAL, some 51% (397). The proportion of pupils who have special educational needs and/or disabilities (SEND) is above the national average. At the time of writing, 16% of students have an identified SEND need, statement or EHCP.

\$	Year 10	Year 11	Year 7	Year 8	Year 9	Total
Arabic	1	1	4	2	2	10
Bengali	2	1	6	6	4	19
Bengali (Sylheti)	0	0	0	1	0	1
English	51	32	107	48	81	319
Kurdish	0	0	0	4	0	4
Panjabi	20	18	20	23	16	97
Pashto/Pakhto	11	9	10	8	9	47
Persian/Farsi	1	0	0	0	0	1
Romany	1	1	12	5	2	21
Romany/English Romanes	0	0	0	0	2	2
Russian	0	0	1	0	0	1
Somali	7	5	13	11	6	42
Spanish	0	0	0	2	0	2
Swahili/Kiswahili	0	0	1	0	0	1
Urdu	20	6	16	48	12	102
{None}	10	43	21	30	13	117
Total	124	116	211	188	147	786

- The great majority of Rockwood students are from ethnic minority backgrounds, particularly Pakistani.

¹ Find out more about Core Trust here: <http://www.core-education.co.uk/>

- Most recent DfE published final data (2018/2019) regarding Rockwood Academy reveals:²
 - Progress 8, 0.19 (average)
 - Attainment 8, 41.8 points (school; as compared to 46.6 points in local authority and 46.7 England average)
 - Entering EBacc, 51% (school, as compared to 45% in local authority and 40% nationally)
 - EBacc average point score: 3.9 (school; as compared to 4.01 in local authority and 4.07 in England)
- Rockwood was last formally inspected by Ofsted in 2019, and adjudged good, under a Section 8 visit³ but its last full Section 5 inspection was in 2016⁴. The quality of provision was adjudged by Ofsted in 2016 as:

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Inadequate

- Ofsted’s 2016 report noted that Rockwood was not yet an outstanding school because:
 - Inconsistencies in the quality of teaching in a small and decreasing number of subjects slow some pupils’ progress.
 - The progress of pupils who have special educational needs or disability is accelerating, but lags behind that of their classmates.
 - Boys make the process that is expected of them, but do not attain as well as girls.
 - A dwindling minority of pupils and parents remain resistant to the necessary changes leaders have brought about.
- The 2019, Ofsted visit confirmed progression:

‘The school provides a curriculum that is fit for purpose. It supports pupils’ academic achievement and wider personal development. There is a strong focus on making sure pupils are well prepared for life in a diverse society. Leaders have changed the curriculum to allow key stage 3 pupils more time to cover essential content. As a result, pupils are gaining a better depth of understanding in subjects. Pupils are also able to make more informed choices when deciding which GCSE courses to study in key stage 4.

² Headline figures and reporting taken from: <https://www.compare-school-performance.service.gov.uk/school/138059/rockwood-academy/secondary>

³ See <https://files.ofsted.gov.uk/v1/file/50133016>

⁴ See <https://files.ofsted.gov.uk/v1/file/2561768>

Leaders have thought about the crucial knowledge pupils need to master over time. They have woven this into teachers' planning to create sensible sequences of learning. But the order of learning in a few subjects requires some refinement. Teachers use their strong subject knowledge to explain tricky concepts to pupils. This helps pupils to make good progress across most subjects. Teachers also ensure that pupils go back over their learning. This enables them to remember more. Teachers are getting better at supporting pupils with special educational needs and/or disabilities (SEND). As a result, pupils with SEND now make better progress than in the past. Sometimes though, targeted support for these pupils is not as successful as it could be.'

- The school website is here: <https://www.rockwood-academy.co.uk/>

Further context

- The 2016 report noted: *'The principal has, since his appointment in September 2015, focused with ambition, drive and determination on raising standards at the school and his work has energised teachers and leaders. High-quality staffing appointments have provided much-needed stability to the delivery of the curriculum and strengthened considerably the quality of teaching. A new behaviour policy has set out clear expectations of pupils' conduct and its effective implementation has reduced incidents of poor behaviour. These rapid improvements have provided the school with a secure foundation on which to build further positive change.'*

and that:

'The chief executive of the CORE Education Trust has been instrumental in reshaping the culture and ethos of the school. His strategic direction has steered the school successfully through a period of great turbulence that emerged as a result of extensive and necessary changes to the leadership, staffing and operating procedures of the school. As a consequence, pupils at Rockwood Academy are now experiencing a suitably broad education that ensures they are well prepared for life in modern Britain.'

It is worth noting that Rockwood Academy joined the UCL Beacon School programme during a period of great transition, and that this review is evidence of increasing trust and confidence, pride, innovation, opportunity and outcomes that have resulted from that difficult and challenging time. *'The culture and ethos of the school have been transformed since the previous inspection.'* (2014, Inadequate).

- The school's values are reflected in the fact that it has been recognised as a rights respecting school by UNICEF. This means Rockwood actively promotes and adhere to the UN Convention on the Rights of the Child. The school's work on Holocaust education is regarded as contributing to this work.⁵

⁵ See <https://www.rockwood-academy.co.uk/our-academy/academy-ethos-and-values/>

- Rockwood Academy has participated in the Core Education Trust’s Echo Eternal project from inception, a commemorative arts engagement programme inspired by Holocaust survivor testimony to promote respect and understanding between different communities. Rockwood students take part in a wide range of cultural activities to commemorate the Holocaust. For more information about Echo Eternal initiative, see: <https://echoeternal.uk/>
- School newsletters, which are available here, provide a sense of Rockwood Academy and its activities: <https://www.rockwood-academy.co.uk/newsletters/>
- Rockwood Academy’s senior leadership are well supported by governors, the Trust, teachers and support staff, and together have created an effective culture and a caring community that keep pupils safe and well looked after. Pupils 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 Rockwood Academy staff. Safeguarding protocols and principles are implicit, explicit and effective. E-safety, given the amount of effective ICT driven learning undertaken, is also evident.
- There is a climate of celebrating diversity and difference throughout the school, epitomised, as Ofsted (2019) repeatedly observes, in the fact that *‘Leaders provide pupils with a wealth of rich experiences to complement the curriculum. These include a wide range of clubs and events. All of these support pupils to become more confident and interested in learning. Pupils benefit from a careers programme that helps them to get ready for the next steps in education or employment and training.’*
- Whilst in 2016 Ofsted commented that:

‘Pupils are taught how to keep safe; fundamental British values are promoted highly effectively. Powerful partnerships with other organisations provide a range of opportunities to further enrich pupils’ spiritual, moral, cultural and social development’

and that

‘Strong partnerships with a range of organisations further enhance pupils’ experiences and make a powerful contribution to pupils’ spiritual, moral, social and cultural development. Innovative project work and initiatives facilitated through these partnerships have enabled pupils to explore in-depth such issues as the dangers of radicalisation and extremism, the impact of the Holocaust and anti-Semitism, and equal opportunities, including those related to sexuality and gender...’

it is this reviews belief that the Spiritual, moral, social and cultural development opportunities and the emphasis placed upon personal development and enrichment at Rockwood is a huge strength – indeed, outstanding.

- The more recent 2019 report summed up the school thus, that...

'Rockwood is an exciting place to learn, grow and achieve. There is a real sense of community among pupils and staff. Pupils are genuine ambassadors for their school. They believe that it is a privilege to attend their school. They feel valued as individuals and know that teachers are there to support them. Pupils understand why teachers expect the best from them. They are able to get on with their work, rarely with interruption from others. This is because behaviour is positive, and pupils get on well together. Pupils usually feel safe, although a few worry about energetic older children on the playground. Staff keep pupils safe and sort out any allegations of bullying quickly.'

'At Rockwood, pupils learn to gain in confidence and develop strength of character. They learn the importance of collaboration, and how this leads to stronger communities. Pupils are optimistic about their futures. School helps them on the journey to realising their potential. They develop the key employability skills needed to succeed in the future. Pupils profit immensely from wider curriculum experiences. These include sporting opportunities, overseas trips and cultural visits.'

- It was evident throughout the Quality Mark review process that students do feel safe at Rockwood and that relationship building was key to the success of the personalised curriculum, which in turn led to behaviour for learning and positive outcomes.
- Rockwood Academy 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 8 July was Rockwood Academy'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 Rockwood Academy met the expectations.

Phase 2: Summary of review visit methodology

Prior to review

- Copies of Rockwood Academy's school improvement plan, the 2016 and 2019 Ofsted reports, along with other relevant internal school policy documents 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 virtual review visit.

During 'VIRTUAL' review visit – owing to COVID-19.

- A 'virtual' tour of the School site
- Meeting with Head Teacher, Ms Sofia Darr
- Meeting with Beacon Schools SLT link, Mr Saqib Malik (Assistant Head Teacher).
- Online meeting with Mr Gurds Singh (Head of History and UCL Beacon School Lead Teacher, History Teacher)
- Limited work scrutiny undertaken (owing to COVID context), but significant access to 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 submitted (see Appendices).
- Online meeting with and extensive email correspondence with project Coordinator, Mr Hugo Donaldson
- An online 'live' lesson observation was conducted. Teacher observed, Mr Gurds Singh, with Mr Saqib Malik supporting.
- A detailed analysis was directed upon the scheme of work and attention paid to online student voice and work scrutiny.
- Student voice panel evidence: with 7 current students from Year 8-10: Sana, Sana, Sara, Zaynab Husnaa, Faiza and Ayaan.
- Online meeting with range of staff who have experienced and engaged with UCL Centre for Holocaust Education CPD and the school's engagement with the programme, Mr Gurds Singh (Head of History, UCL Beacon School Lead Teacher), Mr Saqib Malik (Assistant Head), Mr Hugo Donaldson (Project Coordinator), Ms Nova Banton (English Teacher) and Ms Nina Barnes (Higher Level Teaching Assistant).
- Review debrief with Ms. Sofia Darr and Mr Hugo Donaldson (Head Teacher and Project Coordinator)

After review

- Follow up questions or clarification sought via email.

- Letter of thanks sent via Mr Gurds Singh/Mr Hugo Donaldson 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 Liam Byrne, constituency MP for Rockwood Academy, raising awareness of the school's visit and outcome, with copies sent to Ms Sofia Darr and Mr Gurds Singh.
- Drafting and sending a letter to Rockwood Academy chair of governors in order to congratulate the school on its achievement, raising awareness of the review visit and outcome, with copies sent to Ms Sofia Darr and Mr Gurds Singh.

Phase 3: Key findings

1. Holocaust education within Rockwood Academy curriculum (intent and implementation)

Over time, Rockwood Academy has developed and maintained a broad curriculum through the wide range of subjects and qualifications offered. Additional depth is provided through tutor times, assemblies and whole-school study themes. This helps to ensure that pupils have their own well-developed opinions about politics and social issues, such as poverty, inequality and human rights, and the Holocaust takes a respected valued place within a rich curriculum offer.

- During their Beacon School year, Rockwood Academy built upon their existing provision to develop a clear rationale for their approach to Holocaust education that speaks to affective and cognitive outcomes for learners – in keeping with the pursuit of truth and personal growth pillar. As a result, the provision for and impact of Holocaust education at the school has significantly improved.
- Rockwood Academy leaders and teachers are committed to the principle that all learners have the right to access quality Holocaust Education. This is particularly relevant given the focus on closing the gap between the disadvantaged and advantaged as emphasised in the Academy's Improvement Plan along with its commitment to personal development and quality enrichment opportunities.
- Beacon School status and the working towards Quality Mark status is included in the Academy's improvement/development plan, and is linked to the designated Lead Teacher, Mr Singh's appraisal and performance management targets.
- Whilst Beacon School status and pursuit of the Quality Mark is embedded in the School Improvement Plan, it is recommended that throughout the Quality Mark designation period, 2020-2024, Rockwood Academy 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 of staff 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 – but could be in other relevant disciplinary contexts: RE, English, Social Science, MFL or in the arts), 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.
- The review demonstrated Beacon School status has stimulated or provided further space and opportunities for pedagogic and assessment conversations among Rockwood Academy staff. This can only be beneficial to wider reflections upon the future development of assessment and achievement and supporting and sustaining quality teaching and learning.
- 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 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.

- The Beacon School Lead Teacher has a clear sense of what worked well and why, but equally can identify areas for improvement. He recognises that senior colleagues have supported reflection, discussion and planning time for the scheme of work and colleagues during the review stated they felt confident to ask for that time and positive that whenever possible SLT would support or enable it. The Academy is keen to enable, wherever possible, the Lead Teacher and colleagues to share their growing expertise with colleagues internally, and externally at regional and national platforms.
- In terms of curriculum implementation; teachers contributing to the Holocaust curriculum offer, especially the History Scheme, have good knowledge of the subject and, where that is emerging, leaders (principally Lead Teacher) provide effective support to enhance both confidence and expertise. Based upon the lesson observation, student voice panel, staff feedback and work scrutiny during this review it is clear those delivering the History scheme present subject matter clearly, promoting appropriate discussion about the complex, challenging and difficult subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately – drawing upon UCL Centre research findings, research briefings and latest IHRA guidance, and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- At Rockwood Academy, staff with an idea and curriculum 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.
- For the purposes of this review, particularly regarding curriculum design, the lessons of the Year 8 History scheme are key. However, the review also seeks to acknowledge the wider curriculum offer in Religious Education, English, and Personal Development along with the excellent SMSC, enrichment and extra-curricular that makes Rockwood Academy's provision and practice so exciting, innovative, and engaging. It is a bold and admirably aspirational approach that sees intent played out in several distinct ways...let us begin with the History department.
- Mr Singh's Year 8 History scheme of work (developed across the year of the UCL Beacon School programme and constantly reviewed and refined) poses why study the Holocaust as its driving question. There are five key lessons within the scheme, most are explored within double lessons and there is a commitment to ensuring the necessary time for each session, securing 10+ hours of devoted History curriculum time (in addition to Echo Eternal and other subject opportunities to encounter the Holocaust across the curriculum).
- This report notes that existing provision for Holocaust education is in keeping with the National Curriculum History principles – and praises the school for keeping that requirement. This precious

curriculum time is well spent, allowing for key themes and complex issues to be considered fully. This will become a greater factor for consideration as Rockwood returns to a 3-year KS3 provision.

- The History scheme of work enables students to explore:
 - Pre-war Jewish life
 - What was the Holocaust? (definition, chronology and exploration of the Holocaust's victims and victims of Nazi persecution)
 - The history/evolving nature of antisemitism
 - Perpetrators, Collaborators, Bystanders, Resisters/Rescuers
 - Opposition and exploring resistance

And, despite COVID-19 and school closure, Rockwood continued to teach its History Holocaust scheme of work to all Year 8s via online, home-learning (a lesson of which was observed as part of this review).

- Each lesson within the History scheme is framed with learning objectives, a lesson/driving question and outcomes. There is a growing confidence and clarity in its stated purpose, a rationale that runs throughout the scheme linking intent with implementation, whilst supporting teachers in the classroom. Whilst it might be possible to argue about academic/disciplinary or moral intent – it is explicit, consistent, and well executed.
- The overall rationale of current provision (linking both the scheme of work, school's approach to Holocaust education and broader school ethos) presents a comprehensive statement of aims, which are shared with teaching staff.
- With Lead Teacher Mr Singh's guidance and drive, Rockwood's History Department have produced a scheme of work on the Holocaust that is solid, and increasingly well embedded thanks to good buy in from the team. There is a clarity among colleagues as to the aims and rationale of the scheme, that is both confident and reflective, and all were able to articulate its intent, implementation, and impact. However, an area for development might be to secure that knowledge and clarity into the scheme of work document itself. There is no question that the scheme is rich, challenging, and taught skilfully – rather, that the scheme of work document and accompanying assessment currently does not provide the detail necessary to secure institutional memory should Mr Singh or Mr Malik leave. At present the collective wisdom lies within the staff, who have a strong vision and understanding of the scheme, its links, the combination of its intent, content and assessment – they can unpack and articulately that orally... but for a new colleague joining the team, delivering the scheme for the first time, would existing documentation support them sufficiently? The depth of the thinking that underpins the Rockwood scheme is not reflected in the current documentation, and thus, looking at that alone, without the opportunity to talk to staff and see the lessons in actions, key legitimate questions might arise:

- Looking at the paperwork alone, without colleague's narrative, one could caution regards a disconnect between the title, the intent, content and then assessment outcome. Take first the title - Why study the Holocaust? – is this complimentary to or at odds with the schemes content and assessment outcomes? Without the considered, thoughtful explanation by skilled staff, this might not be clear. Given the course content – might a general, historical enquiry question like 'How and why did the Holocaust happen?' work?

On the other hand the scheme's intent seems to be human behaviour and civic focused – so perhaps outcomes might be framed in terms of the ranges of human behaviour seen during the Holocaust, or how people responded, may be more in line with the excellent teaching and learning exhibited during the observed 'Being Human?' lesson.

Looking again at the title, and indeed the scheme of work document – may be a useful reflective and developmental opportunity – would help you think through and articulate on paper the intent, content an assessment.

One might argue that the focus within the document is upon outcome, before the knowledge necessary to be successful: Knowledge and skills is not an either or, and so identifying key substantive or conceptual knowledge and the skills developed and honed within the lesson and over time... this would clarify the sequencing of lessons, and secure opportunities for clarity of links and connections within the scheme. Rockwood colleagues were thoughtful in their understanding of the scheme, how it functions and could articulate powerfully and passionately about how progression is secured during the scheme and how the lessons wove together... but within the document that wisdom, knowledge and clarity is implicit. To secure sustainable institutional memory, revising the document itself, adding detail, would embed and secure the key principles that existing colleagues are so confident with – for non-specialists or new staff who may arrive... it would provide a richer source of support and reference and see that 'insider knowledge' that ensures your learners have such vibrant lessons (like 'Being Human?') is capture and passed on.

- Whilst the scheme of work document itself could be enriched or developed further, the Holocaust History provision for Holocaust education at Rockwood Academy has developed with careful consideration for disciplinary integrity. The curriculum intent of the scheme was does not shy away from civics and moral values, but from a place of subject specific knowledge and skills. With a solid historical foundation, the scheme is believed to inform and transform attitudes and behaviour. Whilst it is not dogmatic and prescriptive in what those 'lessons' might be, it is true Mr Singh and colleagues are determined that young people should think and respond to these issues and resulting questions. Despite this, there is a lot of 'history' in the scheme and some significant cross-curricular skills and approaches that can be identified and seen to reinforce prior learning; for example, continuity and change, chronology, cause and effect. The History department have worked together to create a scheme which provides students a conceptual framework of civics so

as to think critically, and provide opportunities in which to distinguish between claim and opinion, to form arguments collectively and individually and come to make reasoned judgements based on the weight of evidence as well as human emotion, and values. At its most effective, this approach enables Rockwood students to gather knowledge about the Holocaust, whilst locating themselves in the present and to understand the inescapable relevance of that past to the future. In this sense, the Rockwood Academy approach to Holocaust education, and genocide more broadly, is a strong example of its value to empower young people to safeguard the future by learning about the past.

- This scheme of work **does** include a range of UCL Centre for Holocaust Education materials – and there are opportunities where greater use could be made of the existing suite of Centre materials or even case studies within Rockwood Academy’s curriculum offer, within History and indeed across other disciplines/subject areas. The Academy’s approach to Holocaust teaching and learning is consistent with the pedagogical principles of the Centre. For example:
 - Abundance of individual narratives used, within the lesson observation and across the scheme, including witness testimony. This is a powerful way of engaging students and opening questions and humanising understandings of the Holocaust.
 - Rockwood Academy staff reflect carefully on what constitutes an ‘atrocious image’ and consider carefully their ethical use with young people.
 - Staff assume a ‘duty of care’ for the emotional well-being of students studying the Holocaust – and beyond.
 - Staff aspire to using language precisely, and expect students to do likewise
 - Embrace complexity and avoid simplistic, reductive answers where possible
 - Staff directly address issues of antisemitism and other forms of prejudice when they arise
 - Curriculum is increasingly adept, along with teaching staff, at avoiding stereotyping and generalising without acknowledging caveats and nuance
 - School ethos and curriculum, teaching and learning approach works hard to ensure that Jewish people are individuals, rather than nameless victims without agency: as people who aren’t solely defined by the Holocaust
 - Are clear with students that the Holocaust was not inevitable, and delivers a clear message that genocide is a social act and not just the work of one person – e.g. Hitler
 - Rockwood is research-informed regarding its Holocaust teaching and learning and has built curriculum and learning episodes to respond to student and societal myths and misconceptions
 - Staff flexibly respond to the needs and concerns of students to ensure Holocaust education is a right for all learners irrespective of stage or age, with the right support, materials and approach
 - Rockwood SLT and middle leaders are constantly considering how Bruner’s ‘spiral curriculum’ can be a helpful tool in thinking about how Holocaust education can be delivered to different groups

- Appreciate that while contemporary events are quite distinct from the Holocaust, a study of the Holocaust may offer a lens to provide different understandings of the present
 - Rockwood staff do not shy away from feelings of uncomfortableness and disquiet that may emerge when and where they will in teaching about the Holocaust
- In terms of curriculum implementation; teachers contributing to the Holocaust curriculum offer, especially the History Scheme, have good knowledge of the subject and, where that is emerging, leaders (principally Lead Teacher) provide effective support to enhance both confidence and expertise. Based upon the lesson observation, student voice panel, staff feedback and work scrutiny during this review it is clear those delivering the History scheme present subject matter clearly, promoting appropriate discussion about the complex, challenging and difficult subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately – drawing upon UCL Centre research findings, research briefings and latest IHRA guidance, and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.

In addition to teaching its History scheme of work, Rockwood's Holocaust curriculum provision is rich and wide ranging. Mr Malik, Mr Singh and Mr Donaldson spoke of the Beacon School year including

- Drop-down days on genocide
- Holocaust Memorial week 2019⁶, marked by:
 - Student-led assemblies
 - Lessons delivered across the school
 - An exhibition, visited by all students, opened to members of the public and visited by Liam Byrne MP⁷
 - Form time discussions
- Participation in the Echo Eternal programme, including:
 - Preparing an artistic performance in response to testimony by Mady Gerrard, performed in front of an audience of Rockwood students and staff, parents, and staff and students from visiting schools.⁸
 - Rockwood students attending an event to meet Mady Gerrard and other survivors
 - Students from Rockwood attended the Echo Eternal performances at other schools
 - Students participated in Echo Eternal's Town Hall event, 2019
- A student-designed mural about the Holocaust, now on display in the schools History corridor
- The reflective postcard project – where saw students send postcards to Holocaust survivors

And in the past year (2020)...

⁶ See <http://www.rockwood-academy.co.uk/news/rockwood-academy-commemorates-holocaust-memorial-day/>

⁷ See <https://twitter.com/CORERockwood/status/1088850234199830529> and <https://twitter.com/liambyrnemp/status/1042407946569900033>

⁸ See <https://www.youtube.com/watch?v=3H-1q9g6xtE>

- Three Rockwood students and a teacher travelled to Chepstow, Wales to visit survivor Mady Gerrard in her home.⁹
- The school marked Holocaust Memorial Day/week by:
 - Student-led assemblies; delivered to all year groups across the school.
 - Publication of a book of Rockwood student's poems about the Holocaust, entitled *Echoes*
 - The Holocaust Memorial Exhibition, ran by student exhibitors and visited by all students in the school.¹⁰
 - Rockwood students worked collaboratively with students from other schools for the performance of *Echo Eternal: Horizons* at Birmingham Town Hall on 28th January.
 - Events on 29th January whilst ITV were in the school filming their documentary: a special lesson about survivor Mady Gerrard; an assembly recreating the school's *Echo Eternal* film about the Holocaust; and interviews with students – featuring Jonathan Dimpleby.¹¹
 - Creative work on the Holocaust by our students and others was showcased in exhibitions at Coventry Cathedral and St Paul's Cathedral; our students served as exhibitors and discussed their work with visiting members of the public.
- Publication of *Echoes*, a book of our students' poems about the Holocaust
- Holocaust survivor Agnes Kaposi visited Rockwood and:
 - Met students
 - Delivered assemblies to Years 9 and 10
 - Ran a STEM workshop (Agnes is a chartered engineer)
- Took part in the Foundation Stones initiative
- Students painted stones commemorating
 - The Holocaust
 - The 25th anniversary of the Genocide against the Tutsi in Rwanda
 - The 75th anniversary of the liberation of Bergen-Belsen
- Rockwood students acted as exhibitors at *Echo Eternal's* Holocaust exhibitions at Coventry Cathedral and St Paul's in Birmingham, speaking to members of the public about the Holocaust and the exhibition.
- Airing of ITV's documentary *Return to Belsen*, which featured Rockwood Academy's work on Holocaust education and saw Jonathan Dimpleby visit the school.¹²
- Rockwood students have prepared stones for the UKHMF's 'Foundation Stones' project
- Rockwood trialled *Echo Connects*, a "light-touch" version of the *Echo* programme which schools across the country could potentially utilise as part of their Holocaust programmes

⁹See <https://www.rockwood-academy.co.uk/news/rockwood-students-visit-the-home-of-mady-gerrard/>

¹⁰ See <https://vimeo.com/396736088/8a1cb705b9>

¹¹ See <https://twitter.com/CORERockwood/status/1264258395441451015>

¹² See <https://www.itv.com/hub/return-to-belsen/10a0080a0001>

- There is a clear, overarching rationale and a sense of purpose befitting the school's ethos, cohort and its SMSC context. The 2016 Ofsted report recognised that Rockwood's *'... promotion of spiritual, moral, social and cultural understanding and fundamental British values forms a prominent part of teachers' planning. Teachers seize opportunities to actively develop these values. For example, in English, teachers select texts that develop pupils' understanding of other cultures and engage with themes such as democracy. Inspectors saw how in the humanities, pupils reflected thoughtfully on the moral and ethical nature of war, and in religious education, pupils explored their attitudes to inter-faith marriages.'* It is this review's contention that few schools could boast such a consistent, values driven and strong civic, lived embedding of Holocaust education and advocacy within its SMSC provision, culture and community ethos than Rockwood Academy.
- Whilst the Rockwood Academy curriculum focus was its History offer, Beacon School status resides with the school, not with a specific subject or teacher. So, beyond History, there are other components of related curricula to consider: take first the curriculum intent of Holocaust education at Rockwood Academy, it is clearly defined as contributing to SMSC, (fundamental) British Values, citizenship, the Prevent duty, the Trust's values and school ethos, internationalism, criticality and whole school priorities like literacy, numeracy, creativity and personal development. Rockwood colleagues articulated this in various ways:
 - *'Teaching students to understand the history of the Holocaust is, of course, an end in itself. We introduce students to the Holocaust through our scheme of work, delivered in year 8 history lessons. In addition, students revisit it every year through our exhibition and other activities for Holocaust Memorial Week.'*
 - *'Most students in our school live in the streets immediately surrounding it, in an area of Birmingham which is high segregated (Alum Rock - [link](#)). They do not tend to leave Alum Rock very often. Historically, this has meant our students sometimes develop preconceptions about other groups, of whom they do not have direct experience. Our work on the Holocaust has been a key element of our efforts to challenge preconceptions about difference, and show students where such views can lead if they are allowed to develop into prejudice. As a result of these efforts, tolerance is now embedded into our school culture. Recently, all students in the school voted to decide which articles of the UN Convention on the Rights of the Child (UNCRC) should form our new school charter: by far the most popular choice was Article 2, concerning non-discrimination. This reflects how far we have come as a school.'*
 - *'Our work on the Holocaust helps our students think about the importance of tolerance and respect, in line with the values of the CORE Education Trust. As a consequence of our work as a Beacon school, this academic year we were accredited as a Welcome Refugee School, one of the first few schools in the country to achieve this accreditation. There is a clear link between our work on the Holocaust and our efforts to support displaced persons arriving in Birmingham today.'*
 - *'Our status as a Beacon school has formed part of our work with Echo Eternal. Our scheme of work, developed as a Beacon school, has developed our students to be informed*

ambassadors to talk about the Holocaust. As such, they have been able to take on leadership roles. They have talked to members of the general public about the Holocaust, for example when acting as hosts for the Echo Eternal exhibitions at Coventry Cathedral and St Paul's in Birmingham.'

- *'As a UNICEF rights respecting school, we also explicitly link our work on the Holocaust to aspects of the UN Convention on the Rights of the Child (UNCRC); for example, we link our work on the Holocaust to Articles 2, 14 and 36 of the UNCRC.'*
 - *'SMSC take place in form time each morning and in assemblies. These sessions address the Holocaust each year during Holocaust Memorial Week and this, together with other sessions on matters like British values, Prevent and citizenship, have prepared our student for life in a multi-cultural society.'*
 - *'The Holocaust scheme of work continues to improve students' general academic skills, especially literacy. For example, they analyse the meanings of words such as perpetrators, collaborators, bystanders, rescuers and resisters.'*
- There is a clarity around thinking regards Samantha Powers term **'Upstanders'** and embodied in Elie Wiesel's words *'The opposite to love is not hate, it is indifference'* and in Edmund Burke's *'All that is necessary for the triumph of evil is for good men to do nothing.'*
 - There is a clear, overarching rationale and a sense of purpose befitting the school's ethos, cohort and its SMSC context. The 2016 Ofsted report recognised that Rockwood's *'... promotion of spiritual, moral, social and cultural understanding and fundamental British values forms a prominent part of teachers' planning. Teachers seize opportunities to actively develop these values. For example, in English, teachers select texts that develop pupils' understanding of other cultures, and engage with themes such as democracy. Inspectors saw how in the humanities, pupils reflected thoughtfully on the moral and ethical nature of war, and in religious education, pupils explored their attitudes to inter-faith marriages.'* It is this review's contention that few schools could boast such a consistent, values driven and strong civic, lived embedding of Holocaust education and advocacy within its SMSC provision, culture and community ethos than Rockwood Academy.
 - It is evident that Rockwood's Personal Development, Wellbeing and Behaviour curriculum¹³ contributes underpins the aims of the History Holocaust scheme, providing a framework of safeguarding that is generic and wide-ranging. It explicitly aims to encourage respect for difference, asserting there is dignity and an appreciation of diversity and inclusion, and equips students to become active members of a democratic society and to behave in a socially and morally acceptable ways towards authority, institutions and each other.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
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¹³ <https://www.rockwood-academy.co.uk/curriculum/personal-development/>

Year 7	Me, myself and I	Local Democracy	Managing Risk	Healthy Lifestyles, Healthy Minds	You Stuff	SRE
Year 8	Media Influence	Managing Risk	SRE	Society and Me (British Values, Diversity)	Careers and aspirations	You Stuff
Year 9	Keeping Safe (Gangs)	Living in the Wider World	You Stuff	SRE	Careers and aspirations	Managing Risk
Year 10	Keeping Safe (Gangs)	Managing Risk	Careers and aspirations	Living in the Wider World	SRE	You Stuff
Year 11	Post 16 applications, Careers	How do I stay safe from radicalisation?	How do I keep safe?	How do I deal with different relationships?		

As will be noted in more depth in Section 5, such a framework ensures that Holocaust teaching and learning at Rockwood is understood to compliment and support a framework of safeguarding: this includes efforts within the scheme to explore how it is we know what we know, evaluating truth claims, opportunities for e-safety, the historic rescinding of rights, media literacy and so on.

- In terms of provision for and experience of quality Holocaust teaching and learning across the curriculum, Rockwood Academy leaders have constructed a curriculum offer that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge, skills and cultural capital they need to succeed in life. In line with the wider schools’ values and ethos – Holocaust education and genocide and human rights related education is embedded in respect, empathy and inclusion: Holocaust education is seen as a right; an opportunity for all irrespective of stage, age, ability or another factor. Such learning is possible through creative, personalised learning, when appropriate, and relationships secured, ensuring access for all to encounter this subject matter and able to develop/grow personally as a result.
- The Holocaust scheme of work within History provides a curriculum framework that is coherently planned and sequenced towards cumulatively sufficient disciplinary knowledge and skills for future learning and employment but has been developed intentionally within the wider schools values, personal development and civic focus of ‘Creating Change’. The scheme is deliberately both outward looking in terms of providing an international, historical perspective and its desire to develop students becoming active global citizens, but also inward looking, helping support young people develop their identity, values, encourage self-reflection and enhance emotional literacy and resilience. In the former regard, they keep with the spirit of George Santayana when he said, ‘*A man’s feet should be planted in his country, but his eyes should survey the world.*’
- Such a framework encourages transformative change and resonates with the Scholar, Citizen, Ambassador model developed at Harris Academy South Norwood (itself a UCL Centre for Holocaust Education Quality Mark Beacon School) for the scheme submitted to the Centre explicitly places the Holocaust both within the wider context of antisemitism and alongside other genocides within the twentieth century and to human rights and civic agendas. In so doing, it demonstrates the

commitment to a strong disciplinary and academic focus (the scholar) on one hand, with a values and civic dimension on the other (citizen/ambassador). It is evident the purpose of the scheme of work/learning is to build upon the framework of the Rockwood Academy core mission, to provide the opportunities to succeed, with expectations of ‘High standards, no excuses’¹⁴ thereby ensuring impact beyond the classroom and equipping students for life.

- It is important to note that the curriculum is also shaped by and contributes to the School Charter.¹⁵ Holocaust education is central to this, in as much as it speaks to the rescinding of rights and what happens when societies and communities ‘break down’ – the school is a UNICEF Rights Respecting School and as such students have chosen four articles from the UN Convention on the Rights of the Child (UNCRC) to form the charter, which in turn shapes some of the curriculum choices, within History and beyond. Rockwood students choose:
 - Article 28: the right to education
 - Article 19: protection from violence, abuse and neglect
 - Article 12: Respect for the views of the child
 - Article 2: non-discrimination

And it is interesting to reflect on the ‘respect for the views of the child’ choice, given the direct association of Janusz Korczak to the rights of the child, his pedagogy which underpins the UCL Centre for Holocaust Education Beacon School approach and the history of the Holocaust.

- Within the Religious Education department at Rockwood Academy, Judaism is explicitly taught in the context of a Year 7 module. Shazia Taj, Head of RE explained that

‘Judaism in year 7 is studied through symbols such as the Star of David and the menorah, and the significance that they have within the Jewish faith. Students are told the story of the menorah and how resilience and faith in God can lead to deliverance. In addition, students also study festivals such as Passover and Hanukah and how the Jewish people overcame religious persecution. The story of the ‘Prince of Egypt’ also helps students to understand how Jewish people were delivered from slavery where they suffered persecution and discrimination under Pharaoh Rameses, who ruled as a dictator and believed himself to be a god. This is a story of liberation and punishment for the oppressors from a divine being who through Moses led His chosen people to freedom.’

In Years 8-9 students understanding of the Jewish tradition, the diversity of its people and richness of its heritage is furthered ‘...through the topic of pilgrimage to the holy sites in Jerusalem and rites of passage such as Bat and Bar Mitzvah, as well as weddings and funerals. Students also study beliefs about God, including the Ten Commandments and worship including places of worship.’

¹⁴ See: <http://www.rockwood-academy.co.uk/our-academy/academy-ethos-and-values/>

¹⁵ See: <http://www.rockwood-academy.co.uk/wp-content/uploads/2020/04/Charter-poster.pdf>



- This review notes, that this teaching and learning about Judaism and Jews helps ensure Rockwood students only experience of or encounter of Jews or Judaism within the curriculum is not limited to a presentation of their being victims of Nazi or other persecution, on the basis of a racial definition, nor within the prism of centuries old antisemitism – but instead as a rich, diverse, vibrant community with a complex history.
- The Head of RE recognised the benefits of this inclusion in terms of supporting disciplinary progression long term. *‘The key stage 3 programme of study allows students to build a solid foundation that helps them progress onto key stage 4. Although students study Islam and Christianity in paper 1, Judaism is also referred to as it is part of the Abrahamic religions and there is overlap in faith and belief between all three religions. However, paper 2 covers themes which allow for the inclusion of religions other than Islam and Christianity in more depth. The themes include relationship and families, religion and life, religion, peace and conflict and crime and punishment. Some of the topics covered include different types of families, marriage and divorce, religious attitudes to gender equality, origins of human life, abortion, euthanasia, death and the afterlife, conflict attitudes to crime, forgiveness and punishment.’* So, despite pressures upon curriculum time, there are benefits to such foundational work, both for quality Holocaust teaching and learning provision, but also for student outcomes in terms option pathways, examinations and qualifications.
- It should be noted, curriculum time and examination specification constraints are common in all schools, and it may be there are additional opportunities to enhance understanding of Jewish culture and traditions beyond the RE classroom – perhaps within tutor time programmes or in enrichment. It was pleasing to see some of that play out in the reviews lesson observation, where the diversity of pre-war Jewish life was revisited, demonstrating that History colleagues understood that humanising and contextualising Jewish life should not simply be seen as the jurisdiction of RE colleagues, in just the same way that the Holocaust is not a niche domain only for exploring within History. Rather the Holocaust is seen as a rich opportunity for disciplines to distinctively enhance best SMSC practice across the curriculum.
- In schools where pre-war Jewish life is discussed and explored there is often a tendency to focus on short term depictions of Jewish life in the interwar years, rather than a cultural, historical, and religious spectrum of Jewish experience. Within RE, it may be worth considering including in Religion and Philosophy ‘Origins’ discussions, God in Judaism and the importance of God in the Shema prayer and linking with the views of the afterlife. Similarly, when examining human rights, students could consider, exploring how the religious (not just civic) rights of Jewish people were violated during World War Two and the need for the United Nations, or work on ‘Religion and the media’ related themes could consider antisemitism and how Jews were/are depicted historically, through propaganda or today (e-safety and media literacy opportunities) even the impact of the Holocaust upon Jewish faith/belief today. Such collaboration, dialogue and inclusion of one or more such examples, would undoubtedly enrich students’ understanding of pre-war Jewish life, culture, beliefs and traditions – religious and secular – but perhaps we should also ask, where else do Jews figure in our curriculum? Are Jewish authors in our English offer, is a scientific discovery made by a

Jew – how are we equipping young people to understand or be aware of the Jewish contribution to the world, in much the same way as we might as about the role of women, or BAME groups – how do we ensure the curriculum is diverse and interconnected? If RE or tutor time, can potentially speak to some of this through exploring Jewish diversity of belief, practice and identity, this would hugely inform students’ understanding of the devastating impact of the Holocaust on the Jewish community. This review actively encourages such reflection and discussion opportunities for colleagues, even if only to enhance inter-developmental dialogue and as a CPD episode.

- It is key to quality Holocaust education provision and practice that young people come to appreciate the void, and all that was lost during the Holocaust. In this regard, RE, History and Citizenship appear to collaborate well, with student voice panels demonstrating clear understanding of the impact of the Holocaust. Rockwood teachers noted *‘It is vital that students have a strong appreciation of the diversity and vibrancy of pre-war Jewish life and culture before they encounter the lies and distortions of antisemitism. This knowledge is essential for a number of reasons:*
 - *Students should not see Jews and Judaism as defined by the Holocaust -an exploration of pre-war Jewish life can help to counter this danger*
 - *Students should be given an accurate description of Jews in order that they are equipped to recognise that the antisemitic images they encounter in this topic are false*
 - *The Holocaust murdered millions of individuals, but also destroyed a way of life that had developed over centuries. An appreciation of this way of life is necessary to understand that part of the legacy of the Holocaust, is the culture that was lost.’*

Again, there is a clarity of purpose, a rationale that runs throughout the scheme linking intent with implementation, whilst supporting teachers in the classroom.

- 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%.¹⁶ It is to creditable that Rockwood student awareness is far more advanced and variegated than their national peers. This speaks again to quality Holocaust, teaching and learning.

¹⁶ For summary findings please see: <https://www.holocausteducation.org.uk/research/young-people-understand-holocaust/key-findings/>

- The contribution RE makes in laying the foundations to the Year 8 History scheme of work – along with other contributions from the English and Personal Development departments - and should not be underestimated. At Rockwood, the disciplinary integrity of RE is valued, for as Martin Luther King said *“the function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education”*. The department encourages students to have an opinion and face the bigger and more abstract questions in life critically and responsibly. At KS3 they introduce students to a range of world religions and influential people of faith who have helped shape the world today and actively encourage students to engage with figures who have fought or are continuing to fight for social justice while questioning their own role in the world, which ensures an outward facing approach, a civic and moral lens that students are familiar with in advance of their Holocaust studies.
- Rockwood colleagues may want to consider in this RE/History and SMSC context is the Mustafa and Zejneba Hardaga – Muslims who lived in Sarajevo at the time when the Nazis seized the city, in 1941, following their invasion of Yugoslavia. The Centre’s ‘Heroic actions during the Holocaust’¹⁷ materials enables to explore their role in helping, hiding and supporting Jews in their neighbourhood, and later goes on to explain how 50 years later the story came full circle, when those rescued Jews (then living in Israel) were able to assist their Muslims friends who had found themselves targeted, and in hiding in basements, avoiding sniper fire, in 1992 during the Serbs ‘Siege of Sarajevo’. This is a cross-cultural, inter-genocidal link that can be considered carefully and help foster conversations about inclusion and community cohesion.
- The depth and range of this prior learning is foundational to the success of the Year 8 History scheme. However, is it worth considering if a schematic approach could underpin this work that would be consistent across the whole school? This might be through a human right or UNCRC lens, or in the genocide 10 stages or the pyramid of hate – but would ensure continuity, consistent language and a spiral curriculum that is chronological as well as conceptual. Looking at the range of superb, rich, and challenging curriculum on offer at Rockwood, it is not that this review recommends adding more necessarily, rather developing best practice through your delivery framework. For example, at what stage do students formally encounter the Holocaust at Rockwood? Is it in Year 7 during Holocaust Memorial Day, or would they encounter the word earlier, in RE when discussing Judaism or when exploring the UN declarations or the establishment of the UNCRC? Is there a chronology or sequencing question to consider?
- Unlike in many schools across the country, where there is not yet common use and understanding of the term antisemitism, it is exemplary to see the IHRA’s Working Definition of Antisemitism¹⁸ accepted and referenced explicitly within review conversations with staff at Rockwood School. This is highly significant and makes clear the steadfast commitment to Holocaust teaching and learning, scholarship and ethical leadership. Whether adopting IHRA’s or another simplified definition, means a consistency in message will be useful for students, both for substantive reasons, but also for safeguarding and policy. Given the powerful articulation of a rationale for Holocaust teaching

¹⁷ See: <https://www.holocausteducation.org.uk/teacher-resources/post-it-online-courses/heroic-actions-holocaust/>

¹⁸ See: <https://www.holocaustremembrance.com/node/196>



and learning at the school, including tackling antisemitism and prejudice today, and the History, RE and associated schemes of work/learning attempts 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 as you might have for homophobia or racism. One example of a UCL Centre resource that might be useful for inclusion for a wider staff training exercise, though exists within your History provision for students, speaks to this issue: 'Unlocking antisemitism'. It would help provide contextual understanding upon which a definition which could be commonly understood whilst broadening 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

- 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. One way to address this might be to consider combining Stanton's stages with the pyramid of hate¹⁹ model as this would provide a strategic framework for establishing a shared vocabulary that would encompass rights, behaviour and indeed Holocaust and genocide study. Whilst students may come to more nuanced and secure understandings of the terms end of the unit of work and can indeed demonstrate key civic and historical skills in their analysis, you may need to aim for the use of a basic 'school wide' collective definition among the student body – or even core elements of a definition that you as teachers, department or even as a school adopt. This is something Mr Singh and others may reflect upon in coming years, hone and refine accordingly – or, it could be that a diversity in interpretation and analysis is precisely the schemes intent. This point is merely raised for the school's internal considerations as part of your ongoing commitment and development of Holocaust education provision.
- It is also worth noting in some Rockwood documentation 'Holocaust' and 'holocaust' are interchangeably written. This may be accidental and an unintended SPaG error – but important to rectify and make consistent, among staff discussions and in use with students. The word holocaust (small 'h') comes from the Greek *holocaustos*, which means 'burnt whole' (typically of birds) or a sacrifice, 'consumed by fire'. It is linked to early Jewish ritual, and the word has been adapted within that lens to refer to 'destruction involving extensive loss of life especially through fire' such as a 'nuclear holocaust'. In the last 70 years the word has gone from a noun to a proper noun and is now commonly capitalised to 'Holocaust' to refer specifically to the mass slaughter of European Jews by the Nazis and their collaborators during World War II. It is important to understand this

¹⁹ For more information about the pyramid of hate, please see <https://charity.hopenothate.org.uk/hope-not-hate-charitable-trust-education-unit>

etymology and change of use, as capitalisation does alter the meaning, understanding and nature of the concept significantly, from a religious to genocidal phenomenon. It would be good to explore this within the History and RE department's and ensuring continuity of the word's usage across the curriculum, as both a SPaG and point of conceptual clarity. Indeed, History, RE and English colleagues may like to come together to consider some of the terminology used, why they were/are used, by whom and within what context:

- The Holocaust
- Final Solution
- Shoah
- Churban and destruction
- Porajmos

This reiterates that language, our words, terms and labels (if we use them) matter, and is a possible cross curricular literacy opportunity.

- Another example of Holocaust teaching and learning curriculum provision can be found in English, where 'The Boy in the Striped Pyjamas' is explored. John Boyne's 2006 novel, is the most commonly read Holocaust related literature by students in England – not just at Rockwood Academy, but has long been a contentious issue the extent to which the book (and indeed the film) supports or impedes Holocaust teaching and learning – the relationship between the novel, as a literary work, and the history of the Holocaust remains the complex and controversial.²⁰ At Rockwood, this tension has been recognised. The Lead Teacher, Mr Singh has discussed with English colleagues some of the problematic elements of the book, and consequently Ms Banton and the English department make it clear to students that they are teaching it as a literary text, appreciating it for its sympathetic value and poetic devices, rather than as historical record.
- Within the context of a disciplinary study; the term long scheme, focusing on this text, is a significant investment of Year 7 curriculum time (approx. 30 lessons/6-7 weeks). The planning by Anbreen Mahmood (Head of English), is detailed and the thinking behind the scheme provides opportunities for a range of activities and learning approaches, developing key disciplinary skills. The scheme is clearly tied to developing textual analysis and enabling student to explore themes and language devices within the wider novel. The range of resources within the scheme ensure rich stimuli, aids and encourages accessibility for all.
- Disciplinary strengths of the scheme include:
 - The diversity in tasks deployed – students often practice composition in response to learning about the author's techniques, is great 'joined up thinking' and an effective way to have young people progress in their writing.
 - Students reflect on the SMSC links within the text in a comprehensive and consistent way

²⁰ See Darius Jackson's 'Holocaust Education: Contemporary Challenges and Controversies' open access chapter; free to download - <http://tiny.cc/i6q5pz> (2020)

- There is consistent, rigorous close reading of the text and attention paid to how the author created the text.
- Concerns do however, remain (from the specific lens of this review - Holocaust education/T&L) in terms of some problematic tasks and the framing of questions such as:
 - **Consolidate** - In your exercise books, write a formal letter from The Fuhrer to Father offering him the post of Commandant of Auschwitz.
 - if [Hitler] came to dinner, what would you serve and why?
 - Why didn't anyone stop it? Would you have stopped it in Bruno's shoes?
 - *What might it feel like if you hadn't eaten for days?*
 - Imagine what it would be like to wear these clothes.
 - In your exercise books, write a paragraph describing what it would be like to wear these clothes, using sensory language.
- The scheme was interesting for its attention to the authorial intent of certain chapters – focussing on deliberate techniques used by the author and evaluating their success – this could be rolled out a little more – i.e. in Lesson 2 the tasks are framed as though Bruno is a real person– this could be a 'How does the author show Bruno's feelings...' question rather than "How does Bruno feel about..." Similarly, in lesson Week 3 Lesson 2 students explore the mis-naming in the novel: 'Out-with' for Auschwitz and 'Fury' for 'Fuhrer'. English department colleagues may want to revisit this over time and reframe the opportunity to explore instead why the author made this choice – what is Boyne trying to express about Bruno's understanding of events around him? As an extension, this could link back to the work in Lesson 1 where students deconstructed the title.
- For some of the research tasks within the scheme, departmental colleagues might want to consider if it would be better to close read an appropriate text on, for example, ghettoization, from another text or piece of testimony. This could be an opportunity for seeing how an author writing in the genre of testimony / memoir express these circumstances, in contrast to the fiction of Boyne, and would also avoid students having to imagine what a ghetto was like. Such reframing of the existing scheme may support disciplinary integrity, cross curricular opportunities, and minimise the potential for misconceptions arising prior to the history scheme.
- Given the suggested note in the scheme allows for the possibility of watching the film version, if lessons are concluded/completed prior to end of term; might there instead be an opportunity to identify historical inaccuracies²¹ within the text to ensure misconceptions are not inadvertently endorsed? Could this provide a one-off innovation, in partnership with history, such as an 'Ask the expert' (history teacher) about the novel – or an English/History dept class debate about the value of historical fiction? Our might an older Rockwood student (confident with the history) come into the class to acknowledge the historical issues with the text, based on their additional learning? This could potentially be a powerful student ambassador type role. Such possibilities would support

²¹ See: <https://holocaustlearning.org.uk/latest/the-problem-with-the-boy-in-the-striped-pyjamas/> blog post that has been repeated cited by the Auschwitz Museum and other notable international bodies as a clear warning against Holocaust distortion (2019)

greater contextualisation and encourage opportunities for deeper explanation of and reflection upon key historical terms/ groups named within the novel. It may serve to allow more of the books many themes to be fully explored and explained.

- Beyond the Holocaust, the school is beginning to develop genocide education and prevention opportunities and is ambitious about developing this in the future. To date, the provision has enabled:
 - Two Rockwood students travelled to London to meet survivors of the Genocide against the Tutsi in Rwanda; and watch the survivors being interviewed by newsreader Natasha Kaplinsky
 - As part of the Echo Eternal: Shadows project on the Genocide against the Tutsi in Rwanda, a group of students worked alongside professional artist Richard Shrewsbury to develop a performance piece about the experiences of survivor Marie Chantal
 - A performance piece was delivered to an audience including students from other schools, our students and teachers, and parents
 - Students have travelled to Birmingham Botanical Gardens to make a short film about Marie Chantal's experiences, working alongside a professional film crew and film-maker Paul Vyga
 - Premiered Rockwood's Echo Eternal: Shadows film about the Genocide against the Tutsi in Rwanda.²²

- As this review will acknowledge throughout – there is much to commend and celebrate the development of linking of Holocaust education to teaching and learning about genocide – but this is both a challenge and an opportunity, and area for ongoing development or refinement. 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 places the Holocaust within the context of the latter, and states bold civic and human rights focused aims, it is worth considering the extent to which a model like Stanton's 10 stages can be utilised as a conceptual framework upon which all you do can be hung. Utilising the 10 stage or warning signs model²³, is not intended, as it so often is poorly reduced to, as a comparative tool? Gregory Stanton well understood both uniqueness of circumstances, history and experience of genocide, whilst observing common themes or dimensions. Inevitably, caution is needed in order to prevent an implicit bias becoming judgement, a 'victimisation Olympics' or some other ranking of genocide to follow in students thinking, but when introduced early to students and applied/modelled as a framework for thinking about human behaviour, rights, and so on then it can powerfully secure the knowledge, understanding and application of skills that your curriculum seeks. Whilst able to be used retrospectively in the case of the Holocaust, Cambodia, Rwanda, Bosnia and Darfur, it is not simply a tool of hindsight, but is forward looking, for prediction purposes and identifying warning signs today. The use of such a theoretical application would be commendable – advancing your thinking regards students sharing a vocabulary for understanding human rights, crimes against

²² See https://www.youtube.com/watch?v=_YJ_qr41QjU

²³ See Genocide Watch - <https://www.genocidewatch.com/>

humanity, mass atrocity and genocide, past and present. It could also be used within your safeguarding and behaviour context, and complimentary to your vision and school values. This work would also compliment the introduction of the Pyramid of Hate that feature in the Year 10 Citizenship scheme.

- The school is committed to seeing its Holocaust education evolve its genocide prevention and human rights awareness provision.
- 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 Rockwood 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.
- Rockwood Academy staff were found to be concerned to make every effort to ensure that *'Whilst it is unavoidable that learning about the Holocaust will rightly be upsetting for some if not most, and evoke feelings of rage, anger, incredulity, great empathy, it should never be traumatic or exploitative of suffering. Students must feel safe and supported in their study of the Holocaust. They must feel confident to ask questions and have plenty of opportunities to share their thoughts and apply their learning'*. Student voice feedback confirms this to be so. Rockwood students do feel emotionally supported, intellectually challenged and safe to explore this history.
- This review found evidence over time that staff at Rockwood Academy know their students well, develop strong relationships and are therefore insightful and mindful of what duty of care is and is not. Staff repeatedly and independent of each other 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 a number of reflective practitioners who are an asset to the Academy – and moreover this will ensure challenging, controversial, sensitive or 'difficult' episodes in the curriculum, like the teaching and learning about the Holocaust, are not excluded or shied away from, rather they are carefully but robustly handled and developed over time due to strong relationships and expectations.

- It is pleasing to see Beacon School status understood and embraced by the school; with innovative pastoral opportunities, marking HMD with assemblies and in collaborative and innovative working. It is clear to this review that Holocaust education provision has improved and been refined as a result of the Beacon School programme, whilst also benefiting from Rockwood's emerging and distinctive curriculum approach to Holocaust and genocide teaching and learning. It has been a flourishing and mutual partnership of learning between the school and Centre.
- Student awareness of the Academy's UCL Beacon School in Holocaust education varied: there were those who recognised the term and understood it to be recognition and *'acknowledgement of the school teaching about it and thinking about it'*, others alluded to it being evidence their teachers were especially *'knowledgeable and trained in this area'*. There was some awareness that holding Beacon status meant helping other schools teach and develop their Holocaust work. But for others, the term was not known.
- Likewise there is some degree of parents and the wider school communities' awareness of the Beacon School programme, 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 Liam Byrne MP.
- In a similar spirit, it is likely that staff awareness will 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, cross curricular or enrichment opportunities and in that way Rockwood Academy's critical mass 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 but also see you further share best practice with others, a true 'Beacon'.
- The **@CORERockwood** 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 1,674 followers.
- 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 Rockwood Academy's unique work in the 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. In many ways, you are doing incredible work, and this should absolutely be shared widely.

- Ms Darr, Mr Malik, Mr Singh and colleagues have made good 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. Capitalising on this award - seeing in it a milestone in your developmental journey, will serve to champion the school in the local community, recognise your emerging specialism, and help to strengthen your hub status among your network.

*See also Mr Singh/Mr Donaldson's SWOT analysis

2. The quality of education, pedagogy and practice (impact)

- The centrepiece of Rockwood Academy's success in Holocaust education is built upon the foundation of its constant pursuit for quality teaching and learning. This reflects the Ofsted 2016 recommendation to further strengthen how leaders and managers develop teaching, learning and assessment to address: *'Inconsistencies in the quality of teaching in a small and decreasing number of subjects slow some pupils' progress'*. Since then senior and middle leaders have continued to work hard at evaluating teaching and learning at Rockwood and are increasingly able to identify where strong practice is enhancing pupils' progress, and accelerating interventions to improve weaknesses. The 2019 Ofsted report recognised that:

'Leaders have changed the curriculum to allow key stage 3 pupils more time to cover essential content. As a result, pupils are gaining a better depth of understanding in subjects. Pupils are also able to make more informed choices when deciding which GCSE courses to study in key stage 4.'

Leaders have thought about the crucial knowledge pupils need to master over time. They have woven this into teachers' planning to create sensible sequences of learning. But the order of learning in a few subjects requires some refinement. Teachers use their strong subject knowledge to explain tricky concepts to pupils. This helps pupils to make good progress across most subjects. Teachers also ensure that pupils go back over their learning. This enables them to remember more. Teachers are getting better at supporting pupils with special educational needs and/or disabilities (SEND). As a result, pupils with SEND now make better progress than in the past.'

- It is evident from this review process that the school's senior and middle leaders remain ambitious in their drive for continued improvement; we found colleagues to be determined that all pupils will access the full curriculum. Where leaders, like within History (Holocaust scheme) have made changes to the curriculum it has broadened the breadth and choices available and enriched the offer. Within the context of Holocaust teaching and learning, this review found Rockwood teachers plan engaging lessons. The planned lesson activities are interesting, and appropriately challenge pupils of differing abilities to develop their knowledge and understanding.
- This review found, based on the Holocaust education lesson observation, work scrutiny and student voice panel, that much of the Holocaust related teaching and learning at Rockwood Academy is outstanding and, where that is so, students learn with interest and excitement, echoing their teachers' passion for the subject.
 - *'I know my teachers care about this stuff...you know that what your being told is important in the tone of his voice...you just a get a sense its different somehow from our other history topics... I know all history is about people... but with the Holocaust we get to really connect and relate to it...'*

- *'There was a sense of urgency to when we were learning about this... like Mr XXXX really wanted us to know and to understand the history and what it means today.'*
- *'...learning about the Holocaust was the first-time history worked for me, if that makes sense? It was like I'd be hooked in... It was the first time I suppose I had a learning experience that I recognised in that moment as significant... I'm not sure it that's because of the subject being the Holocaust, the way Mr XXXX taught me, or a combo of both... but it was different...'*
- *'...it was good... the first time when I kind of liked being unsure, not having all the answers and just wrestling with the questions... I think because it was the Holocaust and I understood something of what the Jews went through I was more up for trying harder like... It wouldn't have been right to give up when I was confused or unsure or finding it hard, cos the Jews didn't have that chance...'*
- *'When Mr XXXX taught me about the Holocaust, it wasn't just the history, you know the dates and people's names and places and all that, it was about what we stood for and the things we valued... he really made me think...'*
- *'It felt real and important and you can tell Mr XXXX knows the subject well and cares about it'*

a) Scheme of work/scheme of learning

In-keeping with the Beacon School programme, Rockwood Academy, did submit an initial scheme of work, to deadline, in January 2019. The document outlines the key features of the History curriculum offer, providing some contextual information, and links to the opportunities the school provides, whilst also alluding to constraints. The scheme of work document compliments the SWOT document provided. (see page 122)

- Implicit within the scheme and the quality Holocaust teaching and learning that results at Rockwood, there is an impressive imperative to encourage criticality and eliciting student opinions, but we must also navigate this space carefully as educators whereby, not all views are equally valid or acceptable.
- As a Centre, what we have seen is that in some schools who encourage no prescribed correct answers or ways to arrive at these, is it morph 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 the approach undertaken at Rockwood aims for students to find meaning for themselves in the Holocaust's 'lessons' it is not be prescriptive nor dogmatic in its teaching methods, recognising instead there is interpretation and variation, perspective and hindsight. They



are also acutely aware that there are some things, views, opinions, beliefs, understandings which are simply wrong, false, inaccurate or misunderstood – so it is interesting to note how Rockwood Academy seem to have navigated this safeguarding and civic area without being ‘top down’ in the prescription of the ‘lessons to be learned’ or in an accepted narrative that allows no contestation.

- Knowledge and understanding of a range of concepts that can be used to evaluate within History and related other disciplinary lessons, implies judgemental rationality...that some explanations are better than others. So, what are the pedagogical strategies, generic approaches and skills teachers employed to ensure students have the skills set to evaluate theories, evidence, approaches and so on to form their opinions? How can we as a profession ensure we encourage engagement and listen to a range of 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, History colleagues could inform wider school improvement conversations regards pedagogy, but equally this be 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 the Rockwood Academy 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 as collaborative working with other departments, but is this cross curricular, multidisciplinary, or interdisciplinary?
- The scheme of work was refined following mentor feedback and, at the time of the review, was annually reviewed and evolving.
- Given the stated enquiry question driving the scheme of work is ‘Why study the Holocaust? – and its intent implies a ‘Lessons from the Holocaust’ approach, pointing to the assessment which asks students to consider the significance of respect – it is impressive to see how a History scheme has secured both opportunities for students to build their understanding of substantive (first order) concepts, with also a clear commitment to developing procedural (second order) knowledge, with SMSC and civic skills. 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 by drawing parallels



to their world today. Students are supported and encouraged through their Echo Eternal and other work to build and demonstrate this understanding by comparing genocide through time and space.

- There are opportunities within Rockwood's scheme to consider cause and consequence in that conceptually it is framed to explore and relate thinking to what the drivers and outcomes of the Holocaust are – indeed in the student voice panel there was evidence of their understanding of genocide as a social act, and an appreciation of individual choices, sometimes 'choiceless choices' as instrumental to outcomes and a chain of personal, community, continental and global events of significance (the Timeline and Being Human? lessons help hone such historical skills and encourage 'historical' thinking). 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 sequencing of lessons, though if time allowed, the scheme would benefit on something addressing the Holocaust impact/legacy post 1945 (migration/refugees, justice, war crimes trials, genocide convention, cold war, Israel etc), including upon individual survivors in terms of 'surviving survival or lost communities.
- Rockwood students actively hone chronology skills and understanding, especially during lesson 2 of the scheme when considering the question of what the Holocaust was focuses upon the evolution of persecution, the stories of individuals impacted by antisemitism, the rise of the Nazis and so on. As noted previously, these lessons rely on issues of definition – and whilst accepting there is variation in historical and indeed civic 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. For example, at what stage in the 'persecution', did it turn distinctively, decisively, to the Holocaust? Here, 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 – or indeed consider display or use of the Centre's 'Timeline'. More can be made of the chronology moments as numeracy opportunities - this would connect significant subject specific substantive knowledge and disciplinary skill gains with demonstrating numeracy across the curriculum. Likewise, in aiming to empower young people to safeguard their future by learning about the past, that shifting historical lens of past, present and future, implicitly draws upon chronology and sequencing, that supports both maths and history applications.
- The scheme presents students with many opportunities to reflect upon historical significance; this was demonstrated in the student voice panels. Some 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 student talked of it being remarkable both at the time and since, and this being their yardstick for understanding the 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. The scheme clearly asks students to reflect upon significance by asking them to consider what the impact of genocide is on society today and in the future.

- Students are encouraged to enquire and to explore a range of evidence throughout the scheme and there is ample opportunity to consider civic, legal, historical and religious/ethical or moral interpretations. Together, the scheme provides students the occasion to encounter a variety of examples, viewpoints and perspectives. The lesson formats themselves encourage learners to share interpretations and engage with the grey areas, rather than simplistic black and white answers.
- This review notes the following regards Rockwood Academy's primary Holocaust scheme of work (History):
 - There is a clear rationale for the scheme's content, approach and learning outcomes. The rationale provided is attainable – though would benefit from continual refinement and additional detail within the paperwork, innovative thinking to formative assessment or innovative low threat tracking of progression or baselining.
 - Stated aims and objectives are coherent.
 - The primary scheme of work is embedded in disciplinary distinctive practice, occasionally scholarly in its ambition.
 - This is a disciplinary focused scheme, rather than an explicitly 'lessons from' scheme, but values and personal development finds its place within the history. Whilst there is limited pre-packaging of simple moral meanings, teachers and the scheme enable students the space and opportunities for students to reflect and make their own meaning, within a clear civic context.
 - As noted in more detail later, the scheme of work does highlight SMSC, fundamental British values and opportunities to further other whole school priorities.
 - No use of graphic imagery – in line with IHRA guidance and the Centre's pedagogic principles regards the ethics of representation, whilst also not denying the evidence and horrific reality of the Holocaust. Teacher/school appreciate you can engage with the reality of the Holocaust without traumatising; an intrinsic respect for the learner and for people in the past.
 - The use of oral history and survivor voice through a variety of personal stories and case studies.
 - It actively encourages the use of specialist keywords. Literacy links are not made explicit in the scheme, but in Mr Singh the school has an incredible literacy practitioner, and potential advocate for literacy across the curriculum. Holocaust teaching and learning is enriched by such literacy and oracy integration.
 - Opportunities included to address misconceptions or misunderstandings – more use could be made of this by including research informed examples.
 - Within the scheme's sequence of lessons, 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. Rockwood students 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.

- Mr Singh and Mr Malik 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 they would now refine and review considering – the SWOT evaluation identifies the challenges and opportunities of the current scheme and this was found to be indicative of their leadership where an ongoing, collaborative reflective and developmental ethos prevails among department colleagues.
- The schemes Holocaust focus is carefully considered and reveals Mr Singh and colleague’s commitment to History and civics, and also the importance of embedding a respect and regard for criticality and evidence, to equip learners to be better citizens, historians and people. In sum, this aspect of the scheme testifies to deep thinking about curriculum design and reveals an eye for detail – but that needs to be reflected in the document itself.
- This review necessarily focuses on Holocaust education but there can be no doubt that Mr Singh and colleagues, in their scheme and approach, are working towards something rather special in terms of its contribution to the whole school/Rockwood experience. This can only be encouraged and admired. 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 Holocaust scheme of work/learning and the approach undertaken. 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. This can be enhanced and made explicit within the scheme and throughout departmental planning and curriculum design in terms of introducing and securing academic vocabulary to think about and discuss many aspects of the Holocaust, genocide and history. For example, exploring the limitations of dictionary definitions of words like Holocaust and bystander, but recognise the complexity of these terms, test them and begin to refine their definitions.
- In the 2016 Ofsted report it was noted that Rockwood *‘Pupils benefit from a wide range of opportunities to extend their basic skills in areas outside English and mathematics...for example...The promotion of pupils’ literacy skills is impressive. In the humanities and science, teachers provide regular opportunities for pupils to produce extended pieces of writing and ensure that pupils are given the right levels of support to succeed in this. Teachers promote pupils’ oracy skills well by insisting that pupils extend their answers to questions where appropriate and use*

technical vocabulary with precision. Teachers ensure that pupils are encouraged to read out loud in class and these skills are further developed through the school's reading programme.' This review can confirm this to be the case in terms of the Academy's Holocaust teaching and learning. Indeed, throughout the process, particularly within the lesson observation, strong and impactful examples of literacy and oracy teaching strategies and skills were evidenced.

- Literacy, in all its forms, is a noted whole school priority, and thus the Holocaust scheme includes explicit opportunities to contribute to the School's efforts to develop oracy and literacy – in all its forms. Whilst not identified as a strength in the pre-review SWOT analysis, it is evident from this process that the literacy contribution made by Holocaust education is outstanding and should be shared more widely across the school.
- The Rockwood History scheme of work does much to develop academic literacy. In particular the inclusion of the UCL 'Being Human?' lesson, using the labels perpetrator, collaborator, bystander and rescuer provides students a framework within which to discuss the roles of people involved in the Holocaust, but also apply and problematise those labels in wider historical and civic contexts in terms of morality, individual behaviour and a lens through which to explore rights and responsibilities, justice and citizenship questions. The lesson materials provide rich stimulus – one student who featured in the student voice panel (inspired by Elie Wiesel) was adamant that to be a bystander you had to be ignorant of the Holocaust because if you know and still decide to do nothing, your inaction only helps the oppressor not the victim and so your passivity would make you a collaborator. This then had a profound impact on their perceptions on the size of these groups and the role of 'everyday Germans' in the Holocaust. This is reflective of deep civic, moral and reflective thinking.
- Throughout student voice panels, particularly with the younger students, several examples testified to the accurate and thoughtful use of some key terminology, subject specific knowledge and student'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 sound substantive knowledge. Student voice participants used, with facility, a range of terms (including 'resettlement in the East', ghettos, camps) and labels and concepts (such as *perpetrator*, *bystander*, *upstander*, complicity, propaganda and antisemitism) – and within the lesson observation, reference to second tier words was explicit. The student voice panel gave Rockwood 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 and vehicle of expression, the students' ability to organise and develop their thinking through structured and creative writing opportunities.
- Rockwood Academy students can use some specific terminology or vocabulary about the Holocaust which reveals their studies to have challenged prevailing myths and misconceptions – particularly



about antisemitism, and ‘perpetrator perspective’ which shows some advanced linguistic and historical context thinking. Based on national research this is encouraging; very different vocabulary, often values-driven, being used by comparison to their national peers. The confidence to offer historical explanations, accuracy of precise terminology, language and detailed classwork is growing – and whilst the detail of students Holocaust subject knowledge and historical understanding is inconsistent, it is growing, but, what is particularly strong and encouraging is Rockwood students understanding of the Holocaust’s significance today and their ability to engage in the moral and civic dimensions of this learning. Therefore, this aspect of provision and practice could be used as example of best practice for wider school improvement.

- The lesson observed was the UCL session ‘Being Human?’ – but was framed to the Rockwood Academy context by its starter activity asking students to consider ‘Why is it important to help others?’ Students responded readily with a language infused with values, ethics and morals, for example ‘...it’s the right thing to do’, ‘the kind of thing what drives you inside your heart’ the importance of respect and talked about intention and motivation behind actions. The qualities or characteristics of determination, kindness and even the notion of being ‘righteous’ was volunteered by students and greeted with encouragement, praise and probing.
- The exploration of metaethics was a key feature of the lesson observed, and this was not to the detriment of the ‘history’, rather it evidenced understanding and the learning taking place. For example, student’s characterised Holocaust perpetrators as ‘heartless’, ‘evil’, ‘having the confidence to do it’, ‘not afraid of threatening others’, and this was followed up by the teacher contextualising those answers by asserting ‘let’s not sugar-coat this’ by making links to students prior learning regards pre-war Jewish life, its diversity and vibrancy, and thus the impact of that perpetration. As the lesson progressed, students were encouraged to capture their current thinking and association of characteristics for collaborators, bystanders and rescuers/resistors; resulting in ‘peer pressure’, ‘following orders’ (collaborators), ‘too scared’, ‘watchers from a safe distance’ (bystanders), and ‘showing a good heart’, ‘empathy’, ‘fearless’, ‘calm under pressure’, ‘compelled to act’, ‘values human life above all else’ and ‘compassionate’ (rescuers/resistors). The teacher wove the moral language and students prior learning into the Holocaust’s history skilfully.
 - Of Leopold Socha a student said ‘He risked his life for Jews with no reward’ so concluded he was a rescuer. However, the descriptive label of ‘rescuer’ could lead to easy moral ‘lessons’ draw from the Holocaust which would be oversimplistic – ‘we should be learn from those who resisted the Nazis to fight racism and intolerance and to be more moral and upstanding citizens. However, a survey of the kinds of people who opposed the Nazis and those who rescued Jewish people does not provide such an easy template for the beliefs and attitudes to which we are asking our students to aspire. Research by Nechama Tec has shown that there was little in common between the people who rescued. They came from different backgrounds, different social classes and political beliefs, different age groups, etc. One broadly common aspect that Nechama Tec was able to identify was that many rescuers – like Socha who had a criminal background - appear to have been out of the mainstream

of society. If we are potentially use the rescuers as role models for our young people today, then what are the implications of this for our educational and civic systems?

- Police Battalion 101 were described as perpetrators as they ‘...killed even though they had the chance to do something else...’ Students understood through this and the example of Otto Moll that perpetrators were not necessarily key decision makers (like Hitler) but people who were among those intimately involved in different levels of the killing process – as the teacher explained, Police Battalion 101 shot some 38,000 Jewish men, women and children in the East, and deported another 45,000 to the gas chambers, whilst Otto Moll was an SS supervisor of the gas chambers and crematoria at Auschwitz-Birkenau. Together these cases belie the myth that the killers and their accomplices had no choice but to participate in the genocide. The teacher was able to test students initial hypothesis about perpetrators from the starter task and show students that the idea that German soldiers, police or SS would be shot or sent to a concentration camp for refusing to kill Jews was a myth when defence lawyers after the war tried to find such examples in mitigation of their clients’ actions.

It is important to draw attention to the case of Rene Bousquet who featured in the lesson observation. Student feedback revealed a divergence of views, perhaps some confusion, whether to describe his actions as those of a bystander, collaborator or even a rescuer/resister. As this quickly became evident the teacher confidently paused the lesson, revisited the definitions, used questioning to clarify why students had said what they had, and used it as a further learning opportunity to explore the messy and complex nature of people – who can all be motivated and influenced by many competing values and concerns, and where circumstance and context is everything if we are understand.

- At one level the Bousquet case study alludes heroism – having shown great courage in the 1930 when saving people from drowning – so it is understandable some student may see this as evidence of his being a rescuer. Reading on we learn that although ‘no Nazi’ he later agrees to work for the Nazi authorities – indicating collaboration? The case study card goes on to state: *‘Bousquet was made Chief of the French police in the spring of 1942. He made deals with the SS so the French police would not be interfered with. Although Bousquet did not hate Jewish people, he ordered his police force to round up thousands of foreign-born Jewish men, women and children and hand them over to the Nazis.’* Does this indicate complicity or actual perpetration? After all *‘In July 1942, in just two days, at least 12,000 Jewish adults were arrested and sent to Auschwitz. Later, Bousquet helped the Nazis deport Jewish children to death camps. In all, some 77,000 Jewish people living in French territories were killed during the Holocaust.’* Drawing upon students to read the text again, using questioning that at each step ensures comprehension, students made progress, misconceptions were addressed and an opportunity for assessment for learning occurred... *‘Where would you put Bousquet now and why?’* As students clarified their latest thinking, they drew more confidently from the case study



evidence and justified their answers. The complexity of the case study was embraced rather than seen as a hinderance. It is of course vital that students recognise that the Holocaust was not specifically a German but rather a European phenomenon and that the Nazis found willing perpetrators and collaborators in the mass murder of Jewish people in every country they occupied or were allied with. What should become clear from cases like Rene Bousquet is that there was no need to hate anyone to become complicit in genocide. Many became involved through self-interest, greed, or conformity and it is important to discuss at what point someone moves from being a bystander to a collaborator, and Rockwood students were beginning to articulate this in their moral and disciplinary informed conversations.

- During the student voice panels a language of rights and citizenship was deployed – this is reflective of the Rockwood’s UNICEF Rights Respecting Schools status and commitment to this work. 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 choose... after all, I am not really starving am I? ...even when it’s snowing and frosty out, when you have studied the Holocaust and really thought about what it meant to be at a roll call in winter, it don’t seem right to say its freezing outside. I think it just makes you realise a bit more about the importance of words and makes you a bit more grateful for what you have.’

Others reflected on their experience of Holocaust teaching and learning using rights respecting words...

‘The key message for me when learning about the Holocaust was how it shows what happens when a group or individuals right are not respected... it taught me to speak out now, use my voice and not be frightened to express myself, that I have a right to be heard even if people don’t agree with me... it also showed me that everyone has that right, not just me, to have that freedom of expression and to be who they are...’

‘Learning about the Holocaust and then looking at the world and our community today you soon realised the importance of standing together, that despite the inequalities and differences we are all equal and all worthy of kindness, dignity and respect.’

- Holocaust education at Rockwood Academy 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. In Mr Singh, the teacher observed for the purposes of this review, Rockwood enjoys a fantastic practitioner of literacy and oracy skill – a subject specialist who has a wealth of literacy strategies

embedded in her classroom practice, from whom many could learn. It is evident that literacy and oracy strategies are modelled and developed across the curriculum.

- Observations regards the literacy opportunities within Holocaust education provision at Rockwood Academy 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, there was teaching key vocabulary, so students are aware of relevant literacy skills for subject specific writing.
- During the review, we found some students spoke with confidence about their experience of Holocaust education, their time at Rockwood 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. Indeed, within the observation Mr Singh used the technology effectively to ensure literacy engagement within the ‘live’ online lesson:
 - Use of the message/chat function, allowed students to feedback on the starter question – and in a couple of instances this led to SPaG opportunities to identify and correct errors.
 - Use of keyword slide (2) in lesson PowerPoint (characteristic, complicity and preconception), in addition to lesson focus on perpetrator, bystander, collaborator etc.
 - Use of reading together, student readers, both volunteer and targeted
 - Evidence of praise and encouragement for reading
- 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 older students noted how the HMD2018 theme of the power of words had proven timely, topical and relevant.
- Of course, literacy is not simply the language of written and spoken word – and this review found examples of literacy beyond the academic that Rockwood Academy’s Holocaust Education was contributing something distinctive too.

- Holocaust education teaching and learning at Rockwood, is reflective of and contributing to the students' emotional literacy, but could this 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 Rockwood Academy also provides excellent 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 Rockwood's 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, whilst also with a strong SMSC and civics lens.
- One resource or approach that supports this, through analysing and synthesising a range of case studies, is 'Being Human?' This Centre material, Rockwood recognises, supports teachers to help young people identify patterns and reorganising information from a text (written or media), either alone or in combination with our timeline or Unlocking antisemitism lessons. Such student led learning approach, focused on human behaviour, means students are regularly considering a range of evidence for themselves, and thereby developing history or civic disciplinary focused skills such as making hypothesis, inferences and deductions. As students themselves noted, this often leads 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 Rockwood 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 survivor encounter and the power of individual stories, but this was accompanied by a concern for the moral and civic lessons, framed in 'rights respecting' vocabulary and communal.
 - *'Being part of Echo and making the Mindy video, being involved in visiting her house led to us hosting an assembly... of course I learned about the history of the Holocaust and what happened, but by showing her story in the exhibition I realised how she didn't let her experiences define her... she was more than a Holocaust survivor... she showed me hope".'*
 - *'It might be the wrong thing to say, or perhaps just the wrong words, but I really enjoyed learning about the Holocaust... History is great, but Echo brings it to life, as its about people, about emotion, about connection...'*
 - *'Learning about the Holocaust showed me what resilience really is...'*



- *'It was a roller-coaster of emotion and the facts and reality of the Holocaust were hard and uncomfortable, but you kind of just get it... that this is important and matters... I knew when I was learning about the Holocaust that it wasn't just stuff to know for a test or exam, but was about giving me a knowledge I should have for life about human beings at the worst and at their best...'*
- *'I don't quite know what to say other than that learning about the Holocaust has meant a lot to me...'*
- *'I wont ever forget these stories...'*
- *'...its not learning, its an experience... it kind of consumes you and takes over your brain, your ideas, your questions, thoughts and feelings...it's a whole person kind of learning journey... sounds a bit naff but its more than the numbers and the facts and stuff, its about real people and real lives...'*
- *'By teaching me about the Holocaust Mr XXXX has shown me a version of myself I want to be, a best possible version that has values I can be proud of and live by...'*

c) Challenge and engagement

- Criticality and independent thinking, so championed in UCL Centre for Holocaust Education pedagogy and materials, is a key area for ongoing development at Rockwood Academy. Middle leaders recognise the benefits of embedding such principles and authentic student led learning opportunities in other schemes of learning and departments, not just for curriculum, academic or cognitive challenge, but also a vehicle for safeguarding.
- Teachers noted during the review process that Beacon School status had significantly contributed to Rockwood Academy'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 encouraged, 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.
- Rockwood Academy 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. Teachers commented:



- *'...learning about the Holocaust undoubtedly raises the level of maturity... and really develops their emotional literacy and empathy, their active listening I would say and it really does take them out of their comfort zone as some of them really do live in a bit of a bubble...'*
- Looking at the scheme of work itself, teachers have good, and improving, 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, whilst employing probing questioning to effectively assess students' understanding and there is a clear rationale throughout.
- Within the observed lesson, challenge is framed within the context of regular Rockwood learning protocols, W.A.L.T statements (we are learning to...), learning outcomes (in this case: that students will identify the people involved in the Holocaust, examine the actions of those involved, and assess the role society played), bell work (independent starter tasks to engage learners) and encouraged and modelled in star, mega and super star modelling/criteria of 'what a good one looks like' (WAGOLL). Challenge is celebrated and embraced because of the trust established between teachers and students. As a result, students meet the T.B.A.T (to be able to...) expectations and can therefore both identify and articulate their progression within the lesson or a series of lessons over time.
- 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? Rockwood Academy are maturely and thoughtfully wrestling with these multifaceted issues when reflecting on teaching and learning about the Holocaust.
- 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 it 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 Rockwood Academy, 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 revealing passive engagement traits in the observation (albeit more difficult to assess or explore that due to the nature of the online encounter) 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 by asking students for detailed explanations, rather than accepting simple short answers. Several staff clearly have effective techniques for involving all students in discussion work, thereby successfully challenging students, expanding answers and clarifying and developing the understanding as the lesson or learning series progresses. In addition, evidence from the student voice panel points to Rockwood teachers routinely checking students’ understanding through talk and effective questioning, intervening when necessary, with notable impact on their learning. This was a strength of the lesson observed. This could be further developed and shared more widely – but the tools are there and the impact of these individuals and approaches is clear.
- Dylan Williams has noted that ‘If students know the classroom is a safe place to make mistakes, they are more likely to use feedback for learning.’ Holocaust teaching and learning at Rockwood Academy benefits from the hard work done to create and secure a positive learning environment, strong personal relationships and investment in equipping learners with a resilience and passion for learning. Some students 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 could be done to ensure consistency across the curriculum, but it is clear Holocaust teaching and learning plays a significant part in all that is best about Rockwood’s commitment to resilience as a seed for embracing opportunities to succeed and equipping learners for life. Feedback plays an important part in how resilience is framed, and the expectations and conditions set for students to thrive.
- 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 encouraging the ‘*right*’ **habits** and providing the ‘*right*’ **knowledge**. This climate of challenge 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 Rockwood Academy.
- One teacher commented during the review that having been involved in the UCL ‘Unpacking the Holocaust’ CPD day, her thinking and practice regards challenge and independent learning in the classroom had shifted, noting...

‘...it really made me focus on the clarity of my instructions, the quality of my questioning and how I can create the right environment and stimulus for learning so as the students themselves can lead and take ownership learning and be doing the work... so I have seen more of their



curiosity, engagement, effort, as a result of their wrestling with complexity and their wanting to learn more... it's a challenge they are equipped and prepared to embrace rather than be intimidated by or turned off... I think with the Holocaust they feel... almost a moral obligation to try their best and to engage even it is hard, distressing or overwhelming...'

- On this latter imperative, other 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:
 - *'... we learned though personal stories...'*
 - *'It was real... it didn't seem distant and Mr XXXX helped me understand the relevance today'*
 - *'When I think about my Holocaust lessons, even though I was in a classroom, I don't think of desks and textbooks, what I remember are really important conversations... that's quite a bit different to my other History lessons or memories...'*
 - *'I was curious and frustrated... but I always wanted to know and understand more... the time flew by in lessons and it felt like Mr XXXX was talking to me, not teaching at me from the front...it felt different being in his classroom learning about the Holocaust...'*
 - *'...I felt like I was really learning...'*
 - *'We got to do more of the work ourselves in pairs and in group's so we talked more and I had to think much more in those Holocaust lessons. Our teacher didn't just stand at the front and tell us stuff...it just felt like we were discovering more and working things out for ourselves.'*
 - *'...it was a think back, act today approach...'*
- It was revealing to hear some Rockwood Academy staff reflect upon UCL Beacon School status having further encouraged a spirit of innovative and challenging teaching and learning. Mr Singh and SLT colleague'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.'*

- The recent inclusion of the genocide against the Tutsi of Rwanda within the wider Rockwood curriculum offer, provides both a challenge and opportunity. That Rockwood is beginning to take this approach is much to its credit and marks it out as special, with so few UK schools offering a genocide curriculum provision. Rockwood are at an early stage in their genocide education/prevention/awareness journey, but their ambition and eagerness to learn and grow is commendable. Building upon the solid foundation of Holocaust teaching and learning and in conjunction with their evolving rights respecting work, alongside existing and developing safeguarding or discipline policies – looking to the Ten Stages of Genocide model and the pyramid of hate framework may provide the necessary strategic underpinning that will enable each component to flourish, whilst being coordinated, whilst retaining uniqueness within a conceptual schema. This might also embrace and support behavioural policy and wider safeguarding. If this is something the school would like to take forward, n.wetherall@ucl.ac.uk stands ready to assist and advise.

d) Teacher talk, explanation and questioning

- The nature and quality of teacher talk at Rockwood Academy 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, Mr Singh and colleagues have a **declared interest** – students understand the Lead Teachers passion for Holocaust education and colleagues rightly recognise his specialism – but at times he 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 toy 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?
- 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, both Ms Singh and Mr Malik, 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 to 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** – this was most revealing in student voice discussions, where a student remarked on a teacher essentially showing support for an under-represented, unpopular interpretation, or indeed by validating an under confident students view. This was also evidenced within the lesson observed where a couple of 'quiet', underconfident, students were encouraged to actively engage and participate in the lesson – this encouragement worked well, and resulting contributions were noteworthy. Mr Singh and Mr Malik's relationship building and awareness of the 'room', ensured these and other SEND or vulnerable learners in the group felt safe and empowered to engage and contribute– they recognised in their teacher's 'allies'. It was telling that during the student voice panel Rockwood teachers were described as: 'inspiring', 'safe', 'honest', 'helpful' and 'kind'. One student commented, *'...I trust and respect Mr XXXX and I try for him because I know he won't let anyone mock me'*

This speaks to students recognising integrity and care and as a consequence that plays itself out in the classroom where all students are prepared to try in lessons, as they've an advocate, champion in the 'room' who believes in them and has the highest respect for and expectation of them. To ensure progression and holistic flourishing the authenticity of these relationships is vital for building trust at an individual, class, school and community level, Rockwood colleagues recognise this and work hard to deliver it every day to every student.

- 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'*, *'more of a discussion lesson where we listened to each other'* and another commenting, *'as it was more discussion based lessons, it felt like the teacher really wanted to involve us and hear what we thought...it felt genuine and not forced or artificial... I was more likely answer and interact and I learned more I think because it felt so different to teacher at the front telling us stuff...'* 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 Rockwood Academy 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 review 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, 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 Mr Singh and his History colleagues to share best or innovative practice within their own departments, or 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/monitoring.

- Rockwood 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.
- This review finds the questioning strategies and outcomes in Holocaust education lessons to be highly effective in the lesson observed and developing across the school. 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. Rockwood Academy students' experience of and engagement with Holocaust education is fostered principally through effective questioning and this is essential to evolving student understanding.
- The Centre recognises characteristics of effective questioning in the Rockwood Academy 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. *e.g. 'why would you say 'A,B,C'?*
 - 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
 - has reason, focus, and clarity
 - often progression linked of framed to capture AfL. *e.g. 'where would you put him (case study from the lesson observation) now and why?'*
 - is part of an ongoing dialogue which involves relationships between speakers
 - is paced so that listening to the answer is necessary

- The Socratic nature of the Centre’s pedagogy, particularly regards questioning, has clearly influenced teaching and learning about the Holocaust at Rockwood Academy, particularly evident in Mr Singh’s lesson observation. Such approaches aim to unearth misconceptions and contradictions and at times can cause cognitive conflict or dissonance. 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 can the most meaningful teaching and learning about the Holocaust take place as responsibility for the Holocaust conversations and evolving understanding is both individual and collective within the classroom.
- Holocaust related questioning at Rockwood Academy is purposeful. This review finds that it serves at least three functions; eliciting information, building understanding and encouraging reflection.
 - **Eliciting information** to confirm – this was most evident when teachers used their questioning for recall and clarifying knowledge. Mr Singh also used direct questions in the observation to establish expectations (*for example, ‘Did someone get a different answer?’/‘Can someone else offer another view?’ ‘X’ do you agree with what ‘Y’ said?’*). Student voice revealed the use of questioning to connect learning by eliciting prior experience, this was especially evident in their reflections.
 - **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. This promoted students’ ‘learning to learn’ attitudes when thinking about the Holocaust.
 - **Encouraging reflection** as teachers seek to provide opportunities for students to deepen understanding. Centre pedagogy is clearly encouraging students to access and consider multiple perspectives, and at its best, modelling and enhancing evaluation skills by challenging students to think critically and creatively.
- There are opportunities to further build upon some excellent questioning practice, by sharing that with other colleagues as part of CPD or mentoring, and by encouraging further use of skilful questioning to probe how we know what we know and thereby safeguarding students by encouraging them to challenge and examine truth claims more widely, both in this curriculum context and across the school and in life.
- Review observations regards questioning, particularly regards Holocaust education, 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 ‘online’/‘remote’ 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.



- 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 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 the Lead Teachers 'minimal encourager' skillset, where even remotely he demonstrated a range of simple but effective strategies for encouraging students to 'keep talking'. Within the classroom you can expect to see that accompanied by use of *nods, eye contact and the verbal cue of 'go on...'* As questioner and facilitator, the Lead Teacher signalled his active listening skills, whilst being non-judgemental, implying no agreement or disagreement necessarily, whilst at other times making a personal observation and connection to act as an ally or offer an alternative viewpoint. Where learning in the observation 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 – the class dialogue was open and warm, and a true learning conversation because of the relationships established.
 - There is a 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, it is in the context of developing expectation for and consistency in accepting no *'half answers'* – in other words, teachers always stretching a student or group.
 - The Lead Teacher recognised student X had not yet contributed or *'been a bit quiet so far in the lesson, so I will be coming to you next...'* This forewarning ensured that student X did contribute but gave them time to prepare, again evidence of creating the conditions in which all learners thrive and participate, an environment of high challenge but low threat – even when online.
 - Students at Rockwood Academy 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 observation saw Mr Singh deploy a range of questioning strategies. Questioning that encourages higher order thinking was evidenced. Questioning and teacher talk ratio added to pace and facilitated quick and effective challenge to a couple of students and addressed their misconceptions. Her skilful questioning saw open, closed and targeted engagement, allowing constant assessment of pupil's understanding. This strong practice could be extended, by considering Gardeners octet (questioning via numbers, words, people, feelings, nature, action, sound and sights) as an alternative on occasion, to Blooms taxonomy?
 - Rockwood 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.

- A feature of the lesson observation was the effective use and skilful range of teacher talk, including the use of praise. Praise was effective because it was effort based and behaviour specific, rather than personal. This meant individuals were encouraged, acknowledged and valued in the lesson – this was made possible by having strong, secure relationships and the result of hard work to create the conditions to thrive (even when learning remotely), so when students ‘voiced’ responses or had contributed to Team’s ‘message/chat’ Mr Singh and Mr Malik were able to engage and respond. For example, *‘Well done X, I am so impressed with your thinking outside the box and the detail of your explanation.’* It provides meaningful recognition of effort, of what the student can control and empowers them to go further. The use of behaviour specific praise ensured students knew what they were doing correctly – both in terms of setting up and engaging with the technology, ensuring the relevant documents are open and in terms of following classroom instructions regards the activity steps – and is therefore, evidence based and in real time. For example, a targeted question to a student regards *‘Are your resources up?’* is later followed up with *‘Excellent Y, you have accessed the card sort and documents’*. Taken together, such praise focuses upon process, strategies and effort, where the praise was encouraging and also introduced pace to the lesson.
- Whilst not sparing, praise within the observation was specific. The teachers were descriptive and precise in the way they engaged and responded to students. Students are clear about what the standards are because teachers explicitly state the criteria for a given task or the behaviours expected. The praise was not outcome driven but focused upon the process and reasonable expectations ensuring that the praise reflect standards that could realistically be met and progression: teachers did not confuse it with ‘feedback’ or ‘evaluation’. Examples of praise and teacher talk within the observed lesson included:
 - *‘Lovely answer X, you are really speaking on the language of values there, well done.’*
 - *‘That’s an excellent point Y...what evidence is there in the case study to justify that explanation or back up that point?’*
 - *‘Thankyou Z for that superb reading, where would you put Rene now? [Perpetrator, Collaborator, Bystander?] ...why a collaborator? Where do you get that evidence from?’*
 - *‘Great to see you are thinking outside the box guys, and applying what you have learned...’*
- The authenticity and integrity of the use of praise during the observation, speaks to a school culture in which getting to know students is pivotal and where social comparisons with other students is avoided – ensuring the focus is upon personal mastery. Upon that foundation praise must be sincere and individual to have meaning and maintain trust. The observation confirmed Rockwood teachers sensitivity to what praise and tone would be/is appropriate for a given student (likewise when targeting questions, or asking for feedback, forewarning a particular student they would be asked to respond next etc...) and where “praise” may actually reinforce stereotypes related to race, ethnicity or disability. What was also noticeable is that both Mr Singh and Mr Malik, within the lesson observation routinely/authentically praised more than achievements – crediting values. All this reflects to a culture of praise and relationship building that is whole school in character, but it

was especially impressive given the context of the COVID-19 induced online lesson/experience, and the authenticity of relationships and feedback transcended the computer screen/internet.

- Another strength of the lesson observation was the clarity of teacher talk, particularly regards instruction, much of which bore the hallmarks of Rosenshine's principles of instruction. The lesson observed began with a short review of previous learning, new material was presented in small steps accompanied by lots of quality questioning in which teachers checked comprehension and student responses. The Lead Teacher presented activities and used a worked example of Adolf Hitler to ensure understanding, before independent work began with regular checking for misunderstanding, myths or misconceptions, to obtain a success/progression rate. When appropriate, teachers had the confidence to pause the lesson and provide more scaffolding, revisit key concepts (perpetrator, bystander, collaborator) and deploy additional modelling (the Rene Bousquet case study) to consolidate understanding and support mastery. This 'I do, we do, you do' approach empowered students during the lesson: at the beginning, when new material was being introduced, the teacher had a prominent role in the 'I do' phase, in the delivery of the content and modelling the approach. As the lesson developed and students began to acquire the necessary new information and skills, the responsibility of learning shifted from teacher-directed instruction to student-led processing activities. In the 'We do' phase of the lessons' learning, Mr Singh and Mr Malik continued to model, question, prompt and cue students – it was a collective endeavours; but as students moved into the 'You do' phase towards the end of the lesson, they were clearly relying more on themselves, applying what they knew to independently complete or attempt the task at hand. This was a very skilful demonstration of progression and confidence within a learning episode/lesson.
- The scaffolding and modelling throughout the lesson observed was effective and accomplished largely because of the range of 'talk' skilfully deployed and encouraged. The language of teacher instruction is collectively framed 'let's look at one case together' in the first instance, creating a learning environment for all, which means when student Y is asked to read, he does so willingly, and receives acknowledgement for his 'confident' and 'careful reading of the case study'. The teacher is then skilfully able to contextualise the case study and encourages students to deploy their disciplinary skills to discern who the person in the case study is – the name (in this case Hitler) and also whether they are a perpetrator, collaborator, bystander, rescuer, and to wrestle with *why* person did what they did. As students' feedback in the chat/message board/discussion form the teacher acknowledges various contributions, draws attention to specific examples, for praise, clarification, follow up questions and he continues to ensure all answers are contextualised, for example, in this one case, the Lead Teacher elicited further verbal 'online' student responses that demonstrated their understanding of pre-war Jewish life, the difference between death and concentration camps, prejudice and discrimination generally and antisemitism specifically, Nazi ideology and propaganda, whilst insisting students prove or confirm their answers with reference to the evidence and highlight a problem in the evidence – namely the assertion of a 'Jewish problem'.

- The quality of teacher talk as instruction, was also evident in Activity 2 of the lesson observation. Following from the class modelling of the Hitler case study, students were given a clear 8 minutes to read some case study cards, put the individual into the correct grouping (perpetrator, collaborator, bystander, rescuer) and explain why they acted as they did. As students independently undertake the task at home, filling in their worksheet, the teacher reminds students ‘Remember, be reflective, think carefully as you read about the actions and values of the individuals so you can grasp why they did what they did’... he checks in with targeted students ‘How are you getting on Y? If you have any problems just message me’, provides the group time prompts, regular encouragement to read carefully, apply what they know and to get their answers down and reminds them ‘Be careful not to describe *what they did* but *to explain why* they did it.’ For those unable to access the lesson online/live, he reassures whole class that packs of resources have been sent home – an example of Rockwood’s effort to ensure equity and opportunity within the COVID-19 context. Being online, this chat, use of verbal prompt was not intrusive to the learning and students were able to work independently, but was vital to maintaining pace, focus, encouragement and meant as students did later ideas into the message boxes or verbally contribute to feeding back, the teacher was responsive.

e) Differentiation, SEND and inclusion; impact on vulnerable learners and targeted groups

- Rockwood Academy has clear and transparent policies regards SEND, pupil premium and vulnerable learners.²⁴ 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. A spirit of respect, empathy and inclusion pervades the school from Headteacher down, and those values and vision for the school, including for SEND or other vulnerable learners are lived and not laminated.
- It was clear throughout the review process that the school and its staff take duty of care, safeguarding and its statutory and non-statutory obligations for vulnerable learners seriously.
- Over time, this review found that Rockwood Academy 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. The Holocaust teaching and learning experience and outcomes of SEND students at Rockwood demonstrate that there is an inclusive and personalised provision that is successfully delivered.
- Rockwood teachers are aware that differentiation is not ‘dumbing down’ and there is certainly no evidence of that regarding Holocaust teaching and learning. Similarly, differentiation is not understood as a synonym for groupwork, IEPs for all, individualised instruction, ‘mostly for students with identified learning challenges’, something extra on top of good teaching, a set of instructional strategies, ‘mostly for students identified as gifted’, tracking or grouping students into classes ‘by ability’, incompatible with the highest standards or the idea of ‘bluebirds, buzzards and wombats’

²⁴ See: <https://www.rockwood-academy.co.uk/our-academy/send/>

(the idea of ability grouping within the classroom). Rather, Rockwood's differentiation is based upon the principles of ensuring access for all (inclusion) and quality first teaching.

- As noted previously regarding to their appreciation of culturally sensitive use of praise and teacher talk, Rockwood's differentiation values and plans for diversity. In keeping with the Academy's ethos 'High standards, no excuses', differentiation at Rockwood is a student focused way of thinking about teaching and learning which addresses both the academic and affective needs of all students. Differentiation is fundamentally at the core of Rockwood's quality teaching.
- Throughout the review process Rockwood 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 Rockwood values and ethos, which ensures that all young people 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 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 was evident in discussions with Rockwood staff that differentiation was at the heart of quality teaching and not an after-thought.
- 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 Mr Singh and colleagues when teaching about the Holocaust has ensured challenge and progression for many. 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 sufficient to challenge all learners, rather than, in the lesson observation one or two passively compliant students.
- The 2016 Ofsted report recognised Rockwood's Teaching assistants '*contribute well to the learning of pupils who have special educational needs or disability*'. The report went on to suggest that '*On occasions, the learning of pupils who have special educational needs or disability can be slowed when teachers do not use the right strategies to involve these pupils fully in their learning. As a result, some can struggle and lack confidence in contributing to lessons*'. Whilst this review limits itself to Holocaust education, the lesson observed, bore the hallmarks of quality first teaching and, within the context of a mixed ability group, the teacher did, as noted above, deploy a range of highly effective strategies to engage all learners.
- Whilst this review can draw only on a snapshot sample specific to the History department in exploring the teaching and learning concerned with the Holocaust, we contend that, both from the

lesson observation and student voice, differentiation is evident and of a good quality. It might be that Mr Singh and colleagues look to consider effective use of tracking data to inform intervention, making sure that *'closing the gap'* is a key priority or evident in Holocaust provision; much is dependent upon developing positive student-teacher relationships over time and personalising learning. Relationships and knowing the student is a real strength of Rockwood School; but how does the school capture the role Holocaust teaching and learning help to 'close the gap' or ensure SEND pupils and other vulnerable learners grow, progress and flourish?

- An area for future development could be the particular focus for tracking – whether in terms of data, engagement, focus groups – for a target group of learners as this would further help Ms Singh and colleagues better understand the impact of the Beacon School work upon vulnerable or most able learners. Is there a target group that the School Improvement Plan identifies as a focus going forward? In what ways might Holocaust teaching and learning experienced by that group be understood and improved? How could the school discuss or demonstrate progression for PP, SEND or other groups of students?

f) Creativity and innovation

- Within the History scheme of work, developed during the Beacon School year, and across the Holocaust related curriculum offer at Rockwood Academy there are some interesting examples of creativity and innovation – not least involvement in the Echo Eternal initiative.
- Born out of a chance meeting between Downing Street's Tim Kiddell and CORE Education Trust CEO, Adrian Packer, Echo Eternal would become a commemorative arts, media and civic engagement project delivered in schools for children of all ages, inspired by the testimony of British survivors of the Holocaust. Adrian's passion for the arts, education and about finding ingenious ways of giving opportunity to young people, led to a project that brings together children from culturally diverse communities with a common focus - Holocaust memorial, and extends later to incorporate wider genocide awareness. The Echo Eternal pilot began in Birmingham on Holocaust Memorial Day 2018 and was delivered in 12 schools across the whole year, including six CORE Education schools, including Rockwood, and six partner schools. The project aspired to run for a further two years across the West Midlands, continuing in the six CORE schools and introducing another 12 new schools (six each year) to the Echo Eternal network. From 2021, the project would be extended to other regions in the UK.
- The project works with one participating school, like Rockwood Academy, each month working with an artist in residence for a period of around 10 days. Each school is gifted testimony from one of the 112 survivor interviews captured by the UK Holocaust Memorial Foundation in 2015. This testimony becomes the inspiration for the school's response through an artistic expression, which is conceived and delivered by the pupils, forming one of a series of survivor 'echoes'.
- Each of the Echo Eternal participating schools benefitted from a series of training events led by the UCL Centre for Holocaust Education, and the Centre's Director of Programme and has continued to

work closely with the Trust, following the students on the journey as the project developed. The educational focus sought to complement UKHMF's learning objectives, including deepening knowledge of the historical facts, appreciation of roles and responsibilities, applying the lessons of the Holocaust to subsequent genocides, recognising the humanity of the victims, and promoting tolerance and respect. During their artistic residency, each school contemplates a range of civic pledges, with the goal of making a positive societal change. These pledges are made in tribute to the testimony from the survivors. Each school forms a civic alliance with one of the other Echo Eternal schools, with a focus on countering prejudice and providing opportunities for these civic alliances and new cross-community friendships to continue to flourish as part of the project's legacy.

- As Sir Ken Robinson has said: *'The real role of leadership in education...is not and should not be command and control. The real role of leadership is climate control – creating a climate of possibility. If you do that, people will rise to it and achieve things that you completely did not anticipate and couldn't have expected... Creativity is as important as literacy'*. But, brilliant creative ideas such as Echo Eternal don't usually get off the ground – funding or logistical problems usually are the cause of their breakdown in schools. But Rockwood Academy recognised this importance of this opportunity, embraced it. As President Obama said - *'The future belongs to young people with an education and the imagination to create.'* Echo Eternal, under Adrian Packer's leadership, embraced by Rockwood's Ms Darr and taken forward by Mr Malik and colleagues has provided that; that's inspiring, engaging and empowering young people through quality Holocaust teaching and learning. These learning experiences go beyond a qualification, grade or result, they are life changing opportunities and moments with survivors that students will remember, always.
- In 2018, upon application to become a UCL Beacon School, it was Rockwood's intention to launch its work and engagement with the Echo Eternal project through a Trust Day, with staff from all four of the Trust's schools involved. The launch was hugely successful, and the legacies and echoes of that project continue at Rockwood Academy. As Core Academy Trust's, and Head of Echo Eternal, Cathy O'Driscoll has commented:

'Rockwood Academy has been an Echo Eternal Network School the inception of the project in 2019 and became a UCL Beacon School in Holocaust Education as a result of its involvement. Rockwood has established itself as a lead school within the network, providing CPD, advice and guidance to others. It has embedded the use of the testimony within its teaching and learning not only in Humanities but the wider SMSC and PSHE curriculum. Rockwood continues to develop its teaching and learning practice and research. It seeks out opportunities to share and extend its approaches to Holocaust Education, including involving parents and the wider community. Each January it hosts a series of community and learning activities to commemorate Holocaust Memorial Day, which is an example of best practice within the network. It has collaborated with a range of schools across the network and expanded into the exploration of testimony from the 1994 genocide against the Tutsi in Rwanda.'



- The 2016 Ofsted report recognised *‘Innovative project work has enabled pupils to use film to explore radicalisation, create exhibitions to show the dangers of extremist views and the impact of the Holocaust, and explore issues of gender and sexuality. Pupils were seen relishing opportunities to debate such issues with maturity, demonstrating respectful attitudes towards different faiths and cultures’*.
- Art, literary and creative writing approaches, beyond the scheme of work, like Echo Eternal opportunities, ensures a range of learners can access and demonstrate their knowledge and understanding in alternative ways to traditional assessment or extended writing tasks. For some learners this is vital to engagement and a key to the scheme’s success. Whilst the progress is demonstrable and instinctively recognised when engaging with students – to what extent can the school be confident of specific knowledge, understanding or developing of skills through data or trends? How are they tracked or monitored, even without summative assessment and how can accessibility and challenge be innovatively captured? Given the depth of student outcomes – how can that be compared or understood in relation to progress in other History units of work, or in the school’s traditional assessment framework or indeed the success of Echo Eternal be understood?
- There are good reasons why Rockwood has taken a non-formal assessment route to the Echo Eternal initiative – but in what ways could you capture the degree of learning that this diverse, innovative and creative programme provides? Perhaps this itself demands a reframing of assessment. Some examples of those creative innovations that don’t currently lend themselves to assessment or monitoring of progression and are of note or of consideration for their excellence in creativity and outcome include:
 - Opportunity and pragmatism within Holocaust teaching and learning enables students to draw upon their imagination and creativity, both within the learning process itself, as well as in demonstrating understanding in outcome project pieces.
 - 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 learning, how far could you take it?*) and sometimes the form of student outcomes are artistic in nature. In addition to the creativity and artistic responses facilitated through the scheme of work’s powerful use of visual stimulus was its ability to encourage and engage learners in embracing independent challenge.
 - Opportunities for respect, empathy and inclusion; occasions to build trust, community cohesion, develop confidence, leadership and enterprise qualities and skills, expand horizons.
 - Use of the creative arts – changing the way we think, feel and act - creating a *‘sense of wonder’* through teacher delivery, content or activity choices is important for student attainment and achievement – but again, how can this be both tracked and shared as best practice.

- Mr Singh 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.
 - Innovative use of IT to enhance *teaching and learning generally, but also within Echo Eternal, Holocaust education specifically*. This is timely, given the COVID-19 context, how effective will online/remote learning prove to be? What have the challenges and opportunities been? What were the obstacles to effective home-learning, generally and specifically regards teaching the Holocaust scheme?
- It is worth noting that owing to COVID-19 and school closures, the review was conducted remotely, and thus the quality of innovative teaching and learning was even more impressive. With the context of the global pandemic many teachers across the country opted to not teach/deliver their Holocaust KS3 teaching and learning arguing it would be inappropriate or a less meaningful learning experience either online or as home-learning. Others determined it would be important to ensure provision for Holocaust education, but refined, remodelled, reworked their schemes to adapt to online learning (with some making use of the Centre’s online learning materials²⁵), but at Rockwood there was no questioning the Holocaust scheme of work, and colleagues adapted their teaching to deliver the full scheme remotely – using technology innovatively and creatively. That the Centre’s ‘Being Human?’ could be delivered so powerfully and effectively, in a ‘live’ online lesson, was a revelation and Mr Singh and Mr Malik delivered a masterclass. This was fantastic to witness for its the quality of learning and because neither the integrity of the resource/materials or subject matter was compromised.

g) Generic Teaching and Learning

- Both the 2016 and 2019 Ofsted report defined the quality of teaching, learning and assessment at Rockwood Academy as good.
- 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 Rockwood Academy to feature:
 - Lesson intentions/aims/objectives that are routinely shared with 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 thinking embedded.
 - A language of values embraced.
 - Enables students to identify its relevance and see the learnings ‘*bigger picture.*’
 - Some successful interleaving of different but related topics.

²⁵ See <https://www.holocausteducation.org.uk/teacher-resources/post-it-online-courses/>

- On task behaviour of students – some are actively engaged in their learning, but a few 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 some 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.
- As part of this review, a History lesson – a Year 8 lesson using the UCL Centre for Holocaust Education lesson ‘Being Human?’ - was observed. The observed lesson bore all the 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 his classroom practice based upon work scrutiny and that Holocaust focused lesson:
 - In line with teacher standards, Mr Singh models positive behaviours and attitudes.
 - Evidence of outstanding ‘deep values learning’
 - It is clear Mr Singh has high expectations and is values-driven (he knows that he wants a purposeful classroom environment – even when remote and online - based upon mutual respect and calmness and used a range of strong verbal and physical cues with specific students, using praise effectively). He has a toolkit of quality teaching and learning devices, skills and competences, and a strong sense of purpose.
 - The lesson content and resources were well planned and linked to prior learning and the scheme of work and, where appropriate, participation in Echo Eternal.
 - Clarity of instruction, skilful questioning and appropriate use of praise.
 - Ability to draw out the disciplinary concepts within the lesson, to enrich and enhance the values, and in doing so encourages ‘thinking outside the box’
 - Strong personal relationships – knows the students well – brings out best in and engages every learner.
 - Able to inject pace and passion, whilst not rushing content, personal stories or diminishing horror of the Holocaust; sensitive to duty of care, whilst not constricted by it.
 - IT proficiency – growing confidence in online/remote learning as a result of COVID-19.
 - Where appropriate, he encourages repetition in his teaching and feedback – do it again – to raise standards and refine understanding. Expectations relating to academic outcomes are aspirational, but also holistic in nature and valued.
 - Willingness and confidence to stop/pause to address misconceptions, clarify, and revisit.
 - The teacher intervened when necessary to advance learning, with strengths being their questioning and attempts to ensure students were thinking about concepts and conceptual frameworks, not just substantive knowledge.
 - Mr Singh worked hard during the lesson; but with charm, warmth, control and integrity.
 - Aside the observation, this review found the following regards Rockwood Academy Holocaust teaching and learning:

- A Lead Teacher who is a reflective practitioner and, on occasion, prepared to take risks in his teaching and learning.
 - Whilst allowing student choice and encouraging independence, Mr Singh and colleagues generally do not accept 'opt-outs'.
 - Mr Singh plays his part in creating the positive relationships and climate of the school, reflecting its ethos with his focus upon fostering mutual respect and trust.
- 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, *'...to do them proud by working hard and becoming witnesses'*.
 - As noted previously, students openly and independently praised the quality of teaching about the Holocaust during the student voice panel. Their insights on the way teaching and learning about the Holocaust manifested itself differently compared to other topics or subjects at Rockwood Academy 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.
 - It was clear from discussions with Mr Malik, Mr Singh 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.
 - This review finds that Rockwood Academy have successfully embedded 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 school improvement through achievement and challenging the progress gap and should be encouraged for the many.

- 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 Mr Singh and his colleagues that CPD input from the Centre for Holocaust Education has moved departmental and wider school practice forward.
- It is again worth noting, that this review process was undertaken during lockdown, and that learning had been shifted to online/home schooling support. This presented enormous challenges to senior leaders, staff, students and their families/carers, but what is clear is that school leaders moved swiftly to address issues of inequity, supporting their most disadvantaged or vulnerable, teachers adapted and familiarised themselves with new e-learning technologies and approaches and that students engaged. During the small staff panel, it was commented upon that online learning had given some students new opportunities to shine, and that some had grown in confidence and engaged more actively in the learning via the chat functionality of online lessons. Whilst we recognise the opportunities or positives of online learning during this period are not universal, that inequity, access, support and engagement is patchy and concerning – not least regards widening the gap, ongoing reflection during this COVID period suggests some students, at Rockwood and beyond, learnt and contributed better (whether about the Holocaust or other subject matter) from home, through a screen than they would in the classroom. We know too that some students were asking better, more acute, thoughtful questioning via messaging during this learning, and that others found they worked better with a work menu – in smaller doses, with more variety. Similarly, some teachers' instructions, explanations and answers improved online. All this will lead us to reflect, now and in the future on the value and place of e-learning and AI, and perhaps reviewing what Juniad Mubeen has termed '*bridging the gap between personalisation and teacher workload*'.

h) Research informed approach and reflective practice

- Rockwood Academy values research informed practice. Mr Malik, Mr Singh and Ms Darr have embraced the UCL Centre teacher and student report findings in terms of informing classroom practice and the effective pedagogical underpinning of their approach to Holocaust teaching and learning. Rockwood colleagues were aware of the Centre's research output and full of praises for the national study findings which, in various ways, have '*significantly*' shaped the History Holocaust scheme of work/learning, its pedagogy and conceptual framing.
- Teaching and learning about the Holocaust at Rockwood Academy 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 Mr Singh's history Holocaust scheme of work is going some way to tackle such simplistic understandings. 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. Is there a formative assessment opportunity to capture the evolving knowledge or understanding of Rockwood Academy students that is being missed or not capitalised upon? The Centre's DfE 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 – possibly as a starter and revised in last lessons plenary? It is clear Mr Singh and colleagues have tapped into this for their own evaluative purposes, but this could be a quick, low stakes activity that would evidence knowledge as well as potential attitude shifts. If Rockwood would be interested in taking part in the DfE research study **after** you have finished teaching about the Holocaust, please contact Dr Rebecca Hale, r.hale@ucl.ac.uk. In sum, the survey is completed soon after students learn about the Holocaust, it takes only 10 minutes and you can oversee it yourself with no need to arrange a researcher to visit. It is completed, ideally, online and we do not ask for any personal information. Once your students have completed the questionnaire, we send you a bespoke report of findings for your school, and you could use this as evidence of impact.

- This review can confidently confirm quality teaching and learning about the Holocaust takes place at Rockwood Academy, 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.
 - *'It really shocked me the extent to which Hitler would blame and scapegoat Jews and just how closed-minded he was to all else...some people might say single-minded or determined... but to me his prejudices were unfolded, Jews were not taking over Germany or anywhere else...it's shocking then and now that people might not listen to the evidence or facts...'*
 - *'I was shocked by how powerful and influencing the actions or opinions of one could be... that Hitler's voice and message could come to define a whole group is pretty terrifying, but that stereotyping is, in the end, what he got wrong... despite his labels and worst efforts, Jews did survive and continue to prove they won't be defined by the Holocaust or Hitler's hate...'*
 - *'The proper scary thing for me was the ideas of a superior white or Aryan race.'*



- *'A bit like what XXXX said, how ordinary the perpetrators were sticks out in my mind... It was surprising to think they could be normal human beings if you know what I mean and not like monsters... it was so much easier before when I dehumanised them and made them aliens or evil and so very different to me, when everything was black and white...but this really made me think about the grey areas... and that was uncomfortable because that meant thinking what ordinary people, under specific circumstances did, or what I might do...what choices might I make?'*
- *'Realising if a country as modern and advanced and like us as Germany could slip into propaganda and hate and enable genocide, then we might all be capable of it was scary and a shock... means we all have to be watchful...'*
- Teachers have sought to explicitly challenge some widely held societal myths and misconceptions within their planning and teaching, particularly within History and RE provision, and there is a clear commitment to continuing to hone and refine Holocaust education best practice to meet the needs of the learners Rockwood serves and be responsive to contemporary issues, like hate crime and safeguarding threats, locally, nationally and internationally.
- 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 adds a further dimension or layer to students understanding in this regard; 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, Mr Singh and colleagues are beginning 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



atrocities images, or the potential for 'shock and awe' when learning about the Holocaust and so on; they commented that:

- *'The way we were taught about the Holocaust made me think about how we study other things in history and I wonder how protected we have been from some of it or if we have cared enough about the lives and people we have studied and met... we've focused on personal stories, seen each as an individual, real person, and we haven't seen some of the terrible images that I could go online and easily google... but I can remember the stories of the people, I relate to them... well, thinking about it I don't remember people from when I studied slavery... and I'm not sure if that's a good or bad thing now, come to think of it, perhaps that's a bad thing... Maybe we should learn about other terrible periods of differently or think about the images and things we use.'*
- *'When there is growing denial and people minimising it and saying it wasn't so bad what happened, maybe we need to show the images more and say here, this is what it was really like'*
- *'The Holocaust is terrible of course...but there wasn't much horror in the lesson... I got the feeling Mr XXXX was careful about what he showed us... sometimes I think that was a good thing, but other times it made me wonder if we were being spared or didn't think we could face the horrible truth'*
- *'It made me sad and angry at times in lessons, and I was uncomfortable with some of what I was hearing and learning about, but then we are studying the Holocaust. It shouldn't be anything else, should it?'*
- *'It was refreshing to have such open discussions in class... it was kind of like we could really say what we thought and felt and ask questions... it felt like we were learning together, including with the teachers as we talked stuff through...it leaves me wanting to know more...'*
- *'We didn't always need or reach an answer, but that was ok as we had moved our thinking understanding on and each new realisation meant more questions, thinking and learning... and I didn't mind that...'*
- *'...there was no textbooks and no talking at us... there was just discussions, questions and conversations...'*
- *'...there's no escaping its bad, its awful, the Holocaust is horrific, but Maida story shows us confidence, success, resilience, kindness, humour and not just the face of suffering. Learning about the Holocaust really made me understand that humans can face the most terrible of things but not be defined by it... that sometimes despite terrible odds, people risk their lives for others, or are still capable of showing kindness, that is pretty amazing isn't it?'*

- *'...it may be the wrong word, but I haven't got the right ones, but I loved learning about the Holocaust...I will always remember it...it's one of the most important things I've ever been taught...'*

Such mature, thoughtful and revealing insights from Rockwood students, on an area much contested in Holocaust scholarship, teaching and learning (see *revised IHRA guidelines*²⁶) are a powerful reminder for taking young people seriously – as Korczak said: *'Children are not the people of tomorrow, but people today. They are entitled to be taken seriously. They have a right to be treated by adults with tenderness and respect, as equals.'*

- 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'*. Rockwood students, 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 students interviewed felt this was the case and that their teachers had done a *'very good job'* with a *'difficult topic'*.
- It was noticeable that a vocabulary of rights was an undercurrent, informing or framing several student contributions throughout the review process. This indicates the positive climate within which the schools UNICEF rights respecting work sets. 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 can provided Rockwood colleagues with examples and links that could be made in this area – most notably regards the work and story of Janusz Korczak, and colleagues may be interest concerning how this might be developed in the future with greater CPD involvement, the Centre stands ready to facilitate such opportunities; for example, additional CPD opportunities such as *'Pursuit of Justice'* – with its rights and justice focus - can be arranged via the Centre's Tom Haward or by contacting Shazia Syed.
- Thereby this review commends the History department for providing a rich and powerful Holocaust education learning experience. It is clear students make progress, both academically and personally and these holistic outcomes and attainment successes are rooted in strong and evolving teaching and learning practices.

²⁶ See <https://www.holocaustremembrance.com/sites/default/files/inline-files/IHRA-Recommendations-Teaching-and-Learning-about-Holocaust.pdf> which has adopted a more nuanced approach to imagery than was previously the case. Similarly, UCL Centre research (2016) regards imagery has revealed a shifting mood and attitude, particularly among young people, whilst there remains a scholarly and pedagogical tension and duty of care issue to wrestle with.

- 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.
- Rockwood Academy's approach to Holocaust education continues to contribute to improving teaching standards, raising pupil achievement, aspiration and broadening horizons whilst also strengthening SMSC provision.
- The 2016 Ofsted report concluded pupil outcomes at Rockwood Academy were 'good'. The Academy 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 various departments comply with whole school assessment and monitoring processes. The school has evolving methods of planned, standardised and formal assessment for learning opportunities, however, the place of Holocaust education within that school-wide and departmental assessment framework is unclear – how is Holocaust related progress within the scheme or wider school offer understood, tracked or monitored?
- As noted previously, 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 and as noted previously, engaging the UCL DfE study (11 multiple choice questions) could be a solution or option to consider. 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 Rockwood Academy, where students articulately contextualised their learning and provided examples of their progression, were powerful and offered meaningful evidence. Alternatively, another approach could be to consider 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 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 internal Rockwood or CORE Trust mechanism's as not yet fully collating '*light touch*' evidence or capturing impact of the Holocaust education work undertaken. In this respect use your student voice. As student's quotes littering this report indicate, your learners 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. Your students truly are your best advocates – capturing their journey is important. You have a compelling and inspirational story to tell- that your school can be proud of, can evolve and inspire others. That narrative needs to blend light touch quantitative data to the wealth of qualitative quotes and anecdotes.
- These remarks are not intended to give the impression that Rockwood Academy staff do not know or listen to their students or aware of the outcomes and progression clearly taking place – on the contrary, their relationships are excellent. Nor should it be taken as criticism, rather be seen in developmental terms as an opportunity to further best practice and share the impact across the academy, Trust or beyond. Rockwood students are outstanding ambassadors, 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 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 units of study or indeed subjects, 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.
- 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 quantitatively), nor used effectively to refine or shape future developments. Consequently, this review actively encourages teaching and learning and data SLT leads at Rockwood to consider how best to capture and provide a compelling narrative for the outcomes of Beacon School work and continued raising standards innovatively and meaningfully. This need not necessarily be a new approach, rather more effective collation or capture of the wide-ranging evidence you have – the Centre stands ready to support the school, should Mr Singh, Mr Malik, Ms Darr or others be interested in exploring this further. 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.

- As noted previously, the inclusion of teaching about other genocides is an interesting and important development; both a challenge and an opportunity in terms of how it is framed and experienced. At a pedagogical and leadership level it is important to consider how to guard against reductive responses here and to carefully think through the implications for AfL and progression.

i) Assessment

- Formative planned assessment opportunities can be found within the scheme, related to and informed by, student's progression, but are not always, necessarily planned for or explicitly stated within the scheme.
- Formative assessment, where it does take place, clarifies student learning and understanding and is most notably framed as assessment for learning or diagnostic classroom conversation through quality questioning. This powerfully showcased in the lesson observation which drew upon the Centre's 'Being Human?' lesson materials and pedagogy. It lends itself to pre- and post-lesson learning opportunities to capture the shift in student thinking. Indeed, student comments within the lesson alluded to the self-awareness of those who could articulate the complexities of the human condition (that student understanding of behaviour or motivation became more 'grey', increasingly nuanced, rather than 'black and white') and the limitations of labels like perpetrator, bystander, collaborator and rescuer.
- PASS²⁷ is a nationally benchmarked psychometric assessment specifically designed to spot attitudinal or emotional issues in children. It is a great tool to track student attitudes mainly, an area over which other schools may only have an impressionistic idea. All students in the school complete the survey online at two points in the academic year. Rockwood uses this system in a range of ways to monitor the attitudes of students, providing important information regards Holocaust teaching and learning.
 - PASS surveys were conducted before students completed the Holocaust scheme of work (surveys conducted 13/12/18 - 15/02/2019) and after they had completed the Holocaust scheme of work (surveys conducted between 2/10/2019 and 11/10/2019). Whilst improvements in attitude cannot be wholly attributed to the Holocaust scheme of work, it will have played a significant part. Results are show in the table below.

²⁷ <https://www.gl-assessment.co.uk/products/pupil-attitudes-to-self-and-school-pass/>

Aspect	Students attitudes before the Holocaust scheme of work (point score)	Students attitudes after the Holocaust scheme of work (point score)
Response to the curriculum	29.7 Boys 34.2 Girls 26.9	46.2 Boys 47.0 Girls 45.3
Feelings about school	25.8 Boys: 36.7 Girls 22.3	30.4 Boys 32.0 Girls 28.7

- It is notable that there has been a significant improvement in students’ attitude to the curriculum, especially amongst girls, along with an improvement in feelings about school.
- Is existing assessment framed to be *attainment* or *progression* focused?
- As noted previously, there is formal assessment of the Holocaust unit at Rockwood Academy. One example of this comes in response to the annual Holocaust exhibition.
 - One survey was completed with Year 7s before they visited the exhibition. This showed the low levels of prior-knowledge students bring with them when they transition to Rockwood. 100% stated they knew “very little” about the Holocaust. 20% said they did not know the Holocaust took place at all and the other 80% were unsure about what it was. They all said that they had heard of no Holocaust survivors. Surveys were also conducted with older year groups before they visited this year’s exhibition; older year groups were more knowledgeable due to the work which the school has been doing over the past few years.
 - Another survey was conducted with all year groups *after* they had visited the exhibition (sample size 48). 75% of students rated their knowledge at level 5 (“a significant amount”) and 25% rated their knowledge at level 4. No students rated their knowledge as 3 (middling), 2 or 1 (“very little”). 100% of students said they knew the Holocaust took place and 100% said they understood reasons it took place. When asked how many Holocaust survivors they knew about, answers ranged from one to five, with the modal answer being 4 (31.3% of participants). 100% of students who took part in the survey knew that six million Jews were murdered during the Holocaust and 100% knew the meaning of “genocide”.
- Self-assessment opportunities like these certainly have a place in feeding into our understanding of student progression and attainment, 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 Rockwood Academy, where students articulately contextualised their learning and provided examples of their progression, were powerful and offered meaningful evidence. The validity and

usefulness of such surveys varies, and it can 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 – and even more useful, when, like at Rockwood, they are used in conjunction with both attitudinal and externally verified surveys like PASS and also internal, disciplinary focused summative student assessment.

1. Within the History scheme of work, there is planned summative assessment of the students' Holocaust learning. This achieved through GCSE style questions. Altogether there are between 3/4 questions depending on the level of the students, the below is one example Year 8 Rockwood students may undertake:
 - 1a. Describe two misconceptions people had of Jewish people (4 marks)
 - 1b. In what ways were the lives of victims of the Holocaust affected by Nazi persecution. (8 marks)
 - 1c. 'The most important lesson we can learn from the Holocaust is that we should always treat people with respect.' How far do you agree with this statement? (12 marks)
- It should be recognised, that formal assessment of Holocaust teaching and learning in schools is rare, for as the Centre's own research showed many teachers feel a discomfort with 'assessing the Holocaust' as such and thus Rockwood Academy should be credited with ensuring such opportunities feature in their curriculum provision and practice.
- 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 is a wealth of insight from student voice or other high challenge, low risk assessment opportunities, that if used effectively could evidence improvement and further refine practice. Making the most of, and collating, that evidence will be key to ongoing development, indeed departmental and school wide improvement.
- Such strong pupil outcomes within the context of Holocaust provision across the curriculum 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.

j) Achievement and outcomes

This review confirms that students at Rockwood Academy have undoubtedly made progress based upon student voice conversations and work scrutiny, but it would be interesting to know what examples of '*a much better understanding*' would be cited by teaching staff and to encourage some capture or evidencing of this scheme's impact.



- Beyond the cognitive and data driven claims that could be made regards attainment and student progression in most subject areas, it is clear Rockwood Academy remain committed to recognising the affective and creative outcomes for learners – specifically, but not exclusively, in relation to the Holocaust. The 2016 Ofsted report noted that *‘Leaders recognise that their evaluation of a small number of aspects of the school’s work, such as pupils’ personal development, could be further sharpened. The wealth of information leaders now have about the school’s performance has positioned them well to do this.’* Colleagues at the UCL Centre for Holocaust Education stand ready to support the Academy in this endeavour: understand the academic and holistic impact of the evolving Holocaust teaching and learning opportunities.
- Mr Singh spoke of outcomes by highlighting the quality assurance within the scheme of work – both by UCL mentor, Darius Jackson, but also with internal school processes. Within review conversations, he would speak of students increased attainment within History, the growing confidence and insights emerging from student voice, and the ‘deeper learning’ evident in students class and homework regards the Holocaust, especially in terms of the quality of justification and explanation.
- 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 on the outcome alone. Rockwood colleagues were recognising and embracing 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 Rockwood 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. Students argued Holocaust education was *‘important’* and *‘relevant’* learning because the *‘many innocent lives lost should never be forgotten’*, that through it they realised their *‘voices are valuable’* today in the face of injustice and inequality, that they can effect change and can speak out for others. Rockwood students were acutely aware and empathetic of discrimination and current crimes against humanity today, including speaking about resurgent antisemitism and extreme right thinking, but were optimistic in their conviction that *‘Miss XXXX tells us about the beauty, even in the darkness of the Holocaust... so it is true kindness can over take the hatred... eventually’*.

Students also spoke of the cultural and collegiate opportunities provided by their Holocaust education experience: one student said it had made her feel ‘more connected’, as it had given her ‘new opportunities (Echo Eternal), new friendships and a new outlook’. They also spoke of an

outcome of their Holocaust studies being their ability to be resilient and make safe choices – they made a compelling case. That Holocaust education is understood at Rockwood Academy, 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.

k) Feedback and marking

- At Rockwood Academy, senior leaders and policy recognise that written and verbal feedback is not advice, praise, or evaluation, but rather about proving students with information about how they are doing in their efforts to reach a specific or overall goal. This confirms the 2016 Ofsted finding that: *‘Pupils value the incisive feedback that teachers offer on their work, as set out in school policies. Pupils use this advice to improve their learning and acquire a secure understanding of the next steps they need to take in order to make better progress.’*
- As the lesson observation revealed, effective verbal feedback, occurs during the learning, while there is still time to act on it, appreciate and wrestle with it.
- Rockwood teachers understand that whilst students need to know their learning target – the specific skill they are supposed to learn – or else ‘feedback’ is just someone telling them what to do, when we only give a grade as part of our feedback, we know students routinely read only as far as the grade.
- Whilst Holocaust related teaching and learning opportunities at Rockwood do include self and peer assessment opportunities – which can serve many useful functions in the classroom – it is worth remembering Hattie’s work with found *‘Most of the feedback that students receive about their classroom work is from other students – and much of that feedback is wrong.’* That said, given the quality of Rockwood student voice, it is worth reflecting that the feedback students can give their teachers can often be more powerful than the feedback teachers give students.
- This review found the following with regards to marking of Holocaust related work:
 - It is consistent with existing school policy in terms of regularity.
 - There is good evidence of meaningful teacher/student learning conversations.
 - 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 written feedback is personal, and progression driven, with work scrutiny displaying students habitually and eagerly responding in an effective and progressive manner.
 - 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.

- There is evidence of some literacy marking, including SPAG mistakes identified – it is unclear if a school literacy code exists or is effectively being used, as a range of strategies and marking indicators/devices were referenced by students or seen in the lesson.

This review can confirm teachers have an excellent 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. Most Rockwood students 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. Teachers interpret data and plan lessons effectively so as every child makes good progress, in large part thanks to effective feedback, a desire on the student's part to improve and genuine time protected within lessons for meaningful student reflection.

1) Work scrutiny

- Based upon a range of work scrutiny and photos this review can state the following about Rockwood 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 or exceeds stated intentions. Often students talk evidences the extent to which the aims have been met and how a lesson links to the previous one, rather than demonstrable in books.
 - 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 Rockwood Academy.
 - 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 enable creative opportunities to be encouraged – using poetry, prose as a stimulus, artwork or innovation in presentation. This would be exciting excellent 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. But the students feel a sense of ownership of their Holocaust teaching and learning experience and this is reinforced or evidenced by the range of initiatives, opportunities, projects and direct responses students have become involved with as a result or off-shoot of their learning.
 - There is growing evidence of Rockwood students using and confidently deploying specialist Holocaust terminology and are improving their historical, civic and human rights 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, most or only for 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 usually identified and usually challenged in teacher marking.
- Many links with SMSC, FBV and Prevent are evident in students work, especially in discussion – though not always (nor necessarily) flagged as such.

m) Outcomes as revealed by student voice:

During the review several Rockwood Academy students participated; principally in an informative and engaging student voice panel, but others should also be acknowledged for their contributions during the lesson observation. It should be noted, most 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.

- Based upon the range of encounters during this review, we can suggest the following regards the student's perception of Holocaust education at Rockwood Academy:
 - Whilst student involved in the Echo Eternal initiative understand their Holocaust and genocide work is a key part of what they do, who and what the school stand for and is highly valued, other students' awareness of UCL Beacon School status is limited. The status, and what it means, is not yet known or understood by all– this is currently a lost opportunity to raise profile of your specialism. A pride and renewed engagement could emerge if Ms Darr, Mr Malik, Mr Singh 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 very aware, proud and 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 Rockwood and the relevance and importance of the Holocaust. Students in the review panels, 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, and in some other areas of the curriculum. 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 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. It could also be useful to consider embedding active listening strategies more broadly to make this more consistent and less impacted by low level classroom disruption.

- 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.
 - 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 survivor testimony or having explored individual case studies like. For some students, the experience of encountering a survivor was described as ‘*life changing*’, ‘*feeling*’ 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 the students of Rockwood Academy
 - 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 spoke of it being the first time they truly understood the importance of identity and belonging, whilst another questioned where was God? One student 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 and not anyone else, they shouldn’t have someone else’s label.*’ As will be noted later, this speaks compellingly to the SMSC impact of Holocaust teaching and learning upon student outcomes at Rockwood Academy.
 - 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, encouraged them to apply for project or roles within school. 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 student felt the Holocaust unit of work had triggered improved confidence, which meant she put more effort into her work, especially homework and that she fed off the praise and encouragement she then received. He spoke 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...'* whilst others explained the topic had had an impact on the behaviour of the class.

- 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 is admirable that Rockwood Academy facilitates survivor visits or testimony by webinar. Whilst the survivor testimony encounter is emotive and experiential, students felt compelled by the individual stories they encountered in lessons. The Centre's 'timeline', 'Being Human?' and 'British Responses to the Holocaust' cards could support this further.
- The opportunity for direct personal testimony by Holocaust survivors is time limited. This fact is not lost on teaching staff and consideration is underway for what Holocaust educational experiences and lessons might look like without such hugely personal, enriching and impactful educational experiences. Interestingly, students too recognise the direct and personal experience they enjoyed with survivors will not be one their children or grandchildren will have. But they have ideas about what can be done now considering the inevitable passing of the survivor generation and are keen to hear from survivors from Rwanda or Bosnia – the personal story is what hooks them in.
- When asked why study of the Holocaust was important or relevant today, Rockwood Academy 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 Rockwood Academy, 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 Rockwood looks at how it might capture or assess those soft skills and holistic learning outcomes. 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 citizenship or 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; should this be of interest and something you would want to develop or consider, then contact n.wetherall@ucl.ac.uk for some support and advice.

- 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 historically disciplined curriculum planning, a reflective and evolving approach to active global citizenship, and a robust but sensitive understanding of student progression based upon relationships and questioning. 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 literacy contribution of Holocaust education or its cultural capital is influencing our young people's knowledge and understanding – and, accordingly to national research, often impeding progression in many ways – thus successful collaboration with primaries, network schools and departments across the school will help tackle this wider societal influence.
- 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.

n) Outcomes as revealed by internal and external quality assurance

- Despite its successes in Holocaust education, especially within History, Rockwood Academy 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. 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: they maintain rigour and safeguard standards, but 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 find 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, and it is noticeable this came through in student voice discussions too. One student spoke of their teacher *'stepping aside and letting us learn and discover for ourselves'* another noted that they felt the teacher did care about and trust them enough to

'...give us this opportunity to explore Leon's life and all the other victims of the Holocaust...it was very personal...the Holocaust was the first time I felt like the teachers were letting us into a subject on our own terms.... Before I learned because I had too and we were told it was important... now I realise that it is important...important to me.'

- Holocaust education at Rockwood Academy 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 schools goal – but it is clear that 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.

This review confirms Rockwood Academy's Holocaust education provision to be ambitious in scope, innovative and having meaningful impact. Its quality teaching and learning is indeed good, at times, excellent, and continuing to evolve; a powerful 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 Centre's resources within provision across a range of disciplines, thereby ensuring the burden does not rest with History alone, nor impede time provision. Utilising the 4 short online 'Then and now: exploring the Dimbleby dispatch' lessons, in particular would help support both knowledge and understanding of Bergen-Belsen, but also link to wider safeguarding principles, criticality and media literacy that school and senior leaders are keen to address.
- Related, whilst hugely impactful, might sustainability and pragmatic concerns mean some of the History burden be shared with other relevant faculties or across the school generically within tutor time or SMSC opportunities? Might this create cross curricular opportunities and further innovative and collaborative inter disciplinary approaches? There is a commitment to opening those opportunities up across multiple disciplinary realms and this would potentially allow teachers to make the most of their subject specific expertise, and so empower 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 seen as niche to Holocaust education, rather that it could be transformative and key to supporting/driving school improvement. 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.
- Whilst this review takes as its focus the teaching and learning about the Holocaust, the emerging genocide awareness/prevention work at Rockwood Academy should be commended. This commitment is an unusual dimension for many schools but would suggest you ensure this is underpinned by a theoretical framework of warning signs or R2P principles. The efforts to develop this area is significant – and whilst we would caution against using the Ten Stages of Genocide as a comparative tool, its application would contribute to students shared vocabulary for understanding human rights, crimes against humanity, mass atrocity and genocide. Moving forward, you may like to consider Hope Not Hate's 'Pyramid of Hate' as a useful model, and this would enhance or relate to your UNICEF Rights Respecting School status.
- Students' confident use of vocabulary was impressive and marks genuine progress in civic and 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?

- 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 10 questions used by the Centre, 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 Citizenship or other department’s wish to.

*See also Mr Singh/Mr Donaldson’s SWOT analysis.

3. Behaviour and attitudes (wellbeing and safeguarding)

- The review concurs with the 2016 Ofsted judgement that behaviour in school is good.
- Throughout the review there was strong evidence of relationships among Rockwood learners and staff, that reflected a positive, respectful culture of empathy and inclusion, fostering an environment and climate of learning. Holocaust education enrichment opportunities, including the Echo Eternal initiative, have aided the building of trust and confidence among parents and the community.
- During the review most students encountered showed themselves to have high levels of respect for each other. Rockwood Academy students conducted themselves well around the school and in the company of visitors during the panel and observation. We recognise the review had limited access to classes – but feel it worthy of note that all students, encountered conducted themselves appropriately and in several cases were wonderful school ambassadors (this is especially notable given the online nature of the review visit, where they conducted themselves safely using e-safety protocols). The priority for SLT is to ensure behaviour *for learning* is consistently expected and to consider to what extent some of their learners are passively complying, rather than actively engaging. It is clear the school has high expectations for learner’s behaviour and conduct and there was a sense from students that these were applied consistently and fairly.
- Students encountered during the review process exhibited positive attitudes and demonstrated learning habits that embraced their educational or training opportunities – including for Holocaust education provision and experience. They seemed committed to their learning, knowledgeable about how to study effectively (being resilient to setbacks and taking pride in their achievement), but also thoughtfully aware of some key Holocaust education pedagogical principles that underpin their learning.
- This review finds Rockwood Academy’s arrangements *for safeguarding to be good and meet all statutory requirements*; particularly regards duty of care and safeguarding procedures for visitors (in person or virtual), but also in terms of what the student voice panel revealed, namely confirming the 2016 Ofsted report findings that:
 - *‘Safeguarding is effective. Rigorous training ensures that staff are vigilant to the signs that pupils may be at risk of harm, and they follow robust procedures to report any concerns.’*
 - *‘High levels of expertise across the school and the trust ensure that this aspect of the school’s work wisely goes above and beyond statutory requirements and is placed at the very heart of the school. As a consequence, staff are highly alert to the need to keep pupils safe, and pupils demonstrate a secure understanding of a broad range of risks.’*
- Generally, bullying instances are very infrequent and when occur tackled quickly and effectively and students enjoy coming to school and feel safe. The review found Rockwood students to be

knowledgeable about how to keep themselves safe; dangers of alcohol or other substances, e-safety and aware 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).

- We found in Rockwood Academy an environment in which bullying, peer-on-peer abuse or discrimination are not tolerated, thanks to leaders, teachers and learners' values of respect, empathy and inclusion. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.
- 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, reported that antisemitism was *'fortunately, not an issue in our school community'*. There was also no record of parental concerns or complaints regarding the teaching of the Holocaust or related topics at Rockwood Academy.
- 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. Holocaust education, through the History scheme and the wider approach of Rockwood Academy, makes a significant contribution to safeguarding.
- Such an approach helps with the 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. Rockwood's pastoral system and tutor time programme means that students are weekly exploring modern British culture, by considering their rights as UK citizens, local, national and global environmental concerns and developing themselves as individuals during assemblies or in sessions.
- Young people today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust. Therefore, we need – as Rockwood Academy middle and senior 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 safeguarding commitment to ensuring students leave the school as informed, empathetic and active citizens, Rockwood colleagues understand 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 consideration contribution to these enriching and vital opportunities in which the Rockwood Academy learners engage, distinguishing evidence, fact or truth claim from opinion or belief. Best practice in 'Authentic encounters' UCL pedagogy speaks to these concerns and if this can be generically shared as a key part of classroom planning, the school might well 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. The Centre's short online CPD course, 'Authentic Encounters with the Holocaust' would provide an invaluable starting point for any teacher joining the school as a means to continue to build your community of practice.
- Conversation with Mr Malik revealed a clarity of understanding regards the value of holistic learning and personal development opportunities. Within that was a clarity of understanding regards the role SMSC opportunities can have in supporting values, civics and safeguarding, mental health, personal attitudes and community wellbeing. Rockwood Academy's efforts in this regard are impressive and pivot upon open dialogue and the principle of providing students opportunities to voice their concerns, and supporting colleagues to tackle the complex, the uncomfortable, the sensitive and difficult in their classrooms. In doing so, senior and middle leaders are modelling and openness to engage and respond to the relevance of the curriculum and the lived experience of their students and wider community. The values of respect, empathy and inclusion underpin that work, enabling tutors to address issues like FGM, encourage and build resilience in learners, develop a spiral curriculum that ensures the diversity of safeguarding curriculum, skills and experience are transitional and regularly revisited and built upon.
- Ms Darr, Mr Malik and senior leaders, supported by the middle leaders and wider school staff, ensure that all safeguarding concerns and issues of wellbeing are taken seriously. The dedicated safeguarding team work on the principle that vigilance, communication and openness is key; they recognise safeguarding is a collective endeavour and instil that notion with young people – if we are to safeguard young people, that in turn safeguards the future – and that listening skills are key to that agenda. Rockwood colleagues work hard to create safe learning spaces in which young people can express their views, concerns and ideas, allowing disagreement, whilst also ensuring injustice and prejudice is not tolerated, and that the pursuit of truth is paramount – that not all opinions are valid or equitable. There is a clarity of messaging from senior leaders to staff that by providing young people forums for their voice is about openness: that it is everyone's responsibility and that in being open to those conversations and situations that may arise, typically unplanned, in classrooms, that students risky potential behaviour choices are minimised, exposure to conspiracy

theories, hate, extremism and vigilance for those most vulnerable to distortion or abuse can be recognised early and preventative intervention provided. This is all based upon building trust, investing in relationships and ‘breaking down barriers’. Mr Malik and colleagues were keen to acknowledge that Rockwood’s extensive safeguarding provision was supported and enhanced by ‘effective teaching and learning, emotive teaching and learning, enrichment and outstanding SMSC’ through which the school sought to address the cognitive (knowledge and understanding of safeguarding issues), skills (e-safety, ability to critically think, recognise fake sources/news, active listening etc), challenge students misconceptions, prevailing attitudes and behaviours.

- A number of initiatives speaks to depth and variety of Rockwood’s commitment to safeguarding in its narrow and broadest sense:
 - Voters for schools – encourages engagement with democratic principles, supports political literacy, FBV and active citizenship.
 - Welcome refugee status – offers global, national and local citizenship, empathy, supports internationalism
 - Media literacy – efforts to support esafety, challenge or alert students to dangers of screen time, potential for online radicalisation. Involvement in a DfE funded project has enabled Rockwood Academy students, including through its Holocaust teaching and learning, to distinguish fact, from opinion, and lies, to tackle denial and distortion.
 - Links to Jonathan Dimbleby – the Belsen 75 anniversary
 - Rockwood Academy are increasingly outward looking. Willing to partner and engage with external agencies, organisations and by doing so they both share best practice with others, but also model what it is to effectively partner, work together and learn from others. Such a collaborative spirit itself contributes to safeguarding.
 - Live Radio – allows for and encourages career progression, enables discussion around free speech, effective communication, project management, leadership, teamwork – encourages girls into STEM areas, local media opportunities
 - ECHO Eternal opportunities, as outlined previously
- Staff at Rockwood Academy understand the importance of equipping young people with the confidence, skill set and knowledge to think critically and independently – both to become successful learners, but also as means to keep themselves and others safe. Rockwood colleagues want young people to think and to challenge: and there is a growing confidence among its student body to identify fake news, and through Holocaust related Beacon School work, History colleagues have seen the benefits of students recognising their own misconceptions and tackling source and evidence analysis more confidently; particularly raising student awareness of the dangers of propaganda and rhetoric. Mr Malik and Mr Singh spoke of Holocaust teaching and learning as having encouraged students to ‘*recognise myths and flip misconceptions*’ and how this often came as a result of active learning and engagement with the personal stories used in the teaching. Such humanising gave contentious, difficult issues a human, relatable face, and thus this approach also supported wider pedagogical approaches to safeguarding.

4. Personal Development

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 moreover 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 Rockwood Academy.

The 2016 Ofsted report stated:

- *'The school's work to promote pupils' personal development and welfare is good.*
- *A comprehensive programme of personal development lessons, well-planned assemblies, workshops and partnerships with a range of organisations is highly effective in promoting pupils' understanding of how to keep safe. Pupils demonstrate a secure understanding of the risks of using the internet and social media, how adults may take advantage of young people, gang culture and the dangers of extremist views.*
- *Sex and relationship education lessons promote pupils' awareness of healthy relationships and further help pupils to understand how to be safe. The delivery of this programme in both mixed- and single gender groups enables pupils to explore sensitive, age-related issues in a meaningful way.*
- *Pupils are taught about the importance of having tolerant attitudes towards different cultures, races and sexualities. For example, in an assembly, inspectors saw how Year 9 pupils responded positively to the messages of diversity and how the respect that they show others can make a powerful difference to the world. Leaders ensure that difficult and sensitive issues are tackled 'head-on.'*

It went on to reference the Academy's Holocaust provision:

- *'Innovative project work has enabled pupils to use film to explore radicalisation, create exhibitions to show the dangers of extremist views and the impact of the Holocaust, and explore issues of gender and sexuality. Pupils were seen relishing opportunities to debate such issues with maturity, demonstrating respectful attitudes towards different faiths and cultures.'*

More recently, in 2019, Ofsted were citing the holistic, pastoral and safeguarding depth of provision at Rockwood Academy:

- *'At Rockwood, pupils learn to gain in confidence and develop strength of character. They learn the importance of collaboration, and how this leads to stronger communities. Pupils are optimistic about their futures. School helps them on the journey to realising their potential. They develop the key employability skills needed to succeed in the future. Pupils profit immensely from wider curriculum experiences. These include sporting opportunities, overseas trips and cultural visits.'*

This demonstrates the extent to which Rockwood's learners are equipt to make a positive contribution to their community. This is echoed in the deliberate choice of the school to make celebrations and

commemorations open to the public and the stance it takes on Holocaust education, now so intrinsic to the Rockwood Academy culture and ethos.

- The richness of provision and outward facing nature of Rockwood Academy means that its curriculum extends beyond the academic, technical or vocation – and, as a result it focuses upon and impacts significantly the personal development of the ‘whole learner’. Holocaust education and genocide awareness and prevention opportunities contribute to this historically based, values and civics led Rockwood experience, in which such knowledge and content provides leaders opportunities to broaden their thinking, experience, horizons in powerful ways.
- Holocaust and genocide related curricula and opportunity at Rockwood undoubtedly supports students character development – including their empathy, resilience, confidence and independence.
- The decision to principally deliver Holocaust teaching and learning provision through history, but with a values and civics agenda, means Rockwood Academy is, explicitly or not, preparing learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society – developing their understanding of fundamental British values – developing their understanding and appreciation of diversity – celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. The school’s Holocaust related work does contribute to its duty to support Fundamental British Values.
- 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 Rockwood students is understood to underpin strong academic performance and together provide a well-rounded educational experience. The Headteacher and SLT’s clarity on ethos, vision and mission feeds the School’s holistic and traditional curriculum that results in a broad and balanced Rockwood educational experience. This fosters personal development, whilst also being outward facing, ensuring colleagues provides the skills, confidence and knowledge necessary for its learners to succeed, thrive and be safe.
- This review found SMSC provision that provides Rockwood 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 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 Rockwood Academy to champion, celebrate and further develop in pursuit of ensuring educational excellence, personal development and active global citizenship. The schools’ SMSC policy document is innovative, 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. One wonders, however, if this could be more effectively mapped and articulated equally by all students and staff?

- There is a values-led approach to SMSC across the school that champions respect, self-esteem, appreciation and wonder, commitment and open-mindedness. 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 Rockwood Academy's long-term success – not just for ongoing development in it 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. The links it identifies to whole school priorities are telling, along with the subject specific contributions highlighted:
 - Literacy, subject or departmental development plans for stretching and challenging (encouraging criticality and independence) and SMSC
 - **'SPIRITUAL:** Giving students opportunities to reflect on issues such as slavery, the Holocaust and imperialism.'
 - **'MORAL:** Showing appreciation of the moral implications of the actions of historical figures.'
 - **'SOCIAL:** Showing awareness of the creation and evolution of British society.'
 - **'CULTURAL:** Analysing the impact of nations on our culture and traditions.'
- 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 survivor stories, individual case studies and by examining the very best and worst of the human condition. In this regard, Rockwood Academy 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. Again, we would recommended integration of the Centre's 'Being Human?' materials into this provision, signposting these connections as a useful way to explore individuals, the dilemmas and responsibilities they faced, then and now, through personal stories.
- The pedagogy and thinking regards the use of personal stories, indeed testimony from the Echo Eternal project, has clearly influenced Rockwood Academy's approach – and this links to both student and staff personal development, the leadership and values of the school and to the



community served: *'...our single biggest responsibility as a school and to our networks in this endeavour is to make those testimonies stay for generations... they will connect our community with their humanity... through one pathway or survivor's voice we model an upstander, someone who despite their experiences, age, loss, trauma is resilient and willing... brave enough to speak out and share their Holocaust memories with others that we might be able to live our values today and in the future...'*

- Work scrutiny and the student voice panel evidenced that students are aware of the various minority and targeted groups discriminated against and persecuted by the Nazis. They are similarly articulate in their discussions of contemporary marginalised groups; reference was made to refugees, Rohingya, women, black lives matter and disproportional stop and search for black, Asian and ethnic minority groups, those with mental health or with disabilities.
- The UCL 'Unlocking antisemitism' session, and forthcoming training guidance developed by the Centre for the OSCE and UNESCO may also help the school address or explore the shifting nature of the discrimination and persecution of Jews throughout time. Whilst students still ultimately returned to the question of *'why the Jews'*, Rockwood students 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 than peers nationally.
- Older students at Rockwood Academy understand, unlike many of their peers nationally, that genocide is a social act and, despite their studies equipping them with a chronology of causes and an understanding of consequence, they remain perplexed by the ethical question of 'how is genocide/the Holocaust allowed to happen?' For many, this lends itself towards consideration of active global, national and community citizenship and reflections upon responsibility as a result of their historical understanding.
- The SLT link, Mr Malik, (himself a History teacher) spoke of the Holocaust provision offered to students was *'...entirely in tune with our collective Rockwood values of integrity, respect and resilience'* and of it encouraging reflective practice and opportunities for both staff and students to grow. He commented that engaging with the Beacon School programme had added 'layers to what we did and do' and that these opportunities were afforded *'every single child'*, describing Holocaust teaching and learning as *'all access'*, providing aspiration and belief to all students that they can meaningfully engage with challenging and sensitive issues, irrespective of ability, stage, religion, race, ethnicity, gender and so on. As a result, he spoke of students' personal development; increased confidence, empathy, criticality and resilience.
- 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 staff, students and parent body?

- 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 student voice panel Rockwood Academy students alluded to individual case studies that had '*touched*', '*moved*' or inspired them. Encountering these stories and having empathy or feeling a '*connection*' was repeatedly cited as making their learning '*real*'.
- Emotional intelligence and literacy are understood as important by senior and middle leaders at the school – and students too. There was widespread recognition during this review that learning about events such as the Holocaust can be profoundly disturbing, but developmentally important. 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.
- Character education, holistic education or the SMSC dimension and school ethos were not recognised as a strength in SWOT analysis produced by Mr Singh/Mr Donaldson. 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 Rockwood Academy's aims and values, personal relationships and pedagogy. It is evident that Holocaust education's contribution to that endeavour is both recognised and respected, indeed a moral purpose was explicit in the Schools' Beacon School application. Along with citing a disciplinary perspective, the application explained its Holocaust education intention as transformative whilst not prescriptive or simplistic moral lessons from. Similarly, students spoke of it contributing to their ability to recognise the complexity inherent within dilemma's, the importance of personal values and the ability to discern right from wrong. Considering this dimension of the schools' approach, the review would also recommend building upon your 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. This would do much to ensure all staff are able to articulate the SMSC contribution their subject or role in the School contributes.
- The student voice panel participants were impressive; undoubtedly the best 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 Rockwood Academy 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 their Rockwood

community in their thoughtful, reflective and compelling contributions.

- Rockwood Academy 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 Rockwood learners; 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.
- Ms Darr and her staff, including Mr Malik and Mr Singh, clearly recognise educational achievement and outcomes for learners are both cognitive and affective; indeed, the latter is especially important given a wide range of learners’ needs, experience and local context. The Beacon School SLT link and Lead Teacher both consider the holistic contribution of Holocaust education to their learners’ experience at Rockwood Academy to be particularly significant and a valuable driver of SMSC, a contributor to promoting fundamental British (although preferred reference as human values) 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 Rockwood learners 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, on the other hand less tolerant of the injustice they see and as a result increasingly prepared to use their voice, action or presence to stand with those persecuted and to speak out... that’s made me very proud, and is perhaps an unexpected outcome from how I originally conceived my role as a subject teacher who didn’t expect to teach about the Holocaust’.

All this feed into a contemporary and relevance curriculum that sought opportunities to respond to or reflect upon Greta Thunberg and the climate change emergency, the ‘Me Too’ and BLM movement. From such protests, causes, injustices and crises – what can/should be taught and learned? From this review visit, it is clear that by Rockwood investing in and prioritising Holocaust teaching and learning, genocide awareness opportunities and embedding human/children’s rights principals that they are deepening student knowledge and understanding, modelling/encouraging and valuing empathy for others, and signposting (not glibly prescribing ‘lessons from’) or enabling student application of that acquired learning to action and their agency. This is a hugely powerful

and compelling blend of experiences and skills that enable life-long learning and opportunities for Rockwood students to find their voices, their passions and be the change they wish to see. Much of this comes from the confidence and belief still instilled in them and the safe learning environment provided.

- Given this review process was undertaken during lockdown, and that learning had been shifted to online/home schooling support, it would be remiss to not acknowledge the light shone upon or reminder this time has provided, if needed, of the importance of community and belonging, sharing and relationships. It is this review's finding, that the relationships forged at Rockwood are strong, values driven and open ensure learning is possible – whether during a pandemic, or in terms of addressing the complex, the sensitive, the challenging within the curriculum, like the Holocaust.
- This review finds impressive SMSC provision at Rockwood Academy and 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 education. The conversations with both teachers and students during the review recognised that Holocaust education and associated learning experiences were contributing significantly to Rockwood'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 *'given renewed impetus to the SMSC agenda and in such a meaningful and wide-ranging way'*. Such an outlook is led from the top, from Head and Deputy to middle leaders – however, several staff encouraged during the review echoed and understood this – it has over time become culturally engrained and part of what makes a prospective teacher the right fit to join Rockwood Academy.

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 Rockwood Academy. 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 how could your rights education further complement and enhance your provision and offer? (a framework for provision and behaviour dialogue?)

- Reflect upon the school's Rights Respecting Schools with UNICEF. There would be fertile opportunities to make greater links to Rockwood's Holocaust and genocide work, especially in terms of prevention and Genocide Watch and the example of Janusz Korczak.
- Consider a review of current strategic provision of SMSC and fundamental British Values across Rockwood Academy. 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, PR 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 and in doing so an avenue for you to internally recognise in your school community a real blessing and strength and externally champion to parents and wider community.

*See also Mr Singh / Mr Donaldson's SWOT analysis

5. Leadership and management

Ofsted in 2016 adjudged Rockwood Academy leadership and management grade 2, 'good'. This review visit was an opportunity to test the temperature of effective leadership at Rockwood, and based upon this process, it offers that leadership and management, in so far as they relate and reveal themselves in terms of Holocaust education, to be strong.

This review found in Rockwood Academy's 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 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 Headteacher, senior and middle leaders notice the small things and in doing so honour self and individuals whilst valuing the work; there is in Ms Darr 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.'*

Rockwood Academy senior leaders have a clear and ambitious vision for providing high-quality, inclusive Holocaust education and training to all. This is realised through strong, shared values, policies and practice. Leaders focus on improving staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of its Holocaust and genocide curriculum and the appropriate use of assessment. The practice and subject knowledge of staff continue to be invested in and are improving over time. Leaders aim to ensure that all learners complete their Holocaust programmes of study as part of their school ethos, as previously discussed.

a) **The SLT Beacon School link**

- It is important to acknowledge the role of SLT link Mr Malik *'who has taken up the SLT link role and given a really positive impetus to Holocaust education at Rockwood Academy –there is no question the fact that he is a History Teacher has enabled the Lead Teacher to manoeuvre, embed and drive this project with passion and resourcefulness – from a curriculum perspective, but also with a wider view to its contribution to whole improvement'*. Mr Malik's continued commitment to Holocaust education, despite his professional and leadership advancement, has been key to the schools successful embedding of bespoke quality teaching and learning about the Holocaust meeting the distinctive needs of the community he and colleagues serve.

- In the named SLT link, Mr Malik, the Beacon School programme enjoys an articulate, passionate and fully engaged senior leader, who has consistently endorsed the work, contributed positively and ensured a collaborative partnership between the School and the UCL Centre for Holocaust Education. He has been able to achieve this thanks to the unyielding support and endorsement of the Headteacher, Ms Darr, who has enabled Mr Singh to fulfil his passion and develop his specialism.
- Rockwood Academy 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. He remains 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 and therefore whole school improvement, its civics and safeguarding contributions and is passionate about both sharing best practice and continuing to grow and improve for the benefit of Rockwood’s learners, staff and wider community.
- It was notable that the school development plan continues to reference Beacon School status in its leadership priorities, including it being an opportunity to enhance SMSC and safeguarding, offer equal opportunity and civics.²⁸ Mr Malik, along with other Rockwood SLT, worked collaboratively with Mr Singh to ensure a successful Beacon School application, its subsequent demands and opportunities and its importance continues to be communicated effectively in the school improvement plan.
- Mr Malik 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, particularly with how the History focused approach sits with the schools’ ethos and values. He speaks passionately for example of Holocaust teaching and learning linking to the schools ‘human values’, its safeguarding, personal development and civics agendas. Mr Malik came alive whilst describing her schools’ vision, values and educational ethos and articulated passionately just what Holocaust education contributes. It is clear he understands Beacon School status resides with the school and is not a niche element of the schools, rather it being intrinsic to Rockwood’s identity and sense of purpose.
- When asked why they became a Beacon School, Mr Malik’s response was compelling, revealing much about the values of the school, his regard for colleagues and deep commitment to his students:
 - *‘For us, being a Beacon School has enabled and emboldened us... It’s given us opportunities to develop as people and professionals, signposted new ideas, approaches, research and so on, and in partnership with other schools, through Echo and across the Trust and beyond,*

²⁸ See Rockwood Academy School Improvement Plan: ‘Further embed SMSC across the curriculum’ (linked to Priority 1: KPI 3: Strategy 3)

enabled us to glimpse what else might be possible... Its modelled to us possibilities and equipped us with the confidence, commitment, knowledge and skills to meaningfully take what is relevant for our context and young people and run with it...and I think you see its impact, in combination with what we did already, a legacy that has transformed lives, outlooks and understanding... it's a source of great pride to us, not just a badge, an award, a status, but because it embodies what we stand for as people, professionals and as a school community and in it, through it, we have included everyone.'

- For Mr Malik, 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 him, the impact of the status is upon teaching and learning, both academic and holistic that results from such study and opportunity, and in the investment of teacher training and ongoing professional developments.
- Mr Malik has an acute appreciation of the potential for Holocaust teaching and learning to contribute to a schools' safeguarding duty. He spoke for example of the need for students 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'. He argued persuasively that as educators we must equip young people, particularly the most vulnerable in his school community, 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*'. Mr Malik remarked that Holocaust education at Rockwood Academy thereby '*significantly*' contributed to understanding questions of inclusion, rights, social justice, SMSC provision, FBV and the Prevent Duty incumbent upon all teachers.
- The SLT link has explicitly praised and clearly valued specialist Holocaust education CPD. Mr Malik, Ms Darr and others have led or contributed to 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 twilight events. 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 in your region. 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 Mr Singh, with Mr Malik's gatekeeping and approval, in liaison with UCL Centre's Emma O'Brien. This will enable more Rockwood Academy teachers' access to specialist provision – which can only help consolidate school improvement and support quality Holocaust teaching and learning.
- Mr Malik confirmed that the role of the Beacon School Lead Teacher has and continues to be formally recognised with the school's appraisal/performance management system. He confirmed that the Beacon School target was '*...successfully achieved and [he/Mr Singh] is very much on track this year for Beacon related/Quality Mark objectives.*'

- Senior leaders at Rockwood Academy '*set the tone*' and together, with Mr Malik, '*make the weather*' for their schools; so, with such strong and visible leadership in place, with Mr Singh front and facing, supported by Mr Donaldson and a range of curriculum middle leaders and support staff, 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 Rockwood Academy's significant achievements in Holocaust education. The developing specialism in this area is distinct; from the range of excellence evidenced in this review, there is much for the school to learn from sharing best practice and innovation – continuing to drive school improvement - but also for network or partner schools in Birmingham and beyond.
- Mr Malik stated during the review that '*...The Lead Teacher has been and will be supported in developing his own expertise in the field of Holocaust Education, through attending training and conferences. The school already allows him to visit and work with other schools, where appropriate, and will continue to do so. Holocaust Education is given a rightful priority in the school. A considerable amount of curriculum time is devoted to it. The Senior Leadership Team and the Governing Body are keen to see this highly successful programme develop even further and to be regarded as a model of excellent practice. Gurds Singh will be fully supported in this endeavour along with colleagues developing wider curricula opportunities.*'
- It is rare to see such outstanding leadership articulate the potential and need for Holocaust education so powerfully as evidenced in this review – SLT, led by Ms Darr and supported by Mr Malik, have made the Beacon School status meaningful and 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. Mr Malik has successfully enthused staff – communicating effectively to take all on the 'Beacon School journey' to embed Holocaust education as something meaningful and increasingly impactful within History and at faculty level – but more can be done to reach out effectively and champion this achievement, but also to heighten awareness among local schools and SLT peers across the country. It is evident from this review that Mr Malik has a strong leadership and advocacy role that could be furthered at a regional, national and international level.

b) The Beacon School Lead teacher

- The Beacon School application demonstrated his (Mr Singh) ability to lead projects at a departmental, faculty and whole school level. Applying for Beacon School status was evidence of his commitment to grow, develop, refine and learn as a practitioner, but also his passion for Holocaust education and commemoration.
- In Mr Singh the UCL Centre for Holocaust Education Beacon School programme enjoyed a reflective and fully engaged participant. He attended the pre-requisite 1-day CPD, the Beacon London residential and Poland Study visit.

- His 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 Mr Singh:
 - Designs effective and rich subject curriculum and assessment
 - Demonstrates strong 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
 - Effectively leads, communicates and supports a large team of varying experience
 - Plan and teaches well-structured lessons

- This middle leader's thoughtful, highly reflective practice, commitment and developing expertise of Lead Teacher, Mr Singh, is widely acknowledged as providing the project's impetus. Mr Malik and Ms Darr both spoke warmly and respectfully of Mr Singh's *'thoughtful, reflective and inspiring'* leadership of the project within the History department. Others of his ensuring the Beacon School programme felt a genuinely shared and collective endeavour despite staff turnover and challenges. Mr Malik talked of Mr Singh's leadership as 'Lead Teacher' having given Rockwood's Beacon School engagement *'direction, reflection and heart'* – his passion and enthusiasm for Holocaust education as part of a *'real education'* experience is palpable and to be praised.

- During the review's SLT link meeting, Mr Malik and Ms Darr, independently reaffirmed their pride and desire to *'...celebrate and share the work of the History team... and wider colleagues who have joined this Beacon journey... by seeing Gurds take on that Beacon status and [if successful] share the Quality Mark accolade with others in the region... it will build confidence in him, in staff, our school and community that we are indeed champions of this beautiful work.'*

- Students telling recognised in Mr Singh an authenticity in his commitment to Holocaust education that comes across in the classroom and among colleagues and peers. This should be celebrated, and his emerging specialism shared within the school and beyond.

- Mr Singh, as Lead Teacher, was originally mentored by the UCL Centre for Holocaust Education's Darius Jackson. It is clear his passion and enthusiasm for his subject specific teaching and learning focus has driven this project – and yet, the success of Rockwood Academy's review is to be found in his ability to work in collaboration with his team and alongside Mr Malik to build towards a whole school approach. This partnership served to ensure senior leadership support and Head Teacher 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 leadership and CPD that Mr Malik, Ms Darr and Mr Singh, along with 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.

- Mr Singh has successfully introduced and deployed a growing wealth of resource and demonstrates it in the classroom and generously shares with colleagues. He has the skillset and experience to richly deserve his growing acclaim as a regional leader in the field of Holocaust education in schools, 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, or taking up future Quality Mark alumni opportunities?
- Succession planning is a recognised concern/issue for consideration, confirmed independently by Ms Darr and Mr Malik. What would happen should Mr Singh leave Rockwood? Is there a future Lead Teacher in place, able or equipped to move provision and practice forward – whether within History or another department area. Beacon School status resides with the school not an individual, so should he leave the school or step up into a new role, or Mr Malik leave his SLT link post – what provision is in place to ensure Beacon School continuity? The review process revealed that there is an SLT backed commitment to train and invest in Holocaust education, so as potentially to secure internal applicants should need arise and much consideration is being given to sustainability, short, medium- and long-term planning. The Centre stands ready to support in whatever way it can during any such future period of transition – all of which makes ongoing commitment to CPD, investing in people, and capacity building more important as Rockwood establishes a rich and diverse community of practice.
- The personal and professional ‘journey’ of a Beacon School lead teacher is always revealing; as Centre Executive Director Professor Stuart Foster noted in advance of this review process, *‘Gurds has been an absolute pleasure to work with and continues to inspire the Centre with his quiet achievements and innovations’*.

c) The Beacon School Headteacher, SLT and governors

- This review confirms the 2019 Ofsted view that *‘The headteacher, supported by a strong leadership team, is a formidable force for bringing about improvement.’* It is clear from this review process, Ms Darr and her senior leadership colleagues are determined that pupils at Rockwood Academy achieve academic success and leave as responsible citizens. Beacon School status has been part of that ongoing development journey and has since joining the programme been included and in the school’s improvement/development plan explicitly and will continue to be referenced in terms of SMSC and curriculum development annually (minimally for the period of this Quality Mark, until 2024).
- The review found in Ms Darr, a proud, enthusiastic supporter of Mr Malik, Mr Singh and Mr Donaldson’s Holocaust related work and of Rockwood Academy being a UCL Beacon School. Here is a senior leader who is a strong and articulate advocate for Holocaust education, for civics, rights and principles of respect, empathy and inclusion. That Ms Darr has attended the CPD day, and engaged in ongoing dialogue and training possibilities with the Centre is not insignificant – the



degree of SLT engagement and support for fellow senior leader and the Lead Teacher, and other Rockwood colleagues involved in this work, is highly unusual and has undoubtedly contributed to its success. All senior and middle leaders should be commended for the encouragement and positive engaging with Mr Singh's efforts, the importance of Holocaust education and recognition of its valuable student outcomes.

- Ms Darr 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.
- This review found Headteacher Ms Darr to be well informed, insightful and engaged in the process and clearly proud of her staff and students for engaging in this opportunity in the way they have. It is this review's contention that senior leaders at Rockwood Academy have played their part in the Beacon School process (not just Lead Teacher and named SLT link) – and they should be proud of all that she and the school have achieved to date in this area of specialism. Together they have worked to ensure Holocaust education and Beacon School status would never be 'an add on' or a niche part of the schools work, rather that it would infuse, inspire and be something that would challenge, engage and change the way students, staff, parents and wider community '*...think, feel and speak...*'
- Leadership and management's support for and embracing of Holocaust education and Beacon School status was best articulated in it being key to the school's developing confidence in '*what it is we believe in*' as a school and staff body. Throughout the review process, various staff outlined the impact of UCL Holocaust Beacon School status at Rockwood in terms of the educational vision and the school's mission and ethos. Holocaust education has Ms Darr explained '*contributed to that values narrative and securing us to our mission and purpose in a powerful and quite unique way... for many of our staff it has tuned them back into real education and a sense of vocation and service*'.
- Rockwood Academy 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.
- The schools' senior and middle leaders are rightly proud of the work and progress undertaken to date regards its Beacon School status. They speak with conviction and authority of the students having seen a '*step up*' in such work's profile and significance, and students understand how seriously their school takes Holocaust education. The fact it is valued by all was confirmed in the several opportunities to converse with students and staff across the school, during the review visit. Whilst students don't know their school is a Beacon School for Holocaust education (*a finding that can easily be remedied and quickly actioned*) they can articulate absolutely its importance in ways

that reflect both sound historical, substantive knowledge but also the character and civic values of the school. Several students spoke about questioning how it could happen, the dignity of the human person, what it meant for them as people, its relevance today regards refugees and for preventing such atrocities in the future. Students were informed, spoke with passion, and with a genuine sense that learning about the Holocaust was meaningful, and an important subject made accessible and relevant to them.

- Whilst it is evident Mr Singh values Holocaust education from a discrete disciplinary perspective of Citizenship, Ms Darr recognises and appreciates its wider contribution, whether in terms of SMSC and other whole school priorities, or in terms of school improvement. She spoke of the Holocaust's emotive resonance and embedded historical connection but pointed to problematising 'Britishness' and pride in the study of the Holocaust, something within it which speaks to her school communities' identity, values and sense of self:
 - *'We really see or value the Holocaust education and Beacon School work as being at the heart of our school... it speaks to our values and is so important to us that we want it to be established, lived and recognised'*
 - *'Why do we do it? Because those survivor stories are a beautiful message that embolden and empower us to build a respectful, more tolerant and empathetic society and also encourage social responsibility...we feel a duty and total commitment to continue that work, to share and preserve their stories and message'*
 - *'It's a dimension of school life that unites us and brings us together...'*
 - *'Holocaust teaching and learning resonates in our community and our context... its relatable given the characteristics of the school and the 1st and 2nd generation immigrants, migrants and refugees in our area. Through the Holocaust work we speak to identity, community, belonging, resilience, tolerance and more...'*
 - *'Our deep-seated commitment to Holocaust teaching is all the more relevant now, in lockdown, as we move our offer and support to online, home or blended learning approaches... despite challenges we are committed to ensuring our young people have this knowledge and awareness...'*
- Whilst there is no named link governor to support Holocaust education, both the Head, Ms Darr and SLT link, Mr Malik, noted Rockwood Academy's Governing Body and Trust leadership are *'fully aware and very supportive indeed'* of the schools Beacon status for Holocaust education. Mr Singh echoed this point, recognising their support regards resourcing their Holocaust education work and some of their participation in CPD and events, and mused about potential further opportunities to cultivate involvement.
- Rockwood Academy 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 Headteacher, Ms Darr, her SLT – and indeed the wider CORE Trust - 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.

- There is a prevailing feeling that Rockwood Academy's Ms Darr and her senior team recognise and value Mr Singh (Mr Malik and Mr Donaldson'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. There is a clear recognition of responsibility from Ms Darr and Mr Malik (supported by Mr Donaldson) that as a Beacon School best practice should be shared – that to be a 'Beacon' means shining a light on others work or revealing a pathway for others to follow. There is much upon achieving this Quality Mark award that Rockwood colleagues can do to champion the cause of Holocaust teaching and learning, education and commemoration and to inspiring and empowering others to understand the relevance and contribution quality such provision can make to schools and communities. Rockwood senior colleagues are able to advocate powerfully as to the Centre's work and to be Beacon School advocates. We would actively encourage and support this vocal leadership and ongoing engagement.
- The success of Holocaust education provision at Rockwood Academy 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 Mr Singh and colleagues.
- Rockwood Academy '*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 – this would be at odds with the values of the programme as seeking attitude shifts and transformative change – but could be done in high challenge, low threat episodes as starters/plenaries. One other factor for SLT to consider moving forward is long term sustainability, succession planning and the extent to which impact is sustained long term. What would Rockwood alumni say about their experiences ten years from now? How might you build towards understanding and capturing that?
- Self-evaluation and reflective practice at SLT level is – in the judgement of this reviewer – a Rockwood Academy strength. All this adds to the culture and climate of continual and shared 'learning' among teachers and students alike. So, whilst rightly proud of the Holocaust education achievements to date, there is no complacency from Ms Darr; instead there is an ongoing commitment alongside Mr Malik, Mr Singh 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 Rockwood Academy 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 fully a recognised award among the school community or respected by students. There is though, a clear commitment to developing this status at Rockwood Academy and it seems opportune with the Quality Mark award to address this in the manner described but also in school assemblies, in displays around the school so as to raise student awareness, pride and for them to recognise what their school does is rather special. It then becomes something of the culture of the school and something that can be seen and understood at parents or open evenings, and community events.

- 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 Mr Singh, they have an experienced and innovative, committed teacher, determined to build upon its Beacon School status and provision. He also enjoys the collegiality and support of colleagues in the History team and across departments and increasingly secures 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 Rockwood Academy's 'Beacon School journey' – it is becoming a team effort, which it should be – rather than solely driven by the hugely impressive Lead Teacher.
- Despite the impressive provision of Holocaust education in Rockwood'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 Darr, Mr Malik and Mr Singh 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 Rockwood colleagues 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 (online or in person opportunities)

- 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 and use this accreditation to ensure your study body, parents and wider community are aware of your excellence in this area.

*See also Mr Singh / Mr Donaldson's SWOT analysis.

6. Commitment to CPD, networks and research

- CPD – whether internal or externally provided – is highly valued at Rockwood Academy, 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, and the opportunities have only been enriched and heightened by active engagement and participation in the Echo Eternal project.
- Reaching out to other schools and building or developing a network of schools is a key feature of the Beacon School model, as schools become hubs of excellent, support and a CPD bridge to the Centre for local or regional schools and colleagues. However, within the context of the CORE Trust and its Echo Eternal work, this was already secure and an established principle. Furthermore, networking and outward facing engagement is very much within the aspiration and ethos of the Academy regards its Holocaust related work, to reach out beyond the local or regional, and to be ‘Beacons’ nationally – they do so in a spirit of humility, service and sharing – proud of their achievements to date and with a willingness to inspire others in demonstrating what is possible, whilst understanding that in those relationships, learning and sharing that they too benefit, are enriched, and equipped to constantly refine and move their own practice forward. This is an outward looking school, but also a reflective one, and this is demonstrated in the nurturing of those network schools and organisational partnerships, where it is seen as valuable and of mutual benefit, where innovation and insightful practice, professional dialogue and shared learning is possible for the benefit of all – whether to achieve ‘small wins’ or ‘big gains’ – it all helps move Rockwood forward.
- Rockwood Academy successfully ran its 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 four of its hub partners.
- That 5 Rockwood staff attended and participated in the UCL Unpacking the Holocaust CPD is indicative of its commitment to Beacon School status and the support afforded the programme by the senior leadership team, and the day also benefitted colleagues from at least 7 other schools: Bosworth Academy, Nishkam primary Birmingham, Moseley School and Sixth Form, The Chase, The Kibworth School, Stockland Green School and DSLV.
- In addition to the ‘Unpacking the Holocaust’ Beacon School component: investment in ongoing professional development for staff across the school is clear. Mr Singh has since led CPD sessions for all teaching staff at Rockwood, in which teachers learnt about Holocaust education and their role as Beacon School teachers, and the school has worked extensively with other schools in the CORE Trust, especially Jewellery Quarter Academy.
- The school’s senior leaders, teachers and students are hugely proud of their participation in the Echo Eternal initiative. Mr Donaldson explained *‘We are one of the handful of schools which attend*



the half termly Echo Eternal network meetings; these help steer the organisation's activities. As examples of what the steering group meeting has achieved, in recent months we arranged for all CORE schools to take part in the Foundation Stones project and we have helped to organise public-facing events like the Holocaust exhibitions at Coventry Cathedral and St Paul's in Birmingham.'

Rockwood colleagues and students were throughout keen to acknowledge the other schools involved in the Echo initiative: Arena Academy, Birmingham; Central Academy, Birmingham; Jewellery Quarter Academy, Birmingham; King David Primary School, Birmingham; Nansen Primary School, Birmingham; Rockwood Academy, Birmingham; Selly Oak Trust, Birmingham; King Edward VI Five Ways, Birmingham; Archbishop Ilsley Catholic School, Birmingham; Nelson Mandela School, Birmingham; Nishkam High School, Birmingham; James Brindley, Birmingham; City of Birmingham School, Birmingham; Barr's Hill School, Coventry; President Kennedy School, Coventry; Stoke Park School, Coventry; Riverbank Academy, Coventry; Finham Park School, Coventry; and Parkgate Primary School, Coventry.

And it was telling that one of the student voice participants said it was an opportunity and project that gave her '*...new experiences, new perspectives, new friendships*' and made her feel '*connected*' – and it seems from this review process, that teaching, support staff and senior leaders, feel professionally and personally enriched, supported and invested in through their engagement with both Echo and the Beacon School programme.

- Turning to the specifics of the CPD reach the Beacon School programme itself, training by the UCL Centre for Holocaust Education, during the Programme, is credited with having significantly shifted Lead Teacher, Mr Singh's perspective, and most impacted upon the History departments development. Of note was a shift in the understanding of the dominance of perpetrator narratives within history teaching and how often dehumanisation was inadvertently reinforced. The London residential, and the exploration of the Leon Greenman case study, was highlighted as an 'intense', 'light bulb moment' for Mr Singh and signalled a change, with the need for victim narratives and voices to be foregrounded recognised.
- The professional development credited as having been stimulated by the London residential included:
 - A focus on facts – but not at the expense of human feelings and experience (empathy and humanising history)
 - A linking of the history to the values of the time (in Germany and across Europe), and of the schools' ethos, vision and guiding principles today – a sensitivity and awareness of injustice, then and now.
 - A need to address the history of antisemitism and its many forms
 - A recognition of the particularity of persecution faced by other victim groups
 - An understanding of a framework of genocide (stages, phases, warning signs – patterns that provide a lens for prevention)



- Greater appreciation of the SMSC/holistic dimension Holocaust teaching and learning could provide (even within a disciplinary context) and how it might support/frame Ofsted behaviour conversations, or safeguarding, Prevent Duty and citizenship agendas.
- Mr Singh spoke during the staff CPD panel of the ‘transformative’ nature of his Beacon School experience, of it having given him a civil and human rights toolkit that enabled him to draw upon and enhance his historian skills regarding evidence and source analysis teaching, encouraging the development of his asking more sophisticated and nuanced questions of students who in turn began to explore deeper layers of meaning. He talked of the experience having made him ‘a better teacher’ and anecdotally commented this was transferring to student engagement, attainment and progress.
- 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. When asked about the impact of Beacon School status, the review heard the following:
 - *‘It made the Holocaust relatable... to me personally and as an English practitioner...but in turn that gave me the knowledge and confidence to ensure it was accessible to my nurture group... the training really showcased the power of stories and narrative, and what a hook the survivor voices are and I think the rings really embodied that for me...and now I think when you look at the students poetry you can see the impact of that...’*
 - *‘The use of narrative and survivor testimony within the CPD was so compelling and powerfully modelled to us that it’s been invaluable really to our understanding of “hearing the survivor voice” within the classroom, or directly, or through Echo...’*
 - *‘...one of the things that struck me at the time and has stuck with me since has was the nature or question of religious belief... so when we explored the complexities of those personal stories, and when we share them with young people, the connections formed are very human. They resonate because they are questions of identity... the training showed me this lens could humanise the Holocaust, that it wasn’t all about dates, names of places and events, but about lives and lived experiences and that even in the horror of the Holocaust you could find hope... and the kids do that now...they see hope and so on in the survivors stories and insights’*
 - *‘The CPD gave the English department a real springboard and helped us develop our poetry... its lead to work in conjunction with Echo and resulted in an anthology... and its underpinned some of the work we do for Holocaust Memorial Week...’*
 - *It’s renewed my love of teaching and to the actual pedagogy, something I’d maybe lost since PGCE... the CPD has been great for developing subject knowledge, and it enriched me, resonated with me as a person...’*

- It is clear for several colleagues the re-engagement with research and pedagogy was an exciting and unexpected positive outcome of Beacon School status and engaging with specialist CPD. 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 *‘vital to my wellbeing and remaining in teaching’*. Another said they had *‘fallen in love with teaching again’* and that it has *‘reinvigorated me...’*
- As noted previously, the Beacon School programme, provided Mr Singh the opportunity to travel to Poland, this was not the first Holocaust related trip or educational visit undertaken, but it provided the Lead Teacher a personal and professional stimulus, the continuing professional development of which is clear to see. The trip to Poland, has impacted upon classroom practice when teaching and learning about the Holocaust, but also in wider departmental considerations of generic site-based pedagogy. Whilst reflecting upon the impact of the study visit Mr Singh explained that:
 - *‘I have been extremely fortunate to have had the opportunity to study the Holocaust and develop my practice in conjunction with the Centre...The UCL style of pedagogy, emphasising the humanity of all involved, focusing on individual stories, and open, honest, and respectful enquiry rooted firmly in historical fact, are the strategies I have aimed to incorporate in my scheme of work. I found the learning strategies employed at the site visits in Poland to be particularly informative.’*

The Lead Teacher’s understanding of the complexity of complicity and compliance and the role of agency was challenged during his Poland visit – the student voice panels also reveal that they were subsequently now more alert to the complexities of human nature and thereby concerned for individual experience and importance of context.

- For several Rockwood Academy 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.’* This seems to have been especially welcomed and appreciated by non-specialist staff delivering Holocaust education in a range of subjects or to support their involvement in Echo.
- This review finds that the investment in equipping staff to 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 successfully and appropriately. It demonstrates the importance Rockwood Academy affords the subject matter and what can be achieved; it speaks to the broader educational and civic mission statement of Ms Darr and her SLT.
- Rockwood senior leaders are forward thinking and not complacent. Despite obstacles and challenges to the provision and status of Holocaust education Ms Darr and the team 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 2020-2024.

- CPD dates can be calendared annually by Mr Singh, Mr Malik or Mr Donaldson and the senior leadership team, in liaison with UCL Centre's Emma O'Brien. This will enable more Rockwood Academy 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 online twilights now on offer could also be of interest to colleagues at Rockwood and among 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 Rockwood Academy learners, teachers, UCL and other partners.

Potential areas for further development

- Aim to schedule at least one CPD event linked to UCL Beacon School status a year – whether partnering to host a CPD day in your locality or a specific twilight opportunity for your school - to ensure capacity and critical mass in the school or further develop your network to ensure a thriving hub. The UCL Centre for Holocaust Education stands ready to assist – contact Emma O'Brien, Tom Haward or Shazia Syed to arrange this for the coming year. In a COVID context the Centre's CPD is moving to online and blended offers, and this may enable greater flexibility in access, uptake and provision.
- Encourage and support colleagues, perhaps especially Mr Malik and Mr Singh, who have completed the one-day UCL CPD to consider the online MA module, as they might relish the academic challenge and its direct link to pedagogy and practice. Contact Ruth-Anne Lenga or Shazia Syed for details.

- Consider the ‘Authentic Encounters’ twilight or the 45minute online CPD as a vehicle for whole staff INSET, not just to enhance Holocaust teaching and learning, but as a means to support safeguarding and explore the notion of a pursuit of truth. Through this lens, Authentic Encounters can support scholarly resilience among colleagues, and help teachers and indeed students in our classrooms to question how it is we know what we know. Such an opportunity would allow colleagues to engage in deep thinking about what it means to *‘develop young people’s critical thinking skills through exposure to a wide range of primary and secondary sources, leading them to question motive, reliability, authenticity and typicality whilst being acutely aware of the certainty with which they can make judgements about the past’*, indeed inferences and examine fake news or information today. In conjunction with this, our new suite of online, open access materials for students, ‘Then and now: exploring the Dimbleby dispatch’ may be something English, Citizenship and History colleagues could work together to adapt or facilitate – and there is CPD available from the Centre to support this.

*See also Mr Singh / Mr Donaldson’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 Rockwood Academy's Holocaust education provision, its quality teaching and learning **is** indeed strong, and its evolving genocide education and human rights advocacy, distinctive. The developmental recommendations or questions raised in this report are not intended as criticism, but rather are reflective 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 and genocide education provision at Rockwood Academy **is** contributing to a curriculum that informs, engages, empowers and inspires its learners and does support wider school improvement.
- Beacon School status plays a crucial part in securing excellent SMSC provision and this should be widely celebrated.
- The quality of teaching and learning, and the outcomes for learners, particularly within History, but across the wider curriculum, has benefitted from Beacon School status.
- Ambitious and reflective school and leadership. Senior leaders and teachers alike are committed to the principle that all learners have the right to access quality Holocaust education. (This is especially noted during this COVID-19 period of lockdown and the commitment to ensuring quality provision and practice whilst moving to online, home/blended learning.)
- Rockwood Academy have developed a clear rationale for their approach to Holocaust education that speaks to affective and cognitive outcomes for learners. They are developing a specialism and expertise in the field that is rare, particularly regarding its comparative genocide approach. As a result, the provision for and impact of Holocaust education at Rockwood Academy has significantly improved because of UCL Beacon School programme participation.
- This scheme of work/learning is informed by the UCL Centre for Holocaust Education pedagogy and educational principles.
- The centrepiece of Rockwood Academy's strength in Holocaust education is built upon the quiet constant pursuit for research informed quality teaching and learning and a commitment to ongoing and specialist professional development.
- The lesson observed for the purposes of review bore the hallmarks of quality teaching, rather than just quality teaching about the Holocaust. (the online learning demonstrated in the observation, as a result of the pandemic, was especially impressive)



- A vocabulary of rights was an undercurrent, informing or framing several student contributions throughout the review process – more could be made of this for behaviour for learning, citizenship, and indeed in securing enhanced UNICEF Rights Respecting Schools status.
- Pedagogical practice in Holocaust and genocide education at Rockwood Academy is underpinned by research-informed CPD. The commitment to ensuring that all teachers involved in the delivery of Holocaust (and genocide education) have received training is both a credit to Senior Leaders, and a reflection of how integral the support of such individuals is. At the same time, the comprehensive CPD programme provided to staff is the borne of the vision and organisational skills of the Lead Teacher.
- The emerging specialism in Holocaust and genocide pedagogy at Rockwood carries with its wider positive ramifications for teachers' general practice. This is recognised by Senior Leaders as well as by teachers and goes some way to accounting for the passion and enthusiasm that staff members display towards the programme.
- Student voice was strong: students were articulate, offering sophisticated and nuanced insights in empathetic, confident and thoughtful ways. Student substantive knowledge was shown to be sound, their use of subject specific terminology excellent. The students were the school's best ambassadors regards the impact of Holocaust education.
- Students are genuinely interested in and enthused by teaching and learning about the Holocaust, as well as other genocides and human rights issues. In short, they enjoy studying these subjects, and want to know more. This can only be the result of good teaching practice, which – of course – is itself dependent upon curriculum design, adequate training, and strong leadership, to name but a few prerequisites.
- Personal stories were a feature of the Holocaust scheme of work that the students found particularly compelling. Engaging in the Beacon School programme has reaffirmed or secured a commitment to humanising history and storytelling as means to change the way students think, feel and act.
- Strong and supportive leadership from the Headteacher Ms Darr and Mr Malik, with Mr Singh as Lead Teacher (and supported by Mr Donaldson), has been critical to the success of the development of Holocaust education at Rockwood Academy. They are very positive, supportive, and convinced of the importance of Beacon School status; committed to quality Holocaust teaching and learning; and have afforded staff and the subject matter the developmental and curriculum time necessary, including staff access to UCL Centre for Holocaust Education CPD.
- The quiet passion, commitment and emerging expertise of Lead Teacher, Mr Singh, is widely acknowledged as the driver of the project, particularly regards the pedagogical care afforded the subject and his strong disciplinary, scholarly and values driven, civic and humanising approach.



- The Lead Teacher is a gifted Holocaust educator, committed middle leader and a passionate advocate of quality teaching and learning in Citizenship and a wider holistic curriculum, for all. Thanks to her engagement with the UCL Centre for Holocaust Education CPD, the Beacon School London residential and Poland study visit, Mr Singh has a secure and rich range of strategies and materials to draw upon, which he deploys confidently and demonstrates in the classroom (and online) and among colleagues. He has the skillset and experience of a leader in the field of Holocaust education. This is an avenue for future professional development that UCL should consider regarding opportunities for peer reviewing other Quality Mark Beacon schools.
- The commitment to the status and successful re-designation as a Beacon School is evidence of Rockwood's approach to ensuring quality outcomes and experiences for all its learners in History and beyond. There is now a difference in teaching and learning about the Holocaust, and some of the generic gains should be recognised as best practice in other subject areas.
- Rockwood Academy have found their participation in the UCL Beacon School programme to be important of itself, but also recognised its opportunities to serve other whole school, educational policy agendas: Spiritual Moral Social and Cultural development, Global Learning, Fundamental British Values, citizenship, healthy schools and Prevent. Together this work serves to enhance and enrich the students' personalised curriculum, sense of self, personal development, well-being and safety.
- The School's Beacon School work undoubtedly contributes to developing learners' emotional literacy.
- Independent thinking is being embedded within Holocaust education and the pedagogy of the UCL Centre for Holocaust Education distinctively recognisable. It is planned into the scheme of work with the expectation that teachers lead less and that students will do more. This is aspirational and an ongoing commitment that should be encouraged and its best practice shared.
- Use of teacher talk is also noticeably strong within Holocaust education and powerful distinctions can be drawn between teacher talk, *at*, *to* and *with* students and this best practice should be shared more widely across the school.
- Strong and developing body of staff with substantive specialist subject knowledge and skills – need to build on this and share. Clear evidence of staff subject knowledge, enthusiasm and passion for Holocaust education.
- Partnership with UCL Centre for Holocaust Education in its role as mentor and critical friend has been extremely rewarding, positive and productive. There has been increased engagement with research, pedagogy and classroom practice; staff spoke of a re-engagement with teaching and learning, and true thinking about purpose of education via the Beacon School programme.



- It is clear the Beacon School project has been instrumental to staff and school engagement with academic and educational research.
- Rockwood Academy students are articulate, thoughtful citizens; many are keen to learn, respectful and are the school's best advocates. Use your students to champion the school and the cause of Holocaust education. They are proud of their school and their teachers and appreciative of the experiences they are offered here, so this review encourages you to give students opportunities to talk or 'shout about' their positive Holocaust education and genocide awareness experience to parents, governors and the wider community. Rockwood Academy is doing some incredible and important work with young people, so it is worth sharing that more widely and loudly – especially the Quality Mark Beacon School status - with the local press and constituency MP.
- 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.



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, not just Holocaust education.
- 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 forthcoming UCL Centre for Holocaust Education resource '*The Long Night*' This is being piloted and may be something to consider for English lessons/colleagues.
- 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? Or is History relieving the burden elsewhere? Look regularly at curriculum mapping to audit this and to consider sequencing and the way in which students engage in a spiral curriculum approach during their time at Rockwood.
- Related to provision and progression, what links or efforts are made to the prior learning of students arriving at Rockwood? What are primary feeders teaching about the Holocaust (if anything), human rights, values and issues of prejudice and discrimination? Likewise, where are the destinations of your students post 16? What do local Sixth Forms or colleges deliver and how might you work with them to enhance provision and ongoing engagement and opportunities in your area?
- 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 is rightly not considered niche to Holocaust education, rather as transformative and key to supporting/driving school improvement. However, a whole school '*Authentic Encounters*' twilight could be provided that would inform and support greater staff knowledge and understanding of the Holocaust, but would demonstrate quality questioning, allow for teacher talk reflection, model what student led learning and AfL generically could look like. (this can now be delivered as a live online session)
- 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?



- Formal assessment regards the teaching and learning about the Holocaust needs 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 Citizenship Department wish to – or this could feed into wider attitudinal and knowledge surveys that could be run/tracked across the school. Whilst the review accepts the rationale for non-summative assessment of the unit, clarity on outcomes and what it is that young people are learning, is required to demonstrate effectiveness and support ongoing improvement.
- 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 Rockwood Academy and its 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 to see just how and where your provision has progressed. 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 and share the load. This is an aspirational and long-term potential goal and may tie to sustainability and succession planning conversations.

- Consider a review of current strategic provision of SMSC and Fundamental British Values across Rockwood Academy. 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 clearly would contribute a great deal to such an audit – but the school’s citizenship work, safeguarding policies, RE curricula, PSHE and tutor programme also benefit from aspects of the knowledge, skills and opportunities Holocaust education and experiences provide. 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.
- Given the strong commitment to SMSC, values and holistic learning opportunities, this review suggests consideration of enhancing your UNICEF Rights Respecting Schools initiative and raises the possibility of becoming a Values Based Education School. The Centre’s n.wetherall@ucl.ac.uk can provide the necessary contact details if interested in considering this. The work you do in terms of Holocaust education would certainly underpin a strong application for the latter.
- 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? Could there be a UCL Associate role in the future? Likewise, the SLT link a national advocacy role or leadership opportunity in this area?
- 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 Mr Singh leave, Rockwood Academy 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 be taken should Ms Darr and Mr Malik leave to ensure senior leadership capacity and interest in the short, medium and long term – including by embedding in school improvement plan, policy and by galvanising governor support?
- 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



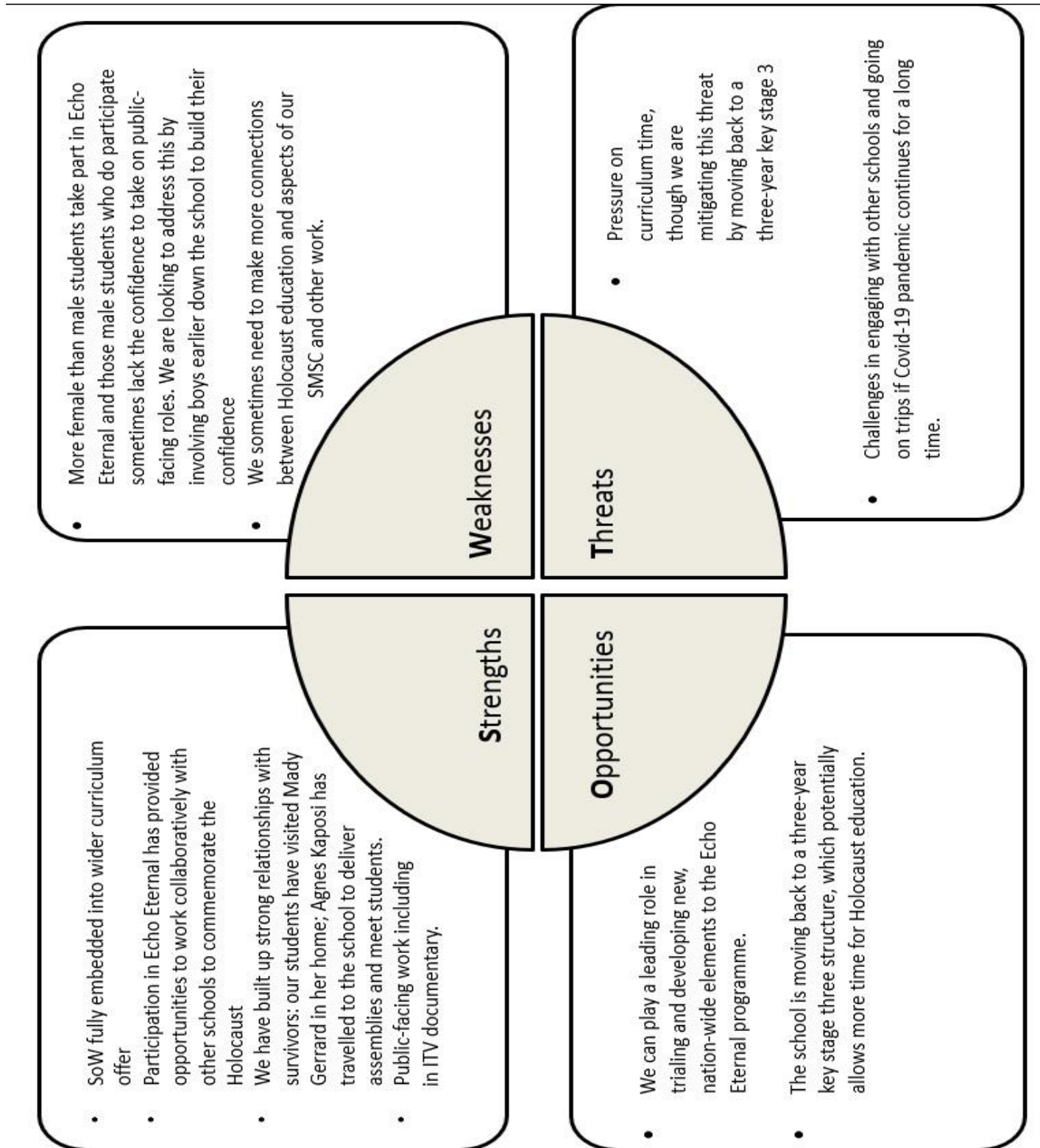
ought to know of your 'Beacon School' status. Governor/s to up skill in relation to Holocaust education which will enable them to challenge as well as support the school in this important area of its work (possibly a link governor/Humanities governor)?

- Commit to ensuring Beacon School status is referenced and retained in the school's Improvement Plan and documentation for the duration of the Quality Mark Award. Including the status in the school's plans serves to help protect the development and reflection time; embed and share best practice as indicated during visit. This could be as a stated target, or as an example or reference point regards holistic aims.
- Engage in the Quality Mark alumni programme moving forward.
- 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 Trust to host a specific twilight opportunity. This will ensure a thriving hub is focused upon Rockwood and the UCL Centre for Holocaust Education stands ready to assist – liaise with the Centre's Emma O'Brien for online CPD, and Tom Haward for twilight opportunities.
- To further substantive knowledge, confidence, skills and reflective practice, encourage and support colleagues at Rockwood Academy School colleagues, 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 Rockwood Academy achieved full accreditation.

SWOT analysis of TandL: Completed by Hugo Donaldson, Rockwood Academy (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 Rockwood Academy's designation as a UCL Beacon School for Holocaust education from 2020-2024.

*Renewal of Beacon School status can be again sought within the 2023-2024 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 an absolute pleasure to virtually visit Rockwood Academy and learn more about your impressive provision for and quality teaching and learning about the Holocaust and your innovative and ambitious commitment to develop genocide education. That despite a global pandemic, a school in lockdown, its staff were agile enough to ensure innovative, quality Holocaust teaching and learning only demonstrates the utter commitment to and regard felt for the value of Holocaust education. The outstanding online lesson observed was evidence that would counter concern regards whether meaningful Holocaust learning would/could/should be possible online or appropriate remotely. This Quality Mark is richly deserved recognition of your collective efforts: the support of a passionate and gifted senior leader, curriculum leadership of a talented practitioner and middle leader - all in a spirit of openness and collegiality - in a school where relationships and personal development matters. Thank you to the students who spoke so eloquently and openly about their learning and to the staff and senior leaders who gave me precious time to reflect upon the impact of their work. Together, Rockwood Academy students and staff, have and are achieving so much. You should be very proud, congratulations to you all on this award.

Date: July 2020

Executive Director: Professor Stuart Foster

Executive Director signature

Comment: We are delighted to award Rockwood Academy with the UCL Centre for Holocaust Education 'Quality Mark' and re-designate your Beacon School status. We congratulate Mr Singh, Mr Malik and Ms Darr, the whole staff and student body for embracing this programme, giving it the status, time and support necessary to ensure such innovative and contextually relevant outcomes and opportunities for your young people. Achieving this status at any time is a significant achievement – to do so during lockdown, is exceptional, and really speaks to your innovation and commitment to this subject matter. Thankyou for your flexibility and willingness to engage in an online review process and helping us refine our practice considering COVID-19 restrictions. Such partnerships are invaluable, and we value this and relish the opportunity to work with such a true 'Beacon', ensure quality provision and experience of Holocaust education for all learners. We will be keen to hear more of the action points, opportunities and impact of this Beacon School work and look forward to the next three years.



Appendix 1:

UCL Centre for Holocaust Education QUALITY MARK – Lesson Observation

Date: 10/07/2020
at: Rockwood Academy
LO/LW of: Gurds Singh (Year 8 History class)
LO/LW by: Nicola Wetherall MBE



The scheme of work/learning and pre-visit documentation identified the lesson for observation as UCL’s ‘Being Human?’, located within a series of 1 hour lessons outlined in the History Holocaust focused scheme of work/scheme of learning, that was adapted and delivered online, through live teaching, due to the COVID-19 pandemic and resulting school closure.

The lesson PowerPoint was provided in advance of the lesson along with anonymised 8yhi1 class data. The pre-visit documentation identified there were 29 students in the class: 18 boys, 11 girls. 3/29 students were indicated with SEND flags and class plans stated 12/29 were FSM eligible, 21/29 were PPG eligible. Specifics of the needs of individual students were not offered.

The learning environment was not the groups regular History teaching room – rather via online devices whilst working remotely at home.

The lesson was principally led by Mr Gurds Singh, with input from Mr Malik.

- The lesson observed demonstrates the powerful and well-structured, challenging, engaging and emotive scheme of learning, quality teaching and learning experienced at Rockwood Academy.

	Not evident	Even Better If...	Good	Excellent
Evidence of student progression in terms of knowledge, understanding and/or pupil self-awareness (reflection)	<p>Is there a knowledge pre-and post, SoW/SoL baseline opportunity missed? (10 questions from UCL student survey for example – which could be self/peer assessed/marked, & be high challenge, low AfL or retrieval)</p> <p>School has engaged in PASS attitudinal survey. How does this data compare to subject specific</p>		<p>3-4 students specifically made contributions which saw them articulate their progression, the aims of the lesson & how their thinking had altered (even within 1-hour lesson).</p>	<p>Impressive contributions from individual students, several insightful, evidencing knowledge and depth of personal development / moral /civic understanding that ensured the history was relevant in their contemporary lives.</p>



	progress/attainment data?			
Evidence of a variety of types of teacher questioning			Questioning & teacher talk ratio added to pace & facilitated quick & effective challenge to a couple of students & addressed their misconceptions	Questioning is skilful. Demonstrates range of open, closed, targeted questions, allows constant assessment of pupils' understanding & challenge. Impressive range of student questions – both in form & style.
Evidence of teacher differentiation in various forms for group		Were all students challenged to make progress? Vast majority were/did. A couple of students were able to passively comply (not have to contribute verbally or be pushed).		Excellent 'mop up' 1-1 rotation within the chat feature, ensuring students understood tasks. Strength of teacher questioning & familiarity of class data meant he could respond to student need at all levels & provided challenge.
Evidence of student engagement and highest expectations. Atmosphere of learning; thirst for knowledge/love of learning				Students were quick to settle and ready to learn. Students were familiar with routines (even the new IT/home-learning ones) becoming engrossed in the teachers' strong narrative input and responding to praise.
Evidence of staff subject knowledge, enthusiasm and passion				The teacher demonstrated strong and secure substantive 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 his reflective nature & commitment to refine practice & life-long learning. Clear passion for pedagogy. Commitment to highest expectations
Area		Evidence		Best Practice
I	Informed Inspired Immersed Involved Independent Insightful	<p>All students became involved & independently or collaboratively could access & engage with the tasks; thereby able to offer insightful contributions & questions during the discussions. Several of those contributions testify to foundational prior knowledge (key terms).</p> <p>Some modelling and use of inference was excellent – 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/citizens you approach a source? E.g. safeguarding in challenge to fake news and denial era)</p>		<p>Student’s metacognition & teachers’ ability to develop metacognitive skills, especially modelling metacognition. Is this expertise shared across the school & departments? The Teachers classroom practice enables students to work to be insightful, independent & informed learners. Some students can articulate their metacognition, plan, monitor & evaluate ideas, concepts, their learning, whilst also able to demonstrate and develop it in independent or interleaved practice.</p>
C	Compelled Challenged Captivated Curious Creative Critical	<p>Criticality, curiosity & challenge evidenced in students range of questions & discussions</p> <p>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.</p>		
E	Engaged Empowered Encouraged Enthused Evaluative Empathetic	<p>All students became engaged during the lesson & empowered by their participation, use of praise, and desire to understand/know more.</p> <p>Students were empathetic as immersing themselves in the individual stories & evaluative when considering motivation, push and pull factors – indicative of quality, values-led, engagement with case studies and historical criticality embedded in the prior learning.</p>		<p>Parallels to contemporary world and experience</p>

		Empowered by ability to draw upon experience/perception of world. Empathetic and values driven in responses.	
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Any key examples (+/-) of... seen to share/refine?	
Literacy	Regular checking of comprehension of keyword/terms
Behaviour for Learning	Metacognitive practices: especially learning and teacher talk: combined with school expectations, developing metacognitive knowledge is fundamental to behaviour for learning. Lesson modelled 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.
Assessment/evidencing progress throughout	Questioning Quality conversation, active listening Pupils link to prior learning in their answers – drawing on that knowledge to infer and test ideas.
Critical thinking/independent thinking	The scheme of work/learning is well and innovatively resourced – student voice and work scrutiny demonstrate that meaningful Holocaust learning is taking place at Rockwood, including developing criticality and independent thinking, with a degree of empathetic self-reflection that is rare to see.

WWW: Feedback comments -

Teacher’s clarity of instruction, expectations, use of praise and familiarity with questioning and narrative mechanisms is hugely impressive, so to the integrity of the ‘Being Human?’ lesson, delivered innovatively online, without compromising its complexity. If the school is lacking a ‘metacognition across the curriculum’ coordinator, or looking for someone to champion empathetic criticality, then they would do well to consider Mr Gurds. Content and resources were well planned and linked to prior learning of the scheme of work/learning. Willingness of a reflective and confident practitioner to recognise class-wide myths and misconceptions or individual’s comprehension deficits, to stop, pause and clarify or tackle errors, misunderstandings or issues in real time. Accomplished scaffolding and modelling throughout.

EBI: Target for possible future development –

A lack of baseline knowledge of the Holocaust, hinders overall tracking of progression for this group– however, 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? Can in-house and formative approaches capture this for baselining, in high challenge, low stakes (starter or plenary style) activities? What trends might you see for gendered outcomes, impact upon vulnerable or target groups? ‘Being Human?’ does lend itself to formative assessment opportunities and the chat feature used within this lesson, and the following lesson, may have provided opportunities to demonstrate and reflect upon how far the students have developed and refined their understanding.

Appendix 2: Selection of Holocaust education pictures

Holocaust survivor Mady Gerrard visits Rockwood Academy exhibition



And visit Mady in her home...



Holocaust survivor Agnes Kaposi visits Rockwood Academy

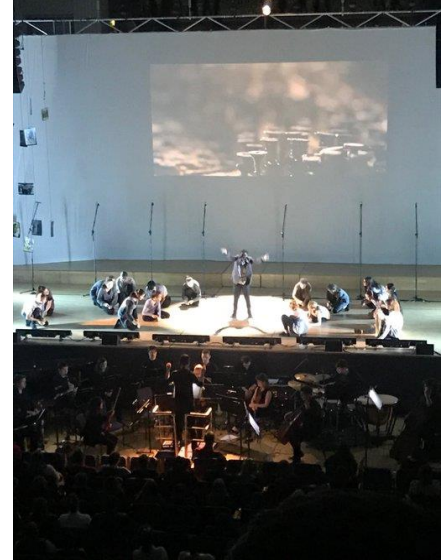
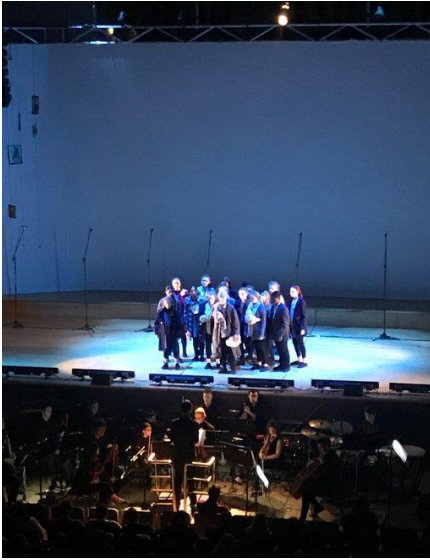




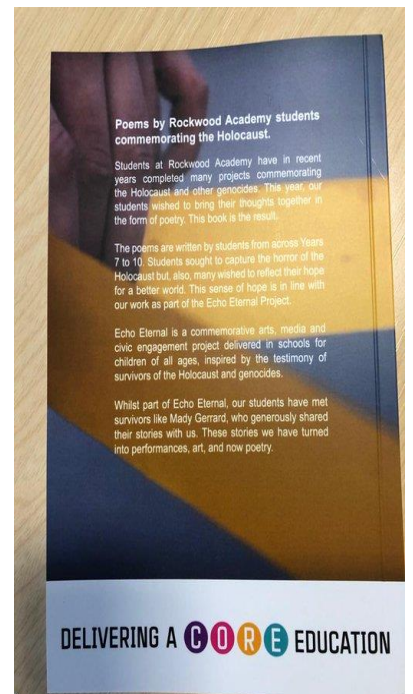
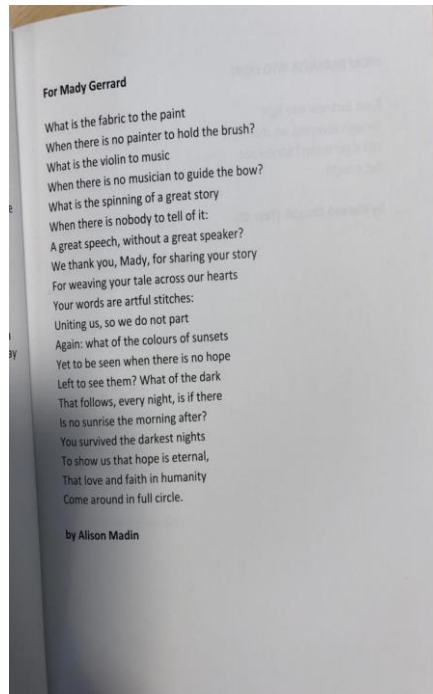
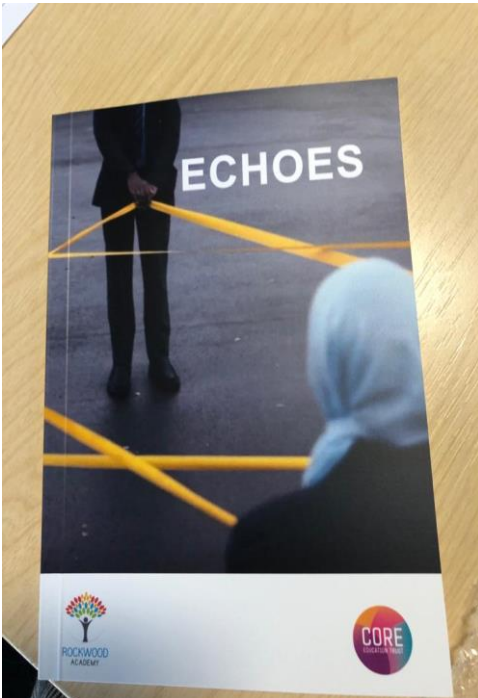
Holocaust Memorial Week Exhibition



Town Hall event: Rockwood Academy's work with other schools



Echo: poetry book about the Holocaust by Rockwood Academy students



Rockwood Academy features in ITV documentary with Jonathan Dimbleby 'Return to Belsen'

