

**Report findings:****UCL Beacon School Quality Mark re-accreditation review****Torpoint Community College****July 2022**

UCL Beacon Schools are hubs of educational excellence. They are institutions which have committed themselves to developing high quality teaching and learning about the Holocaust, and to sharing best practice among their wider communities and networks. These endeavours require the investment of considerable time and energy: commodities which are always in high demand in schools. Because of this – and because educational agendas within schools and the system more broadly are continually changing – it can be hard for Beacon Schools to maintain their commitments over time, despite the best intentions.

The Quality Mark award was developed as a means of recognising those schools with an ongoing and unrelenting commitment to making sure that the Holocaust education they provide is of the highest standard. The award is earned, not merely given; the review process is developmental, but it is also rigorous and robust, meaning that that this is an achievement that schools work incredibly hard to attain. To ensure the integrity of the Quality Mark, and because things can change quickly in education, those schools who achieve the award are duly required after four years to apply for the status to be reaccredited.

Torpoint Community College (TCC) became a UCL Beacon School in 2016. In 2018 it **was** awarded the Quality Mark. In July 2022, it became the third school to be reaccredited as a Quality Mark UCL Beacon School. I offer them my very warmest congratulations.

Nicola Wetherall MBE  
July 2022

## School context:

Torpoint Community College (TCC) is situated in South-East Cornwall and is very much a part of the local community. Due to its proximity, it also enjoys close links with the urban area of Plymouth city. This results in a rich mix of urban and rural, village and city-based students.

The majority of students attending the College live in Torpoint or on the Rame Peninsula. A number of TCC's families are actively serving military personnel or work in HMS Raleigh, a very short distance from the College. The College also serves students from Plymouth who travel from Plymouth via the chain ferry over the River Tamar. The current number on roll is approximately 720, including 50 in the Sixth Form. The College's Post 16 provision offers a small, but thriving, learning environment for its students with a wide range of A Level subjects on offer. Just over 90% of students in the College community are White British or White Cornish. In terms of ethnicity, gender, faith and cultural groups, the College has seen a broadening diversity over the last 5 years.

*'Through inspirational teaching, a genuine concern for health & wellbeing, a broad and balanced "STEAM" curriculum and a rich abundance of learning opportunities within and outside the College, we nurture high aspirations in our young people for themselves, their College and their community. Our students understand they are responsible for the choices they make. They know that making the right choices, self-belief, high expectations and working hard will empower them to shape the future they want. We expect them to respect themselves, their peers, their College and their community. In turn, each one knows they are valued.'* (TCC: Website, 2022)

The College motto is "Inspiring Optimistic Learners" and the 3 values followed are "Respect, Prepare and Focus".



**Torpoint Community College in context:**

Headteacher: Dr Jeremy Plumb			Email: Plumb.J@torpoint.cornwall.sch.uk				
Lead Teacher: Charlotte Lane			Email: lane.c@torpoint.cornwall.sch.uk				
SLT link: John Golding			Email: golding.j@torpoint.cornwall.sch.uk				
<b>Whole School Data</b>							
Number on Roll:	699	Number in Sixth Form:	52	Number of teaching staff:	46		
P8	-0.18 (2019) +0.1 (2020) +0.19 (2021)	A8 (school)	44.7	% of students recognised EAL	2.6		
% of students with EHCP	2.0	% of students with identified SEND need (EHCP or other)	20.0	% of students eligible for PPG	35.8		
% of students eligible for FSM	20.6	% of students identified as G&T or most able	30.0	Reading Age on school entry	-		
*Please use your school census to give us an understanding of the diversity or ethnic mix of your student body – this can be based on the school’s census data and what parents/ carers have self-identified or reported.							
% BAME	0.7	% White/ British	91.0	% Jewish	0.002	% Muslim	0.14
		% White/ <b>British</b>	46.5			% Christian	36.3
		% White/ <b>Cornish</b>	44.5			% Sikh	-
						% Buddhist	0.14
						% Hindu	-
						% Other	0.14
<b>Beacon School focus year or target group (for example: Yr9)</b>							
Year Group:	9	Number on Roll:	141	Hours spent currently on Holocaust education in primary subject	32+		
% of students with EHCP	1.42	% of students with identified SEND need (EHCP or other)	25.5	% of students eligible for PPG	36.8		
% of students recognised EAL	1.2	% of students eligible for FSM	20.0	% of students identified as G&T or most able	32.0		
Reading Age (Av for Yr Group)	-	Subject or primary focus of Beacon School Year (LT)	History & RS	Other possible subject connections/ partnerships?	Art		
<b>Other key information</b>							
Twitter:	@TCC_BeaconHolo	Constituency MP	Sheryll Murray	Teaching School?	-		
Part of a TSA?	-	Part of a MAT?	-	KS3 provision: 2 or 3 years?	3		
Have you UNICEF Rights Respecting Schools status?	Y	School Type?	Secondary Community College	Latest Ofsted (year & grading)	2017 Good		

## What went well

Key strengths of Torpoint Community College (TCC) Holocaust education provision and practice include (*but are not limited to*) the following:

### Holocaust education within Torpoint Community College curriculum

- **A truly whole-school, community approach and culture.** Torpoint Community College's clear rationale for their approach to Holocaust education speaks to affective and cognitive outcomes for learners. Their specialism and expertise in the field is recognised in the South-West, and increasingly, beyond, for its depth, vigour, and innovation. As a result, the provision for and impact of Holocaust education at TCC continues to embed because of participating in the programme and building developing its Beacon School culture. Through a variety of means, Holocaust education is now part of the fabric of college. Such is Holocaust provision and practice within the DNA of the service, that would no longer be a need to reference Beacon School status explicitly within the College Improvement Plan; it is now as culturally embedded and routine as the expectation to take a register or to safeguard – and yet a variety of documentation secures its status in terms of school development.
  - Marking HMD for example, is now 'tradition' and a 'cultural norm' across the college. The success of this approach is in the 'learning together' that has resulted, namely with teachers, support staff and young people collaborating to explore and deepen their understanding in age and stage appropriate ways. The college aligns its community HMD approach to the national theme and continue to take advantage of related opportunities to ensure the Holocaust (and other genocides) are remembered, taught and talked about, with an eye to contemporary global events and linked to the college's values and educational ethos. It is notable that TCC took up the Centre's #Leon111 Art competition – they uniquely met the challenge with a collective portrait rather than with single student entries – this speaks to the collaboration of Art and History departments, but also the innovation and inclusive nature of the learning experience. The quality of the student outcome was such that it was announced among national awardees. Centre's Corey Soper said:

*'The collective piece...foregrounds a range of student responses reflecting on the theme of 'One Day', writing about a range of days in Leon's life that met the Holocaust Memorial Day theme – days of immense and sudden change and days of memory and reflection. In addition, the year group produced a range of portraits capturing Leon's likeness at different times in his life, and with radically different depictions of mood and tone. This allowed the piece to capture a real variety of responses and artistic styles. The students brought their talents together to produce a huge scale portrait of Leon to which the whole group contributed, as a large memorial in the school community.'*

The prominent display of such artwork, at the front of school, means visitors are met with visual stimuli that reflects it's both the student's artistic flair, talent and expression, but also TCC's Beacon

School commitment, and prompts discussion. That speaks to the values and integrity of the school community and is a source of pride.

- **Holocaust related curriculum intent, implementation and impact.** 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.
  - TCC is committed to breaking down barriers to learning and tackling all forms of disadvantage; they believe in the power of education to promote social equality and dramatically improve life chances, aspiration, and opportunity. In this context, Holocaust education plays a vital role in promoting equality and enables students to become socially, culturally, and emotionally fulfilled young people. By examining the prejudice and discrimination experienced by Jewish people during the Holocaust, and those persecuted by the Nazis for who they were, what they believed, how they lived, learners are encouraged to reflect on wider issues of equality and individual liberty. Holocaust education enables the development of broad-minded citizens who celebrate the achievements and beliefs of others through the examination of case studies of individuals like Leon Greenman and through educational visits by survivors, like Mala Tribich MBE, or second generation such as Bernie Graham. Holocaust education features prominently in the History Department's curriculum intent and implementation – its impact, remarkable.
- **Strong, deep roots embedded within the school curriculum.** Whilst the history scheme of learning remains the bedrock of TCCs outstanding Holocaust education provision, the Lead Teacher, supported by the SLT link and colleagues has built upon 2018 collaboration. Since the first Quality Mark, TCC have carefully considered opportunities for a whole school approach in which subjects have retaining their distinctive disciplinary integrity but enabled students to 'join the dots' and apply their knowledge and skills. This is most noticeable in terms of the contribution RE, English/literacy and Art opportunities that have emerged in recent years. Such careful consideration of curriculum mapping and sequencing continues to offer a compelling model for planned collaboration and demonstrates what is possible. This speaks to the 'can do/can try' attitude of staff, their disciplinary and professional competencies and openness to reflection, challenge, collaboration opportunities and innovation.
  - In those subjects' contributing to TCC Holocaust related provision, the Holocaust is not merely bolted-on, nor is it shoehorned into programmes of study for the sake of it. Instead, teachers, with support from the Lead Teacher, give care and thought to how they can teach about the Holocaust at appropriate and relevant moments for their learners, in a way which does not compromise subject disciplinary but instead capitalises of disciplinary distinctiveness and existing schemes. Student outcomes reveal the depth and integrity of teachers' curriculum planning: there is clarity of purpose, desire to establish and build upon prior learning, relate the history to the contemporary, local, national, and international context and to student experience, innovation, accessibility, and challenge. The curriculum intent is understood, implemented effectively and appropriately for learners needs and interests, and its impact

demonstrated unequivocally in the array of evidence, documentation, policy, and student work submitted as part of this review.

- **Considerable thought, planning and innovation** has gone into a rich Holocaust curriculum offer within History and across the college – the related documents and resources, approach and overall rationale to talking and teaching about difficult, sensitive or complex and challenging histories, reveal a depth of thinking about history education and the utmost regard for the subject matter, and respect for students, but also uniquely recognises disciplinary integrity and integrated thinking regards cross-curricular and interdisciplinary work within formal curriculum, pastoral or enrichment opportunities. TCC’s small staff body (46), with 3.5 members of the Humanities team, is rightly identified as a source of strength with regards to Holocaust education, for the opportunities it provides for thematic and parallel curricula. This is evident in the successful development of new KS3 History and RS curricula/curriculum offer that retains disciplinary integrity, but ensures a bold, enriching and coordinated provision.
  - There is a clear rationale for both the History and RS scheme’s content, approach and learning outcomes.
  - 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.
  - There is a commitment to ensuring the necessary time for each Holocaust related session, securing 36 hours of devoted History curriculum time is exceptional. That time is well used, and outcomes confirm the quality of provision and integrity of this approach.
  - The 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.
  - Both History and RS scheme schemes highlight SMSC, fundamental British values and opportunities to further other whole school priorities.
  - Holocaust related schemes have been carefully framed in terms of intent and implementation. The history scheme 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 personal development work, alongside whole school opportunities, as well as collaborative working with other departments.
  - The primary History scheme of work is embedded in disciplinary distinctive practice, sometimes scholarly in its ambition.

This review necessarily focuses on Holocaust education but there can be no doubt that Mrs Lane and colleagues, in their scheme and approach, are working towards something rather special in terms of its contribution to the whole school/TCC 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.

- History curriculum:** TCC's 'Unpacking the Holocaust' history scheme of work/learning is informed by the UCL Centre for Holocaust Education pedagogy and educational principles: humanising the history, respect for victims, foregrounding testimony, no/limited use of atrocity images, challenges misconceptions by upon research (various UCL teacher/student studies) and introducing students to cutting edge academic scholarship, research and archive skills and content. Personal stories are a strong feature of the scheme, and students found the story of Leon Greenman and immersing themselves in Bernie's journey particularly compelling. Whilst the years since Quality Mark have seen annual revision to the scheme of learning, it remains true to the 'One Day' transformative moment of joining the project and a moment that shaped all else in terms of slow reveal approaches: Mrs Lane recalls: *'...I was given the privilege of applying for the Beacon School programme. UCL training started in earnest and in 'one day', I had found the validation and inspiration that I had searched for. Sitting in the IWM London, surrounded by the Centre team and among esteemed colleagues from across the country, I experienced a real turning point. The enduring visual memory of each and every person in that one room, in that one moment, looking at one shoe, on that 'one day', shaped the days and years to come...'*<sup>1</sup>

  - The depth and quality of Holocaust education provision within History is exceptional. Building upon the 32 lessons of the 2016 original Beacon School, reflection, and innovation (including opportunities to link to *'The Holocaust, their Family, Me and Us'* project) has led to a rich and vibrant offer of 36 lessons. The planning, time and curriculum commitment is a true investment and testifies to the importance afforded the subject matter.
  - Whilst the college has seen positive integers over the last 3 years (-0.18 to 0.19) in Progress 8, within History, Beacon School status is in part credited to the significant rise in GCSE History option uptake in numbers in the last 3 years (2022+118/141=83%). Dr Plumb spoke of the *'...exceptional engagement'* of students undertaking the Holocaust related history work and the impact of specialist UCL CPD upon quality teaching and learning – that was making a difference to students experience of history and immersion in the topics, personal stories, and pedagogy. As a result, uptake for History at KS4 was significant, along with outcomes.
  - 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

<sup>1</sup> <https://holocausteducation.org.uk/beacon-school-blog-2-one-day-days-reflections/>

to explain, evaluate and articulate change and continuity by drawing parallels to their world today. Students are supported and encouraged through wider curriculum and personal development opportunities at the school to build and demonstrate this understanding by comparing genocide through time and space.

- To counter Auschwitz-centric narratives, students develop their knowledge and understanding of (including, but not limited to) Dachau, Westerbork and Treblinka camps and their role in the Holocaust. This serves to address misconceptions highlighted in UCL research briefing 4, such as the lack of explicit knowledge of the diverse nature of camps; their type, evolution and function.
- A key focus of the scheme develops students' knowledge and understanding of the Holocaust and how people responded to it, in so doing, countering misconceptions outlined in UCL research briefing 5, such as the ascription of responsibility to Hitler and a lack of acknowledgement of the role of 'ordinary' Germans and non-Germans. In particular, knowledge and understanding of specific acts of resistance from within the Jewish community and minority groups is developed in order to counter narratives of passivity.
- TCC's history scheme is conceptually 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, opportunities to engage with a Timeline (combined UCL and #HtFMeUs) hone's historical skills and encourages 'historical' thinking whilst supporting numeracy across the curriculum. 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, or wider TCC curriculum offer 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.
- Students actively hone chronology skills and understanding, especially when considering the question of what the Holocaust was by focusing upon the evolution of persecution, the stories of individuals impacted by antisemitism, the rise of the Nazis and so on. Such 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? (See suggested EBIs)



- Students are encouraged throughout the scheme 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 is a disciplinary focused scheme, rather than an explicitly ‘lessons from’ scheme, but values and personal development finds its place within the history. With a solid historical disciplinary foundation, TCC’s scheme does inform and transform attitudes and behaviour. Whilst it is not dogmatic and prescriptive in what those ‘lessons’ might be, it is true Mrs Lane and colleagues are determined that young people should think and respond to these issues and resulting questions. Despite this, moral and civic component, 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. TCC History department colleagues 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 TCC 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. 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. In this sense, the TCC 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.
- In sum, 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 research informed teaching and learning practices.
- **RS curriculum:** Holocaust related provision has expanded into RS and a new scheme of learning is taught across January to July that explores ‘What’s good and what’s challenging about being Jewish in Britain today?’ Within the scheme, around 12 lessons are linked to the history/Holocaust scheme (Yr 9 students have 1 RS lesson per fortnight), but its key questions span Holocaust teaching and learning, into issues of theodicy, religious and non-religious practice, identity, belonging, belief and thus resonant with community cohesion opportunities, a need for the TCC community to be outward facing, antisemitism and local context.
  - Key questions and themes within the RS scheme include:

- Being Jewish in Britain today
  - What Shema means
  - Then and now?
  - Jewish reactions to prejudice and discrimination
  - Where was God?
  - Is it possible to forgive?
  - Understanding antisemitism
  - The roots of antisemitism
  - Legacy of Janusz Korczak
  - Antisemitism in Modern Britain
  - Antisemitism in Cornwall
- This RS scheme has disciplinary integrity and speaks to the Locally Agreed Syllabus – but directly and indirectly contributes contextual richness and contemporary relevance to TCC’s Holocaust history work and significantly contributes to vibrant #HtFMeUs related discussions. It is a powerful and compelling curriculum offer that has significantly evolved since the previous Quality Mark.
  - Students develop knowledge of the Jewish community and antisemitism prior to, during and post Holocaust through ‘authentic encounters’ with victims and survivors such as Leon Greenman and in case studies of Jadow, Warsaw and indeed Frankfurt. These address misconceptions highlighted in UCL research briefing 3 (such as insecure chronological understanding and lack of specific knowledge of pre-1933 policies and events).
  - Placing the lives and culture of pre-war Jewish communities at the heart of studies is significant given the Centre’s national survey of student knowledge and understanding revealed that most students knew Jews were the primary victims of the Holocaust, but most had little understanding of who these people were, why they were persecuted and murdered. Even after studying the Holocaust, only 37% of young people knew what the term ‘antisemitism’ means. Student explanations often rested on misconceptions about who the Jews were rather than on where anti-Jewish ideas had come from. Many of the young people surveyed incorrectly believed that Jews made up a large proportion of the German population during the 1930s. Only 8.8% correctly identified the pre-war Jewish population to be less than 1%.<sup>2</sup> It is creditable that TCC student awareness is far more advanced and variegated than their national peers. This speaks again to quality Holocaust, teaching and learning and depth in planning and provision to ensure adequate time is spent to address pre-war Jewish life across the curriculum; the inter-disciplinary time and thought afforded sequencing here benefits RS and history outcomes.
  - 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, RS now appears

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<sup>2</sup> For summary findings please see: <https://www.holocausteducation.org.uk/research/young-people-understand-holocaust/key-findings/>

to collaborate well, with History to provide students with a rich and wide-ranging understanding of the impact of the Holocaust on individuals, families, communities, faith and culture, even politics, institutions and world lived in today. As noted previously, 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:

- 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 RS scheme linking intent with implementation, whilst supporting teachers in the classroom – all that supports and enriches work undertaken within the history context or wider college provision.

- **English and literacy provision** continues to innovate and embrace opportunities to enhance Holocaust teaching and learning at TCC. Typically supporting Holocaust Memorial Day, English Holocaust related work embeds itself within the KS3 Literacy Programme: for example, recent focus on extracts from a range of Holocaust related literature, including poetry from Charlotte Delbo.
  - Use of genre and form within Holocaust related English schema, and whole school literacy opportunities are interesting for the new perspectives explored via new forms of writing, and that teaching about these forms is explicit – contrasting diary to memoir, for example to poems or within a ‘reading relay’. This provides learners a strong grounding in an understanding of genre and form and how they related to a reading of the text(s).
  - A wide variety of literary approaches are used, both in English and in literacy practice across the curriculum. There is close reading of extracts, but attention is also paid to the structure of the book of a whole and the context of its setting.
  - 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.



- With support from the Lead Teacher, English and whole school literacy work has ensured historical context and compliance to UCL pedagogy and IHRA guidance regards best practice, to recall prior knowledge garnered from a range of texts and types of writing, use of language and with an understanding of the uniqueness, strength and potential pitfalls of testimony. whilst also reflecting upon powerful personal development, moral and civic questions regard how decisions made influence outcomes, in literature, life and history – past and present.
- Effective reading strategies at TCC, and evident in Holocaust related curricula, including assessing the importance of connection/relevance and significance of styles and forms of literature. Learners are encouraged to think about what they already know when reading any given text – about the text itself or related content and the most skilful teachers are able then find ways to equip students with mindset and strategies to relate that text to their own experience, biography, lived experience/world view – and how then that may relate to other texts, other learning or to the community/world around them.
- **Creativity and innovation:** As Sir Ken Robinson 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’*, with this in mind this review commends the work of **the Art and Design Department**. Its contribution to and celebration of Beacon School status across the school is hugely impressive. Holocaust related displays, creative art opportunities for students to expressively reflect and demonstrate their Holocaust learning are innovative, informative, inspiring, engaging and stimulate curiosity, pride and relevance. Such school displays *‘matter’*, because they *‘...effectively change the mood of the school or corridor... they aim to create a wow factor or provide a point of reflection, provoke curiosity, awe or wonder... some showcase the students work but visitors, pre-covid, and the students and staff themselves tell us they are impactful, give goosebumps and reflect our values as a school community...’* It is this reviews contention that these school displays and exhibited Holocaust related work are not to be overlooked, rather this reveals who TCC are, the identity, heart, ambition, and values of the school. The visibility of the programme is there for all to see daily, and regularly revised, reframed or replaced to ensure relevance and interest.
- Ofsted, in 2016, identified art as a strength of the school. The standard of student’s art continues to be exceptional and collaboration with History and RE, sees creativity, innovation and expression significantly contributing to quality teaching and learning outcomes within Holocaust education provision.

- Having engaged with the Leon110 and Leon111 initiatives, TCC have relocated the Greenman family narrative within the curriculum. In Art and Design, KS3 students undergo a 6 lesson SoL, entitled 'Portrait of a Holocaust Survivor'. Art and Design colleagues have developed the scheme, focused firstly on developing student emotional intelligence, and examining source material for meaning.
- The first component of the SoL, entitled 'A Day in Leon's Life', encourages students to focus on Leon's narrative and select one part that then form the basis of a written and creative piece, using watercolour painting skills, to learn 'wash' technique. The second component, focused on the skill of grid drawing, and utilised portraits of Leon in various stages of his life. Students used sketch pencil, and then charcoal, to firstly 'grid' a portrait, learning about ratio/scale and then created a portrait of Leon, in their chosen medium. The third component focused on 'community art' and pulled together and built on the skills from the previous lesson. Students worked in sketch pencil to firstly use ratio/scale to 'scale up' from a grid drawing to a large-scale portrait of Leon, chosen by the Art teacher. Each student was given a piece of the grid. Using their sketching skills and understanding of shade/tone & pencil technique, students provided a 'grid square', pulling together the community art piece to 're-form' the portrait of Leon.
- The 'relocation' of the Greenman family narrative, from a primary History SoL focus to Art and Design was an important curricula and pedagogic decision to take. As a UCL Beacon School/Quality Mark, TCC felt it imperative to keep Leon's family narrative in the College, as it provides a foundation and thread throughout its History SoL in History and is a core thread within many UCL materials and approaches. Given the art project has proved so successful, we expect this element to remain in its current form, in the Art Department. The Lead Teacher and history colleagues recognised the need to meet with the Art team, to look at how the History SoL can best support and develop from this – they see this as an opportunity rather than threat, recognising it offers real scope, (not just for space and time in the History SoL) a cross-curricular offer that is very successful and highly impactful for students – TCC found there was real 'power' in being able to have discussions in History lessons with students about their work they were doing in Art – History colleagues are excited to see how this development embeds and evolves. Initial cross curricular professional conversations include how TCC might spread this 'wider' into the Design and Technology department, using the narrative of Leon and that of Bernhard Federmann. Though in early stages, both departments are keen to further develop this way of working.
- These creative encounters provide opportunities for TCC learners to build on prior learning (whether from History, RS or elsewhere) embed the Holocaust and within a context of Jewish pre-war life and the diversity of their creative arts contributions and thriving community, but also in terms of post-Holocaust art and perhaps use of art as therapeutic response to their trauma and loss. The range and quality of outcomes, speaks to quality teaching and learning and deep thinking, talent, and reflective expression.

- In some setting across the college curricula, including in specific aspects of the Holocaust schemes, students are encouraged to visualise through reading – whether testimony, fiction or other texts – to create mental images of the settings, characters, and events in texts.
- **The Pandemic context.** In its various guises, TCC's commitment to quality provision for and experience of Holocaust education as a UCL Beacon School has provided continuity, wellbeing, and normality during a period of global pandemic. Despite the uncertainty, anxiety, pressure, and challenges presented to all schools by COVID-19, there have been opportunities and unexpected gains. The pressure of school leaders across the country has been enormous, and continues to be so, and teachers, support staff, governors and all those involved in our school communities have tirelessly sought to lessen the impact, support their students, families, and community. The UCL Centre for Holocaust Education extends its heartfelt thanks to all those working in our schools for all they have done since March 2020. In the context of this review, it is even more impressive and revealing that TCC would at this time, with the pandemic still impacting communities, presenting challenges and uncertainty, pursue its Quality Mark reaccreditation.
  - The COVID reality impacted #Belsen75 commemorations and plans nationally, and to some extent, given lockdown and restrictions, TCC's ambitions following the 2018 Quality Mark. The TCC response was to meet the challenge with innovation: producing an adapted online scheme, materials and lessons. The move to online learning and various curriculum, pedagogic adaptations met with varying success, but the commitment to quality provision and practice remained resolute. Whilst the return to face to face, classroom teaching is welcome and desirable, TCC colleagues recognise learning from the period and some of the positive opportunities online learning experience during the pandemic provided, could offer useful lasting templates and stimuli for opportunities to engage parents and wider community for things like key anniversaries, education, and commemorative events like the annual HMD.
  - It is again worth noting, that this review process was undertaken during a pandemic context, in which learning had shifted to online/home schooling support, self-guided blended opportunities and then a phased return – a period of immense change, innovation and uncertainty. This presented enormous challenges to senior leaders, staff, students, and their families/carers, but what is clear is that college 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. Despite these significant equity, tech and opportunity, and immense logistical challenges, for some TCC students online learning had provided new opportunities to shine, and that led to growing confidence, with a few more actively engaged in the learning via the chat functionality of online lessons and use of IT. 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 TCC 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*’.

### **Quality of Holocaust education, pedagogy and practice**

- **Commitment to quality provision for and experience of Holocaust teaching and learning.** The centrepiece of Torpoint Community College’s excellence in Holocaust education continues to be built upon the foundation of its constant pursuit for quality teaching and learning, its investment in people, regard, and respect for the subject matter and understanding of both the cognitive and affective impact upon learners. This Quality Mark reaccreditation review confirms TCC’s Holocaust education provision, its quality teaching and learning continues to be outstanding and a powerful contributor to a curriculum that informs, engages, empowers, and inspires its learners and supports wider school improvement.
  - It is evident from this review process that the college’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 TCC teachers plan engaging lessons. The planned lesson activities are interesting, and appropriately challenge pupils of differing abilities to develop their knowledge and understanding.
  - Implicit within the scheme and the quality Holocaust teaching and learning that results at TCC, 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 TCC 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 ‘meaning making’, 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 TCC 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. Within this lens, the skills of the historian to discern provenance, examine sources, evaluate evidence and interpretation, plays a significant role in equipping students with the means to be critical thinkers, e-safe and media literate. In an era of fake news and misinformation, this is a vital safeguarding tool.
- **Access for all.** It was clear throughout the review process that the college and its staff take duty of care, safeguarding and its statutory and non-statutory obligations for vulnerable learners seriously; this includes SEND students and a commitment to access and opportunity for all.
  - Over time, this review found that TCC 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 Torpoint demonstrates an inclusive and personalised provision that is successfully delivered.
  - TCC 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' (the idea of ability grouping within the classroom). Rather, differentiation at the college is a based upon the principles of ensuring access for all (inclusion) and quality first teaching.
  - TCC differentiation and inclusion policy and practice, values and plans for diversity. In keeping with the College's ethos, differentiation 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 TCC quality teaching, ensuring access for all.



- TCC teaching and support staff are highly specialist in their toolkit of strategies to engage and support all learners to access their Holocaust curriculum. With the utmost respect for their learners, and a commitment to Holocaust education as a right for all, quality, innovative teaching, and learning is an expectation. Based upon strong and positive relationships, teachers and support staff plan and deliver quality provision that is inclusive, accessible, challenging, and impactful. Whether using extracted primary texts, scaffolding within the lesson and over time, writing frames and sentences starters, or in generic teaching and learning practice, TCC staff never accept first answers, they push for extension, clarification and to develop and deepen the response. Within History and in other subjects, a variety of questioning and discussion strategies support knowledge and conceptual understanding, but also support oracy, disciplinary literacy and civics and media literacy. In so doing, cross-curricular and inter-disciplinary approaches combine at TCC to safeguard young people; providing rich opportunities for all to make all students think critically, creatively, and empathetically – vital skills to debunk prevailing truth claims in modern society, challenge denial, distortion and conspiracy theories in media and develop e-safety tools, and champion key societal values, such as respect, empathy and inclusion.
  
- The Holocaust scheme of work in history, and indeed RS, reflects 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 TCC staff that differentiation was at the heart of quality teaching and not an after-thought. Examples of strategies to ensure access for all were evident in the History Holocaust scheme:
  - Differentiated and targeted questioning, including the use of scaffolding and higher order questions, in order to support and challenge all students.
  - Matching activities to link key concepts to their correct definitions
  - Higher ability students encouraged to draw on prior learning and wider cultural capital in their responses.
  - Use of a questioning frame or grid to structure or support writing/responses
  - Provide checklists, Differentiated factor cards, Opportunities to use peer support, Keyword glossaries, Targeted use of case studies, Scaffolding and modelling to extend writing, Guided reading and comprehension opportunities, Recommended research sites, Range of source evidence, Range of stimuli: written, oral, maps, visual, textual, film; Verbal and non-verbal clues, Opportunities for recall and application, Range of teacher talk; including, clarity of instruction and explanation, Sequencing, linking to prior learning and signposting for the future, Literacy and numeracy support, Modelling respect, empathy and inclusion, supporting emotional literacy/duty of care and the Language of ‘assessment for learning’, metacognition.
  
- Throughout the review process TCC 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 TCC’s 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.

- 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.
- The 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 Mrs Lane 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 colleagues might reflect if routinely differentiating for your most able and not just those with a '*need*', to ensure differentiation is sufficient to challenge all learners, rather than, enabling a few passively compliant students.
- TCC has clear and transparent policies regards SEND, pupil premium and vulnerable learners.<sup>3</sup> Whilst this review provides a mere snapshot 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.
- **Teacher talk.** The Quality Mark reaccreditation process revealed a difference in the amount and type of teacher talk deployed during study of the Holocaust; with references to students being 'less talked at', less didactic approaches. 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 TCC 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 link 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' experienced a learning environment filled with 'choice', where a variety of options were presented, and students controlled or took ownership of the direction of their learning or of the form their learning outcome would take. The change in

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<sup>3</sup> See: <https://www.torpoint.cornwall.sch.uk/sen/>, <https://www.torpoint.cornwall.sch.uk/more-able-provision/>, and <https://www.torpoint.cornwall.sch.uk/pupil-premium/>

teacher talk within context of Holocaust education meant more meaningful questions could be 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 college look to consider the implications of teacher talk and questioning openings. This could be an area for ongoing CPD and a chance for Mrs Lane and her 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.

- TCC 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 related Quality Mark documentation that teachers were successful in making complexity accessible by breaking down explanation within Holocaust work. The History and RS schemes of learning, and quality of Holocaust teaching and learning across TCC ensures complexity is embraced and that simplistic, reductive answers where possible are avoided. Evidence suggests teachers routinely checking students' understanding through talk and effective questioning, intervening, when necessary, with notable impact on learning and outcomes.
- TCC teachers, involved in Holocaust education, extend the learning by asking students for detailed explanations, rather than accepting simple short answers. 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.
- 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, Mrs Lane and colleagues have a declared interest – students understand the Lead Teachers passion for Holocaust education and colleagues rightly recognise her specialism – but at times colleagues adopt 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, indeed in line with teachers' standards and principles of classroom 'impartiality', the reality is that this is almost impossible to achieve. For this reason, it may be better to aim to take an impartial stance. However, teachers will always reveal our perspective through the tone we use, the language we use, body language – curriculum choice, text/sources used, narratives told all reveal the power dynamic at play, no pedagogic decision is value free. Neutrality 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? Afterall, as survivor Elie Wiesel wrote:

*“We must take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere. When*

*human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. Wherever men and women are persecuted because of their race, religion, or political views, that place must - at that moment - become the centre of the universe."*

- 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 skilful teachers 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, TCC colleagues play this role too, challenging prevailing opinions within the context of Holocaust education 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 through the review process was efficacy of using teacher talk when deployed as ally – this was most revealing in terms of the classroom teacher essentially showing support for an under-represented, unpopular interpretation, or indeed by validating an under confident students view: perhaps in regards to a 'quiet', underconfident, student encouraged to actively engage and participate in the lesson – such encouragement results in noteworthy confidence building, oracy, engagement and ultimately, progress and achievement. Key to this success is TCC staff ability in relationship building and their awareness of the 'room', ensuring these students, other SEND or vulnerable learners in classroom feel safe and empowered to engage and contribute– and the recognition of their TCC teacher's as 'allies'.
- This speaks to students recognising integrity and care and consequently 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, TCC colleagues recognise this and work hard to deliver it every day to every student. It speaks to the principles of respect, empathy and inclusion, to strong relationships and a regard for both duty of care and investment in emotional literacy and wellbeing.

- **Quality questioning.** Holocaust teaching and learning at TCC encourages an appropriate balance between closed and open questioning. When open questions are deployed within content of History or RS Holocaust related schemes, 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.
  - 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.
  - This review found 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 living. This review confirms, that where teaching leads to good or better achievement, skilful questioning and varied use of teacher talk encourages pupils to develop deep and rich understanding. TCC students' experience of and engagement with Holocaust education is fostered principally through effective questioning and this is essential to evolving student understanding.
  - Teachers recognise when student has not yet contributed to a lesson, with talk that notes '*... X, you've been a bit quiet so far in the lesson, so I will be coming to you next...as would love to hear what you think*'. Such forewarning ensures that student X contributes, but provided 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.
  - Questioning with Holocaust related schemes challenge students existing thinking and encourages reflection. *e.g. 'why would you say 'A,B,C'?*' The quality of such Holocaust related questioning results in an answer that creates change.
  - The review saw range of evidence related to effective 'minimal encourager' skillsets utilised in Holocaust teaching and learning. It demonstrates TCC staff draw upon a range of simple but effective strategies for encouraging students to 'keep talking'. Within the TCC classroom when the Holocaust is being explored you can expect to see that accompanied by use of *nods, eye contact and the verbal cue of 'go on...'*. As questioner and facilitator, TCC teachers signal their 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 to a student or vulnerable, disenfranchised voice, or offer an alternative viewpoint. Where Holocaust

learning is most evident and effective, this approach enables students to take control of the learning conversation in the classroom and, at times, has potential as a mechanism to extend student thinking – the class dialogue becomes open and warm, and a true learning conversation because of the classroom culture, expectation and the strength of relationships established over time.

- Questioning that is paced such so as active listening to the answer is necessary for all learners is a key feature of Holocaust teaching and learning at TCC.
- Questioning is often progression linked or framed to capture AfL at TCC. There is a routine and expectation for thinking discussions within the Holocaust T&L classroom context.
- Questioning that encourages higher order thinking was evidenced throughout the review process. Questioning and teacher talk ratio assures pace and facilitates quick and effective challenge to students and addresses misconceptions. Skilful questioning sees open, closed and targeted engagement, allowing constant assessment of pupil's understanding, vital to understanding and demonstrating progression.
- There is a recognition that young people's questions are '*seeds of learning*' within the Holocaust learning classroom. When reading, students are encouraged to self-question '*stop and ask yourself questions... that will help you make sense of the text*'. Teachers spoke of urging students to reread passages of text (to self or others/paired reading) to check understanding of to identify if more information or support is needed to understand/comprehend.
- Where questioning is at its most effective within Holocaust teaching and learning at TCC, it is directly linked to the planning; clearly demonstrating clarity of teaching purpose and understanding of progression through careful targeting.
- Holocaust related questioning at TCC 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. Teachers at TCC use direct questions 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? 'Can anyone help 'Z' expand or develop her answer?'*). 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, 'as historians' – with a distinctly disciplinary lens.

- 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.
- We found a range of evidence that points to questioning, instruction and teacher talk to be purposeful and effective; has reason, focus and clarity, and that engaged student feeling, as well as thinking.
- The quality of questioning with the scheme and across the Holocaust related curricular and provision, encourages, expresses, and fosters genuine curiosity; behind every question there must be an intention to find out/discover/explore or answer.
- Questioning is part of an ongoing dialogue which involves relationships between speakers. Teacher talk and questioning is supported by tone and non-verbal signals that demonstrate interest and builds a relationship within the classroom that is collaborative and supportive.
- A strength implicit in all Holocaust related curriculum planning and evident throughout the review process is the impact and clarity of teacher talk, particularly regards instruction, much of which at TCC bares the hallmarks of Rosenshine's principles of instruction. Often lessons began with a stimulus image ('ordinary things') and new material is presented in small steps accompanied by lots of quality questioning in which teachers checked comprehension and student responses. The pedagogy mirrors the Centre's 'authentic encounters' approach and Mrs Lane and colleagues present activities and use a photograph to ensure understanding, before class, group or independent work begins with regular checking for misunderstanding, myths or misconceptions, to obtain a success/progression rate. When appropriate, TCC teachers have the confidence to pause the lesson and provide more scaffolding, revisit key concepts and deploy additional modelling 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 lessons develop and students began to acquire the necessary new information and skills, the responsibility of learning shifts within the scheme and individual lessons from

teacher-directed instruction to student-led processing activities. In the ‘We do’ phase of lessons’ learning, TCC teachers model, question, prompt and cue students – Holocaust education, like all good learning, becomes a collective endeavour; but as students move into the ‘You do’ phase towards the end of a lesson or sequence of lessons, they become more self-reliant, applying what they knew to independently complete or attempt the task at hand: resulting in skilful demonstration of progression and confidence within a learning episode/lesson.

- **Pedagogical integrity.** The Lead Teacher has encouraged and enabled disciplinary and professional autonomy and integrity. TCC staff continue to feel empowered to embed research informed pedagogy and practice, concepts and learning opportunities whilst maintaining core curriculum content and disciplinary integrity – as a result, the Holocaust provides a hook, link or lens to revisit prior learning, develop current learning or signpost to future learning. This learning, irrespective of discipline, is imbued with a regard for historical accuracy, a respect for the victims and survivors and the needs and context of TCC’s young learners.
- **Research informed, pedagogically sound Holocaust curriculum.** Whilst the history SoL is annually reviewed and refined, it continues to include a range of UCL Centre for Holocaust Education materials.
  - ~~The~~ TCC’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.
  - TCC staff reflect carefully on what constitutes an ‘atrocious image’ and carefully consider their ethical use with young people. Little/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. Teachers at TCC appreciate you can engage with the reality of the Holocaust without traumatising; an intrinsic respect for the learner and for people in the past.
  - TCC CLT 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.
  - TCC 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.

- The Holocaust related schemes **do** include a range of UCL Centre for Holocaust Education materials – but there are opportunities where greater use could be made of the existing suite of Centre materials or even case studies within TCC’s wider Holocaust related curriculum offer, within History or introduced across other disciplines/subject areas.
- TCC is research-informed regards its Holocaust teaching and learning and has built curriculum and learning episodes to respond to student and societal myths and misconceptions. For example, TCC students do gain awareness of the impact of Nazi persecution and murder upon minority groups such as Roma, Sinti and homosexuals whilst also building knowledge and understanding of acts of resistance from within the Jewish community and minority groups across the Holocaust curriculum and provision offer. This aims to enable students to appreciate the distinctiveness of the reasons for persecution of groups of victims and aspects of their specific experiences and seeks to counter misconceptions highlighted in UCL research briefing 1.
- The Socratic nature of the Centre’s pedagogy, particularly regards questioning, has clearly influenced teaching and learning about the Holocaust at TCC. 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.
- The Holocaust related curriculum at TCC is increasingly adept, along with teaching staff, at avoiding stereotyping and generalising without acknowledging caveats and nuance. Whilst upholding the teacher standards and fulfilling legal requirements and safeguarding duties, there is little or no pre-packaging of simple moral meaning and lessons, within Holocaust lessons and thus teachers enabling challenge and meaning making, having created a safe learning environment build on trust, respect and strong relationships.
- **Narrative, literacy and personal stories - Leon Greenman:** Integral to the UCL Beacon School journey is the story of Leon Greenman and his family. Since its development in 2016 and implementation in 2017, the Greenman family narrative has played a central part in the History Y9 SoL, ‘Unpacking the Holocaust’. Originally, the Greenman family narrative started in Lesson 8 of a 32-lesson scheme, following the Centre materials and guidance in ‘Authentic Encounters’; utilising the picture of the toy truck, Leon’s video description to further their skills in their enquiry of ‘Investigating Objects to Learn More About the Past’. TCC have found the approach and humanising focus of Leon’s story successful and noticed how this lesson builds on the historical skills, and so kept it within provision throughout 2017-2020.

- 'Authentic Encounters' was taught, using the Greenman family narrative, to introduce the journey that Leon and his family took from his family home. TCC refined the lesson further in early 2020, by using an extract from Leon's book, 'An Englishman in Auschwitz', to further encourage Guided Reading, developing an additional lesson called 'Revealing the Narrative', which asks students to study an extract from the book, with the enquiry question 'What does Leon Greenman's narrative reveal about his journey?' The Guided Reading questions ranged from more 'low risk' comprehension questions to check for understanding, to questions that required emotional intelligence from the students reading. This supported TCC's whole school approach to developing literacy and curiosity: and 'deeper meaning' questions in the UCL lesson plan, were then examined to explore the 'meaning' behind the truck – asking students, 'now that we understand the narrative, does the truck have a deeper meaning?'
- 'Hearing' from Leon in this extract further developed students understanding of the Greenman family narrative and began to help answer some of the 'questions that remain'. Teachers developed this further, by asking students to provide a 'lesson takeaway', allowing them reflective space to consider what they had learned about the Greenman family, and what they now understood about what happened.
- The Greenman family narrative was revisited as part of the 'Camps' lesson and also in the closing lessons, through the Centre materials, 'Liberation and Home' and then 'Surviving Survival'. Further lessons were developed surrounding the idea of Leon's 'Legacy', to help prepare students for the creative tasks at the end of the SoL.
- Threads of Leon's narrative, woven into different activities, appeared across the whole college through 2020-2022. Whilst continuing to have Leon's narrative embedded in the Y9 History SoL, TCC developed a lesson using photographs of Leon and his family in a student source investigation for GCSE History students. This served to introduce the complexities of the camp system, focusing in on Westerbork and Auschwitz, which led to a further lesson developed from the Nik Wachsmann 'KL' publication. This gave the GCSE students a highly developed understanding of the topic of 'Persecution' from the Edexcel GCSE History Unit, Weimar and Nazi Germany, 1919-1939. TCC students continue to be taught beyond the time frame, as they have a real desire to know more of the context, and where appropriate, academic, historical texts, primary research opportunities ensure student challenge and ability to engage with a range of texts and literacy skills.
- Leon's family narrative is used in Religious Studies in Y9, as part of the SoL entitled 'What is good or challenging about being Jewish in Britain today?' Leon's family narrative is used in Lesson 4 'Where was God?', as a reminder of the narrative for students and also to stimulate starting discussions about theodicy and differing theologians' opinions on whether that may be possible after something like the Holocaust. Students look at Rabbi Sacks' response to the question 'Where was God?' and study three Jewish responses to formulate their opinion. This encourages a different lens to students reading of Leon's story – in same way as colleagues encourage students to 'write as a historian/theologian' etc, the variety of disciplinary reading and opportunities to practice skim reading, reading for depth and so on contributes

powerfully to whole college approaches to literacy, always with disciplinary and curricula context, and skilful integrity.

- Leon's narrative stimulated discussion and artwork for #HMD2021 'Tell The Stories' art exhibition and during the pandemic lockdown, was used to engage with the Centre's #Leon110 competition. This provided a timely and creative opportunity for TCC Yr9 students to continue their narrative journey. TCC developed a virtual lesson with resources, which students responded to very well.
- In 2022, TCC embarked on the #HtFMeUs initiative and made the decision as a history team to focus on the 'Journey' of Bernie Graham. TCC colleagues plan to meet at the end of the Summer Term 2022, to look again at where the curriculum offer needs to be developed and re-framed, so that it can pay reference to the Greenman family. All part of the teams ongoing commitment to reflective and research informed practice. A shift to exploring Bernie's family story has not removed Leon's narrative, rather it has offered an exciting development in to cross-curricular working with the Art Department.
- **Pedagogical innovation.** The inclusion of strategies, materials and Poland study visit experiences is exceptional and contributes to a unique and innovative learning experience. (Jadow/Google Street, then and now images, slow reveal- and adapted and enriched by engagement with #HtFMeUs project). Colleagues are prepared to be take risks, to ensure students can demonstrate, apply and demonstrate their learning in range of ways – encouraging access for all and an embracing of talents. Equally impressive are the artistic and creative responses opportunities that the scheme of work/scheme of learning provides; all this whilst retaining historical disciplinary integrity, rigour and skill.
  1. **'The Holocaust, their Family, Me and Us'.** TCC were among first schools to accept invitation from Royal Wootton Bassett Academy to partner in its innovative and immersive project.
    - TCC were both honoured and privileged to welcome Bernie Graham and his wife, Patsy, to share with the family the impact of their project participation, extended research, and to surprise students.
    - Mrs Lane and colleagues have developed a suite of resource materials associated with Bernie's family, or adapted existing content to integrate and enrich their existing Beacon inspired Year 9 Holocaust SoL. Drawing upon local history connections and making the history relevant is a particularly strong and innovative feature of provision.
    - In recognition of new and special relationship, thought has quickly turned to ensuring TCC's project work and local connection to Bernie builds a legacy that would remain within the TCC community for future generations to hear and embrace - through curricular, pastoral and enrichment opportunities.

- Establishing this personal, family connection and local element speaks to legacy, continuity and change, the regard for Bernie and his family, the powerful and compelling approach of weaving a local, personal story into the narrative of the Holocaust, and it sure to ensure this learning and connection is sustained in memory of the Federmann’s. It is also a vehicle for understanding the ongoing shadow, legacy and contemporary relevance of the Holocaust in the community today and in the future. The heart, care, thinking and ambition of this award speaks to the significant place the Holocaust and related global and civic learning opportunities is afforded within the TCC curriculum, culture, and community. All those involved in this project should be proud of this thoughtful and important development and its recipients will appreciate this accolade in recognition of their contribution to making the world a better, safer, kinder place.
  - Personal stories were a feature of the Holocaust scheme of learning developed at TCC in 2016 that the students found particularly compelling, especially the thread of Leon Greenman and family. Years on, this is only enriched by the Federmann family link, proving the moral imperative of humanising the history and its efficacy as a teaching and learning tool.
2. **Research informed practice.** TCC continues to value the Centre’s research informed materials, resources, and pedagogical guidance. One example of engagement includes use, where appropriate, of the UCL ‘Understanding the Holocaust’ textbook, which has been wide and varied.

As part of her HMD2022 ‘One Day’ blog for the Centre, Lead teacher, Mrs Lane reflected: *“One Day’ during the lockdown a box was delivered to school – the recently published UCL Understanding the Holocaust and how did it happen? textbook – it was a turning point, not just for us as a College, but also as a UCL Beacon School, now part of a worldwide community, committed to providing teachers and students with a ground-breaking resource, firmly based in evidence and research. When I look through this textbook, I am taken back to that ‘one day’ in London in 2016 and reflect on how far we have come since that one moment, that one shoe.’*

The Lead Teacher provided a table testifying to use and impact of this new resource, in both History lessons and in Religious Studies.

History		
Intent	Implementation	Impact
<b>KS3 Unpacking the Holocaust SoL</b>		
Support student investigation in to Pre-War Jewish Life: Who were the Jews of Europe before the war?	L2 Who were the European Jews before the war? Embedded in to SoL with .ppt resources & Learning Journals – students study photograph collage on p.11; ‘What do we know?’; ‘What are	Student answers show repeated inferences that the Jewish people of Europe were diverse and varied – some assimilated, some practicing traditional Jewish ceremonies, some not.



	<p>the people in the photos doing?'; 'What can we say about the people in the photographs?'; student findings gathered in Learning Journals.</p> <p>Students use Case Studies of Julius Paltiel and Laura Varon to identify key features of Jewish life (p.12) and Source 1.1 (p.13) to identify five key features of Jewish life before the war. Students study photos on p.13 to identify what these sources reveal and then use all sources studied to make comment/answer question; Who were the Jews of Europe before the war? Lesson moves to UCL resources (map of location/population of Jewish communities) and then to IWM 'The Way We Lived' video to further develop/refine answers.</p>	
<p>Develop student skill in interrogating sources to deepen understanding of context and investigating testimonies to build emotional intelligence and contemporary experiences of the effect/nature of antisemitism.</p>	<p>L5 What is antisemitism? p.19 Sources 1.4 &amp; 1.5 embedded in SoL as part of lesson, based on UCL Unlocking Antisemitism lesson. Students investigate each source, identifying the key points of each, identifying examples of antisemitism. Students read text on p.19 to answer the question 'When and why did antisemitism start to change?'</p>	<p>Students interrogate sources and successfully identify key points/examples of forms of antisemitism and make comment on how this may have impacted on Trude &amp; Roman.</p>
<p>Develop student understanding of 'Holocaust by bullets' to facilitate deeper understanding of methods utilised by Nazis and their collaborators; based on UCL Centre Research findings regarding methods utilised by Einsatzgruppen and methods for murder by 1942.</p>	<p>L6 Chronology &amp; Geography p.50-53 utilised in lesson .ppt resources and Learning Journals. Photograph of Babi Yar used to stimulate discussion/source investigation; 'What do we know? What can we see?' Photo on p.50 used to stimulate analysis and discussion around same questions. Students read information on p.50 to reveal what is happening in photo. Students study Figure 4.8 on p.52 and pay reference to Figure 4.7.</p> <p>Students read Babi Yar-A Case Study on p.53 to answer the question 'What does this Case Study and Dina Pronicheva's testimony reveal about the Holocaust?' Students then return to the photograph from the beginning to comment now on 'What do you know? What do you see?'</p>	<p>Student answers show greater depth and understanding – sometimes provide honest reflections of student's own discoveries; "...it wasn't just camps and gas chambers..."</p>
<p><b>KS4: GCSE History: Edexcel 9-1: Weimar &amp; Nazi Germany</b></p>		



<p>Develop student understanding of specification topic: ‘Who did the Nazis see as enemies and how did they treat them?’ Facilitate progress and confidence in building historical writing in opinion/substantiated claims in ‘How far do you agree...?’ 16 mark question</p>	<p>L8 Persecution Embedded in KS4 SoL 2021 Students read biographies on p.30-32 to complete table devised – ‘Enemies &amp; Threats’ – ‘Why were they perceived by the Nazi party to be a threat?’; ‘How were they persecuted?’ UCL timeline lesson from Y9 SoL re-visited and captured on one page – resource utilised to identify groups/persecution. Interpretations studied and answers to question, “Among the minorities in Germany, the Jewish population was persistently targeted from 1933 by the Nazi Party &amp; their collaborators.” How far do you agree? Explain your answer, using both interpretations and your knowledge of the historical context. (16 marks)</p>	<p>Students provide detailed substantiations of claims made, using historical contextual evidence and Case Studies to further substantiate ideas put forward. Students achieve both much higher marks for the answer and feel very confident in what many perceived otherwise as a ‘long answer’, where students may feel concerned about the length of answer. Rather than struggle to find evidence to substantiate, students had human stories to draw from, which allowed them to access higher GC for answers. Their answers are more reflective of a level much higher than that expected at GCSE. They are beginning to write like historians!</p>
<p><b>Other examples of use in History</b></p>		
<p>Ensure provision of curriculum offer is ‘close’ to what is happening in lessons in College, in the case of student isolation during pandemic.</p>	<p>Numerous examples of teachers using textbook to inspire lessons where students are working from home.</p>	<p>Students continue to receive curriculum provision that is ‘close’ to what is happening in lessons, ensuring curriculum gap is narrowed.</p>
<p>Ensure Cover work for non-specialists is provided that is close to curriculum offer, in the case of teacher isolation.</p>	<p>Numerous examples of teachers using textbook to set cover work for non-specialists to ensure delivery of curriculum is of highest quality and ‘close’ to normal curriculum provision.</p>	<p>Students continue to receive high quality curriculum provision, ‘close’ to curriculum offer and ‘close’ to curriculum delivered to peers, avoiding provision ‘gaps’, enabling teacher to continue fluidly when returning to work.</p>
<p><b>Religious Studies</b></p>		
<p><b>Intent</b></p>	<p><b>Implementation</b></p>	<p><b>Impact</b></p>
<p><b>KS3: What is good or challenging about being Jewish in Britain today?</b></p>		
<p>Develop discussion on ‘forgiveness’ and the complexities of this, considering religious and non-religious views</p>	<p>L5 ‘Is It Possible to Forgive?’ Embedded in SoL Utilising the front cover image of the textbook, students analyse the source, firstly ‘Putting myself in the frame’. Focusing on one child (boy), students follow guided questions and then ‘I wonder’ exercises to stimulate emotional intelligence. Following the revealing of the narrative, students start to begin discussions on ‘forgiveness’ and the nature of forgiveness, using their own opinion and that of others. Having understood the narrative of the Pick family, students begin to think about the complexities of ‘forgiveness’ in the</p>	<p>Students have animated, yet thoughtful discussions on the nature of ‘forgiveness’ and provide insightful and balanced responses.</p>



	<p>case of the Pick family survivors and, using their knowledge of the Holocaust from History lessons, the difficulties surrounding the notion of 'forgiveness'. A further example by Wiesenthal from 'The Sunflower' is studied to stimulate discussion, along with His Holiness Dalai Lama XIV views on forgiveness.</p>	
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That the textbook has been embraced and utilised across KS3 and KS4, by all members of the team, in both planned curricula and other lessons is significant. The review also heard how the textbook proved an '*...invaluable resource for Distance Learning/Cover lessons, when students and/or staff have been isolating during the pandemic.*'

- **Developing literacy and oracy within Holocaust teaching and learning: Reading.** There is a clarity of understanding about the nature of reading – and what students do when they read – among some staff. The act of reading is a complex process combining language comprehension and word recognition; if just one of the strands of brain's processing for reading is missing or less developed than another, skilful reading is compromised – and so TCC teachers (including within Holocaust T&L) are looking to develop/foster, equip and encourage skilful readers (fluent execution and coordination of word and text recognition). This demands language comprehension (and this is support by ensuring students draw on background knowledge – facts, concepts, vocabulary – breadth, precision and links, language structures -syntax and semantics, verbal reasoning skills – inference, metaphor and equipped with literacy knowledge of print concepts and genres across the various disciplines).

  - This work is embedded in best practice generic teaching and learning at TCC – although some staff, and documentation, reveals varying confidence to articulate *how* they are teaching, honing or developing confident, skilled readers in their various subject areas. Some regard a confident, skilled reader being one who '*adjusts how they read...they don't always read continuously like perhaps when they read a story or novel but might also flick backwards and forwards in a text if they are unsure or are checking own understanding*'.
  - Elsewhere a reader is someone who can '*...choose or identify a style of reading appropriate to task or class context... they know the purpose of the reading being asked of them in the lesson, whether its skimming, scanning or reading closely and sometimes that also translates to their recognising different text types...*'
  - Some related Quality mark documentation articulated understanding for and examples of types of reading that could/should be modelled – especially, skimming, scanning, close reading and continuous.
  - Both within the Holocaust scheme and in generic teaching, colleagues were making effective use of activities to get students to interact with a range of texts. Whether in text marking opportunities, cloze exercises, text sequencing activities or text restricting (timelines, card

sorts, testimony narrative) the aim is clear to improve students' reading comprehension and to make them critical readers. Where completed by individual students, pairs or in groups, the disciplinary reading and subject knowledge and understanding is improved.

- Disciplinary reading is encouraged and supported in range of subject areas and across Holocaust teaching and learning experiences. For example – the shoe/Barney's toy and other such stimuli provide students with opportunities to infer and to predict. This is replicated in case study cards, layering techniques or 'reveal' of personal stories and use of testimony – where students are asked what they think will have in the text/story/narrative, or to use the clues in the text (along with prior knowledge) to fill in gaps and to draw conclusions of offer hypothesis.
- Colleagues understand that whilst good/strong/confident readers gain new skills very rapidly, quickly moving from learning to read in primary contexts to reading to learn, weaker/less confident readers become increasingly frustrated with the act of reading and try to avoid reading where possible. For some SEND students this gap is widened – not least impacted by the pandemic. At TCC, students immersed in Holocaust related curricula often have to read content in academic language, and efforts are made to support SEND and other learners so they can understand key texts, terms and so on. Teachers strive to support learners with their reading skills by helping them piece together their comprehension (even when the prior knowledge needed for this may be poor – such as vocabulary gaps etc – or less secure). TCC teachers do recognise that active reading is so difficult for students who have little or no background knowledge to draw upon and thus where possible use their data and knowledge to ensure reading is both accessible and challenging (not necessarily tied to age, but stage in their reading).
- **Developing literacy and oracy within Holocaust teaching and learning: Writing.** Within a variety of TCC Holocaust related curricula, the principles of 'Think-aloud' strategies are being deployed effectively – namely the modelling of reading practices by teachers/teaching assistants. Rather like the eavesdropping on another's thinking process, 'Think-aloud' approaches see not just the reading taking place, but the reading process itself verbalised – this is valuable as both an instructive delivery tool (reading a given text, extract and so on), but also a metacognitive modelling of readers own comprehension. This approach, or versions of it, models for students how skilled readers construct meaning from a text – e.g., '*This made me think of...*', '*So far I have learned that...*', '*I need to re-read that part because...*', and '*I need to use a dictionary/look up...*'
  - Anecdotal evidence regards MFL and use of dictionary was powerful in conveying discovery '*Bernhard Federman was a carpenter!*' – this speaks to the opportunities for the teacher to model and play a role. This generates active engagement and supports students to develop writing and expression in variety of writing frames, scaffolding for reading and wider literacy.
- **Language matters.** TCC staff aspire to using language precisely and expect students to do likewise. This reiterates that language, our words, terms and labels (if we use them) matter and is a possible cross curricular literacy opportunity.



- As revealed in curriculum planning documents, lesson materials and in student outcomes, TCC staff understanding of the importance of language comprehension, namely keyword or specialist vocabulary, is strong. They recognise the significant role disciplinary terminology plays in understanding of the Holocaust (often in other languages or euphemism: Roma, Sinti, Treblinka, ghetto, 'final solution', Arbeit Macht Frei', Umschlagplatz'). There is recognition that a learner with good language comprehension but poor word recognition – will benefit from support of a visual stimulus of from hearing text read aloud. TCC students are often given key learning vocabulary for a unit of study in advance, as a glossary or with literacy prompts and supports and there is strong use of dual coding to support learners.
- Reference was made during the review process to increased instances of learners with perhaps poor language comprehension and word recognition, given the pandemic context, and their benefitting from overviews of text to be explored in advance of their peers – in a sense such support/'pre-teaching' enables access for all, whilst remaining challenging. This will be of ongoing importance as schools across the country respond to the emerging legacy of the past two years. Ensuring supportive, regular questioning that students can engage with and use complex specialist terms, will remain a priority and can but enhance quality first teaching and learning.

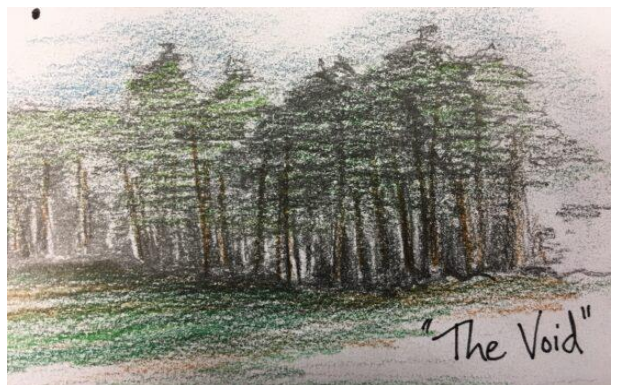
It was apparent throughout the review process that pedagogy and classroom practice, in terms of Holocaust education, has meaningfully improved because of Beacon School status. It is also clear from talking to Lead Teacher Mrs Lane and her colleagues that CPD input from the Centre for Holocaust Education has moved departmental and wider school practice forward.



### Progression, assessment: student outcomes, impact and experiences

- **Progression, assessment, and impact:** Formal student assessment regards the teaching and learning about the Holocaust was identified in 2018 and an area for development. Then there was a concern for a lack of a ‘traditional’ summative assessment within the History SoL, and limited extended writing opportunities to support GCSE preparation. The review suggested ongoing work in this area could be innovative in nature – and indeed it has been.
  - In a blog for the UCL Centre for Holocaust Education<sup>4</sup>, reflecting upon ‘One Day’, Lead Teacher Mrs Lane recognised that a *‘...turning point in learning often comes when our understanding is challenged, our thinking changed-and ‘One day’ on the residential when the Centre revealed the extent to which students experienced an ‘Auschwitz-centric’ understanding of the Holocaust, it highlighted to me the importance of shifting to a much wider focus. It turned our student experiences from one camp, one lasting visual memory, in to a multi-faceted, richer experience for our students. As a result, returning to the classroom, we fully embrace students as researchers and facilitate research into the camp system, encouraging and celebrating a wide range of student findings. The difference in that one activity was palpable. Our classrooms transformed into a hub of investigation, curiosity and higher-level thinking. That one task started to show us what could be achieved. Our students proudly presented their findings about many different camps, widening and strengthening their geographical and chronological understanding. The real power behind one moment when students were presenting their work to the rest of the class, was one question I asked myself... ‘Should we assess student understanding in only one way?’*
  - Mrs Lane’s blog went on:
 

*‘‘One Day’ during the UCL Beacon School study visit to Poland we were taken to Treblinka, site of the former Nazi extermination camp. On a personal level, I found (and still find) it impossible to describe the experience using words. Standing among the trees, I had chosen to spend a moment alone with my own thoughts. I could only think of one way to respond to this moment – that was to draw. I felt a need to capture this one moment that transformed how we think about assessment when teaching students about the Holocaust.’*



<sup>4</sup> <https://holocausteducation.org.uk/beacon-school-blog-2-one-day-days-reflections/>



- *'After my return from Poland I began to develop and refine our thinking about Holocaust teaching and learning in school. We had almost reached the end of our scheme and 'one day' I was collecting in student homework. One student had created the most awe-inspiring entry. Instead of writing about what she had learned, she had made a set of nestling boxes. When I asked her about her inspiration for this homework, she said 'I couldn't just write about the Holocaust as 'one thing'. I couldn't even describe it in words, so I made it'. This one tiny set of boxes from one student, based on the narrative of the Greenman family, profoundly impacted us as a department and we keenly set about supporting and facilitating students to express their knowledge and understanding in any way they felt appropriate to them.'*



- **Learning journals.** The development of learning journals has transformed formative assessment opportunities across the learning. Based upon core history skills (source analysis, significance, change and continuity, causation and consequence and historical interpretation) the journals enable powerful personalised learning conversations. Students can reflect and explore their learning, identify strengths, understand current attainment and how to improve, deepen and master skills. Such innovation in thinking, scaffolds and supports conversation about progression and provides teachers, rich evidence of impact. In addition to the learning journals, innovative thinking about assessment has been applied to the #HtFMeUs project (and thereby integrated across the Holocaust SoL). This framework allows TCC teachers to carefully monitor progression throughout the scheme in a light touch, but robust approach; and is highly personalised and inclusive thanks to it being predicated on the principle *'student evidence of all formats should be considered. This may include (but is not restricted to): written work in Journal/other, class discussion and participation, art/drawing/other medium(s), homework etc'*. This approach to assessment (unsatisfactory, satisfactory, good, excellent or outstanding), outside of a traditional history *'straight-jacket'*, ensures all learners can demonstrate their historical skill, knowledge and understanding in a personalised, inclusive and innovative way. Because of that flexibility and innovation, students can take pride and ownership of their learning and impact of historical outcomes have improved. As a consequence, a learning journal accompanies the Holocaust related work undertaken in RS.
- **Student outcomes, experience, and voice.** TCC 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 for its depth, range and holistic nature. Pupil engagement in Holocaust education remains outstanding. The quality of teaching and learning, and the outcomes for learners, particularly within History, continues to benefit from Beacon School status. Whilst lesson observations and student voice were not undertaken formally as part of this review, student voice remains strong: students are clearly articulate, offering sophisticated and nuanced insights in empathetic, confident, and thoughtful ways: this comes across in a range of student outcomes. Student substantive knowledge is strong, despite the legacy of the COVID-19 context, and their use of subject specific terminology excellent. TCC students, particularly their

History ambassadors, have been exemplary during the #HtFMeUs project. Their contributions to various online project sessions, sensitive and thoughtful welcome of Bernie and his wife and written reflections regards the projects impact and relevance testifies to the articulate, thoughtful citizens TCC students are. Students are keen to learn, respectful and wonderful college representatives. 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. Torpoint students remain the college’s best ambassadors regards the impact of Holocaust education, and increasingly recognise that the depth of opportunities and quality of the experience they enjoyed at TCC is not common, not the norm. They rightly regard TCC Holocaust education as a ‘...very powerful and important learning experience.’

- **Feedback.** 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 TCC students know how to progress and are keen to improve, most act upon advice. TCC 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.
- **There is student expectation to be challenged.** The quality Mark process confirmed that TCC students recognise an unwritten college expectation for them to think, and to actively engage in the learning process – perhaps in part due to the college strapline ‘Inspiring optimistic learners’ and the emphasis placed upon fostering curiosity and wonder, inquiry and exploration in learning. The COVID context was acknowledged as meaning there was some way to go to ensure all students again bought in to their active learning responsibilities upon the return/re-opening of school and additional efforts to develop and hone resilience, collaborative and independent learning are college-wide, short, medium and long-term priority. The Quality Mark process reaffirms engagement, challenge and the impact of UCL Centre for Holocaust Education pedagogy on teaching and learning, seen in a discernible shift in the teacher style or approach to the Holocaust:
- **Understanding significance and personal reflection.** The history scheme in particular presents students with many opportunities to reflect upon historical significance. Some students clearly frame their understanding in terms of measuring or gauging the Holocaust’s importance by the degree to which it is remembered. Others to its ongoing relevance and impact on the world today as evidence of ongoing significance. Some student outcomes reveal understanding that the Holocaust was remarkable both at the time and since, and this study provides a yardstick for understanding the importance, whilst others conceive of the Holocaust’s significance in terms of its resulting in change, such as the genocide convention and principles of international law. Student outcomes reveal how for some students the Holocaust resonated with them personally and thus held status in a way the Battle of Hastings or the industrial revolution did not. The scheme encourages students to reflect upon significance by asking them to consider the impact of genocide then and in society today. Teachers and students 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.

- **Expectations and ambition.** 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 at TCC encourages learners to develop the *'right'* habits and provide the *'right'* knowledge. This climate of challenge is rooted in the ethos and values of the college and reveals much of the CLTs leadership, the community of professionals who invest so much in the students' curriculum, pastoral care and educational experience whilst at TCC – this is lived in learners Holocaust education experience, in which there is expectation and provision to be best versions of self, become 'good historians', widen world view and opportunities, all in a learning climate of respect for all.
- **Recognising achievement.** To build profile and recognition for Beacon related student outcomes, TCC established a 'UCL Beacon School in Holocaust Education Award'. This prestigious prize is presented annually to a student in Year 9 who has displayed an outstanding commitment to Holocaust Education, both in and out of the traditional curriculum. This year, TCCs awardee was one of the Y9 History Ambassadors who not only displayed an exceptional commitment in and out of lessons but took care and time to find out about Bernie's family members as part of #HtFMeUs, presenting it to he and wife Patsy during a special visit. TCC History Ambassadors often visited the Lead Teacher at break and lunch to update on latest research and discoveries and to read the updates on the timeline. The Ambassadors and awardee each displayed the highest level of independent learning, along with an infectious curiosity that inspired peers and staff alike. Such academic, personal development, character and commitment is recognised with the TCC award – it is an important acknowledgement of engagement in Holocaust learning, but also speaks to the status of this work across the school. The award speaks to the impact of Holocaust T&L intent and implementation across the college. The ambition of this annual award is to recognise the contribution of an exceptional individual within the TCC community. Someone who embodies the TCC core values and in so doing will have embraced and engaged meaningfully, and/or made an outstanding contribution to the college and/or the wider communities Holocaust education offer.

### Behaviour, attitudes (wellbeing, civics and safeguarding), emotional literacy and personal development (PD)

Throughout the review there was strong evidence of relationships among TCC learners and staff, that reflected a positive, respectful culture of empathy and inclusion, fostering an environment and climate of learning. Holocaust education and related enrichment opportunities have aided the building of trust and confidence among parents and the community.

- During the review evidence presented that showed students to have high levels of respect for each other. We recognise the review had limited access to classes – but feel it worthy of note that all students, encountered (particularly in context of online #HtFMeus opportunities) held themselves appropriately and, in every case, were wonderful school ambassadors (this is especially notable given the online nature of the review visit, where they engaged safely using e-safety protocols, with confidence, warmth and respect). It is clear the school has high expectations for learner’s behaviour and conduct and there was a sense from most students that these were applied consistently and fairly. This review finds most TCC students are actively engaged in their Holocaust related learning, but a few remain passively compliant. Criticality and independent thinking fostered in most 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 – thereby students are working hard and actively engaged in their learning. Moving forward a priority for CLT is to ensure behaviour *for* learning is consistently expected and to consider and challenge to what extent the few among their learners are passively complying, rather than actively engaging.
  - 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. Some did note that a minority of students could be/were passive in their learning but felt this was less likely regarding Holocaust teaching and learning.
- **Relationships, emotional literacy and wellbeing.** TCC staff do not shy away from feelings of discomfort and the disquiet that may emerge when and where they will in teaching about the Holocaust. TCC 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’*. Students confirms this to be so: they do feel emotionally supported, intellectually challenged and safe to explore this history – not least wellbeing checks on students after recent visit by Bernie Graham as part of #HtFMeUs project. TCCs Beacon School work undoubtedly contributes to developing learners’ emotional literacy. There is a growing climate of what Mary Myatt terms *‘high challenge and low threat’* at TCC, which is based on creating the conditions in which learners thrive,

feel safe; thereby encouraging teaching for depth and impressive student outcomes, both academic and holistic.

- **Duty of care.** There does exist a tension between the clear principle of Holocaust education providing demanding, rich and challenging work (understood at the college 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 – this approach is now embedded within Holocaust related schemes of learning and beyond.
- **Safeguarding and civics.** Students today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust, the prevalence of fake news, power of conspiracy theories, myths and misconceptions. TCC are aware of the urgent need 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. As part of wellbeing, behaviour and ensuring safety, TCC continue to recognise the necessity to develop critical thinking, independent thinking to prevent radicalisation, denial, endangerment in all senses, and the need to promote positive values, provide counter narratives and reinforce both rights and responsibilities to self and others. Holocaust education continues to play a valuable role in this vital work and offer valuable learning opportunities to develop these life skills. In the local context this is highly recognised, vital work, and Beacon School status continues to make a considerable contribution to these enriching and vital opportunities for those who are perhaps otherwise most vulnerable or exposed to the threat.
- **Media literacy and safeguarding.** 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 personal development approach of TCC, 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 the school’s personal development programme, encompassing PSHE, SMSC and wider holistic and social skills across the curriculum. TCC 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. The #HtFMeUs project and aspects of the RS curriculum significantly speak to these issues.
  - Young people today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust. Therefore, we need – as TCC 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, TCC 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. TCC colleagues may like to familiarise themselves with the 2013 IHRA working definition of Holocaust Denial and Distortion.<sup>5</sup> This may prove to be a useful policy support for tackling wider safeguarding and media literacy concerns.

- A safe learning environment that enables freedom of speech and expression, must also preserve truth and evidence. Holocaust education can play a valuable role in this vital work, such as in claims to deny or minimise the Holocaust. In this way, teaching and learning about the Holocaust offers valuable learning opportunities to develop important life skills and epistemological questions about truth claims and how it is we know what we know. Beacon School related work has made a considerable contribution to these enriching and vital opportunities in which the TCC 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 of continuing to build your community of practice.
- **Fundamental British Values.** Holocaust education at TCC plays a significant part in the development of fundamental British Values (FBV). The Year 9 History scheme of work, the History KS4-5 offer, cross-curricular content and coverage as part of the college’s approach to personal development allows students to explore these important stands of FBV:
  - Democracy i.e., students examine democracy and dictatorship in Germany 1918-1939. As a result, students can define democracy and dictatorship. They can give examples of right- and left-wing groups and describe their political views. Students can describe concepts such as proportional representation and coalition. They can analyse reasons for the growth of dictatorship in Germany
  - The rule of law i.e., the contrast between the rule of law in contemporary Britain and antisemitic Nazi legislation and links to contemporary protected characteristics, the Equality Act and college values.

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<sup>5</sup> See: <https://www.holocaustremembrance.com/resources/working-definitions-charters/working-definition-holocaust-denial-and-distortion>





- Individual liberty i.e., Students examine the impact of Nazi dictatorship upon individual liberty, Nazi rescinding of Jewish rights and persecution of minorities/opponents.
  - Mutual respect and tolerance i.e., Jewish life in pre-war Europe and the rescinding of rights, personal development and UNCRC links and opportunities.
  - In addition, students gain knowledge and understanding of **British responses to the Holocaust** to enable them to gain contextual information and to inform discussions regarding British values. This seeks to counter misconceptions highlighted in UCL research briefing 6.'
- **Criticality and curiosity.** Holocaust education plays a significant role in the development of critical thinking skills. The focus on authentic encounters and ordinary things puts the onus of students' developing their own questions and enquiry-based learning. Most starter activities encourage students to consider images or artefacts as a learning stimulus and to form their own inferences or list of questions. The 'layering' of information scaffolds learning and enables students. Key questions within the Year 9 History scheme of work are analytical in focus and enable students to consider issues which lend themselves to the development of critical thinking skills.
    - Criticality and independent thinking, so championed in UCL Centre for Holocaust Education pedagogy and materials, is an area for ongoing development at TCC. 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. Throughout the review process we found TCC teacher's and CLT to be keenly aware of need to provide a high level of challenge to the most able pupils, including the most able disadvantaged pupils, so that they reach the higher standards of which they are capable. Evidence in assessment information, confirmed by student outcomes, shows that these pupils are reaching high standards, thanks to a personalised, engaging, challenging and inclusive Holocaust education curriculum.
  - **Rights.** It is noticeable that a vocabulary of rights remains an undercurrent, informing or framing contributions throughout the review process. This indicates a positive climate within which to hone and develop rights respecting language, policy and practice: TCC's work as a UNICEF rights respecting school, acts as an umbrella within much of the college's existing work and ethos is framed. Many of the school's pastoral, community, international and enrichment opportunities (including Holocaust education) is embodied in the principles of the UN Children's Rights Charter (Articles 2, 14 and 36 of the UNCRC resonate particularly with much Holocaust teaching and learning) and its related UN Declaration of Human Rights, and collectively serve as a vehicle of cohesive endeavour as Holocaust and generic education be developed at TCC within a human rights framework.
  - **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. Whilst the impact of the school's provision for personal development will often not be assessable during pupils' time at school, the 'curriculum' provided by schools extending beyond the academic, technical or vocational aim to support pupils to

develop in many diverse aspects of life. This review finds that TCC understands and delivers personal development in these terms. The College's intent is clear: to provide for the personal development of all girls, by implementing high quality teaching and learning, values, role models and enrichment opportunities which equip them, holistically for life-long learning, wellbeing and to understand how to engage with society (as local, regional, national and global citizens).

## Leadership and management

This review found in TCC 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, CLT to NQT, there was a sense of the academy 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 Dr Plumb and his 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, CLT had fostered a safe professional space of *'high challenge, low threat.'*

TCC 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.

- **Continuity and change.** Despite the ebb and flow of staff within a school community and the challenges posed regards recruitment, retention and wellbeing of staff and school leaders, TCC has enjoyed continuity regards the crucial work of Dr Plumb, Mr Golding, Mrs Lane, and others who were involved in the 2018 review. At the time of the last Quality Mark, Dr Plumb was Acting Principal, in the absence of Ms Hazeldine – but since appointed Headteacher. Likewise, 2016-2019, Mr Golding was SLT for history and supported the evolution of Beacon School work. Whilst in 2019-2021 that SLT support role was taken up by Ms Blandin-Neaves, Mr Golding returned to the role in 2021 and continues to be involved. Such continuity ensures, leaders provide strong, consistent advocacy for an expectation for quality provision for all learners. They have the upmost regards and respect for their learners – undoubtedly Korczakian – and have the highest expectation that as a college, students be offered and engaged in outstanding Holocaust teaching and learning. Senior leaders remain convinced of the importance of Beacon School status; committed to high quality Holocaust education provision; whether at developmental and curriculum level, within a pastoral and personal development, SMSC or enrichment sense and have retained their commitment to providing staff access to UCL Centre for Holocaust Education CPD opportunities.
- **SLT engagement and leadership.** TCC continues to be led by strong and inspirational Headteacher, Dr Plumb, with support of outstanding senior leaders like Mr Golding. Such continuity has been vital to securing momentum for embedding of Beacon School work within both culture and curriculum.

The college's SLT 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 Mrs Lane they have an experienced and innovative, committed teacher, determined to build upon its Beacon School status and provision. TCC enjoys the collegiality and support of college colleagues who continue to embrace the Beacon School programme. Together these leaders remain committed to taking the college on the Beacon journey – it is an immense team effort, based upon investing in people, research informed practice and CPD, but also student/teacher relationships. All this means senior and middle leaders know their students and school well – recognising their strengths and areas for development and remain forward looking. Collectively they welcome opportunities to reflect, embracing challenge, embrace critical friends - all with a shared goal to deepen and improve learners experience and outcomes. TCC senior leaders are not complacent. They are supportive, ambitious, and keen to share best practice whilst also learning from others – that includes in the context of Holocaust education. Senior leaders have continued to commit to securing Beacon School work the developmental and curriculum time necessary, including staff access to UCL Centre for Holocaust Education CPD. Much of the success of the Beacon inspired programme at TCC is thanks to the vision, facilitation and support of senior leaders trusting the Lead Teacher and colleagues to innovate, take risks and provide a unique, quality learning experience for the students and community they serve.

- Despite the impressive provision of Holocaust education in TCC'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 that Dr Plumb, Mr Golding, Mrs Lane 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 TCC 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.
- The college's 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. Most students know their school is a Beacon School for Holocaust education and 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
- **Continuity and partnership.** Similarly, the longstanding commitment and on-going presence of Mrs Lane as Lead Teacher has been critical to ongoing success. The trust between SLT and middle

leadership is obvious and communication and support outstanding. Whilst Mrs Lane has worked tirelessly since 2016 and made the changes and developed this work across the school, she is first to acknowledge this has been achieved on the back of SLT support: they set the tone in backing the Beacon School programme application and that is what makes the programme a success and so impactful. They have made the status meaningful and not superficial; they have understood the educational benefits and the moral imperative and recognised its contribution to school improvement, staff development and student outcomes. Mrs Lane's passion, integrity and creativity, along with departmental colleague's support and active engagement and SLT commitment has enthused: the whole staff have worked as a team to create something unique and very special at TCC.

- **An inspirational Lead Teacher.** Charlotte Lane is, without doubt an inspirational, skilful and gifted pedagogue, who truly shines in the context of quality Holocaust teaching and learning for all learners. In Mrs Lane, TCC have a highly experienced and gifted practitioner of Holocaust education. Thanks to her reflective, curious nature and commitment to lifelong learning and continued professional development she has undertaken the UCL Centre for Holocaust Education Masters Module, the MOOC and continues to deepen and refresh her knowledge and practice. She has a secure and rich range of strategies and materials to draw upon and continues to deploy and demonstrate these in the physical or online classroom. She has a skillset and experience that has secured her status as regional leader in the field of Holocaust education, and with emerging opportunities in partnership with RWBA and UCL, there is growing national regard and emerging recognition. As Beacon School Lead Teacher at TCC, she is held in the highest regard by department colleagues. Mrs Lane is respected for her passionate advocate of quality teaching and learning about the Holocaust in History, RS and, indeed, a wider holistic curriculum, admired for her sheer hard work, and regarded as a supportive critical friend who is never too busy to provide help and counsel. Her willingness to lift, support and develop others so as to build their confidence, provide opportunity and encouragement is widely recognised and much appreciated – not least by new colleagues. All this was true in 2016, and remains so today, but it would be remiss to not acknowledge the immensely challenging personal and medical situation faced by Mrs Lane since this last review. Already an incredible role model and inspirational educator, recovering, adapting, and returning to work after a serious RTA is something else – it speaks volume of her character, determination, and dedication that despite day-to-day challenges, Mrs Lane has remained passionate about Beacon School work. Personally, and professionally, it is clear department colleagues, her college peers, senior leaders, and students hold Charlotte with the utmost respect and regard. Colleagues were determined to continue to invest time and commitment in quality Holocaust education in the Lead Teachers' absence, and upon her return they have been inspired by her – taking her lead to ensure provision was rich and engaging with a move to online learning during the pandemic and overcoming reservations about such a time commitment to Holocaust teaching and learning and taking on the #HtFMeUs project. What has been achieved in the years since the Quality Mark review says much about the Lead Teachers ability to lead and inspire others – she has a team who collaborate and innovate on her lead; they do so because she inspires confidence and loyalty, she has a proven track record and the outcomes of young people – at the heart of all that Charlotte does – speaks for itself. That all that has been achieved within a backdrop of a unique personal story is nothing short of

remarkable: something Mrs Lane and family, departmental colleagues, TCC senior staff, students and community should be incredibly proud of, inspired and empowered by.

- As noted in 2018 Quality Mark report, in Mrs Charlotte Lane the UCL Centre for Holocaust Education Beacon School programme enjoyed a reflective and fully engaged participant. She attended the pre-requisite 1-day CPD, the Beacon London residential and the Poland study visit.
- Her highly impressive and well-respected work as UCL Centre for Holocaust Education Beacon School Lead Teacher clearly evidences both compliance with and embodiment of the teacher standards. The review found that Mrs Lane):
  - Designs effective and rich subject curriculum and assessment (often in collaboration with colleagues)
  - 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
  - Plans and teaches well-structured lessons

Her thoughtful, highly reflective practice, commitment and developing expertise is widely acknowledged as providing the project's impetus. Dr Plumb spoke warmly and respectfully of her *'thoughtful, reflective and inspiring'* leadership of the project within the History department and across the school. Others of her ensuring the Beacon School programme felt a genuinely shared and collective endeavour despite staff turnover, absence or COVID challenge. Dr Plumb talked of Mrs Lane's leadership as 'Lead Teacher' having given TCC engagement *'direction, reflection and heart'* – her passion and enthusiasm for Holocaust education as part of a *'real education'* experience is palpable and to be praised and valued. The review concurs, entirely.

- **Responding to the 2018 EBIs.** In the years since securing Quality Mark status, TCC have responded in typically reflective, strategic, and thoughtful ways: they began by setting to work analysing the report. Whilst it provided opportunity to share, celebrate successes & achievements to date, it enabled internal reflect on who TCC are, what TCC do, and how, regarding Holocaust teaching and learning, provision and practice could be improved. Whilst rightly proud of their achievements, TCC is a forward-looking institution and took the 2018 report findings as a basis upon which to build as *'...a partner in the future of Holocaust education'*. Working with the SLT link, Mr Golding, Headteacher, Dr Plumb, the Lead Teacher produced a 'Report Summary and Ways Forward' – there was ambition, ingenuity, reflection, and SMART targets that would provide terms of reference and clarity of action points.
  - The reflection *'Report Summary and Ways Forward'* document, provided by Ms Lane in advance of this reaccreditation review of UCL TCC's Quality Mark, is truly remarkable.

Aesthetically beautiful and engaging, the report captivates the reader, both in depth and summary sweep, to convey something of energy, commitment, innovation in Holocaust education, provision, and practice – year on year – in terms of *‘where have we moved on to?’* The document outlines curriculum intent, implementation, and impact over time, with such clarity, insight, and detail – it is a remarkable testimony to planning, reflective practice and opportunities offered at TCC. In sum, the document evidences a pride in all that has been achieved to date, celebrating where appropriate, staff development, student outcomes and a regard for the journey travelled. But this is tempered by best reflective practice, acknowledging areas of development.

### Commitment to CPD, networks and research

- **CPD plays a central role in ongoing college 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 and participation has been embraced and valued, not simply as quality specialist support for teachers teaching about the Holocaust, but for providing research informed best pedagogical advice and practice.
  - In terms of Holocaust teaching and learning, the college have embraced the notion that provision and opportunity does not solely lie with history – as such, CPD opportunities have been provided across the college, because it is understood, disciplinary lens' can enrich Holocaust knowledge and understanding, that as a whole college approach the impact of such work can be most lasting, valuable and enriching, and that within the CPD there is both generic and specific learning for colleagues (which support efforts to drive college improvement), and potentially *'feeds the soul'* or *'develops our staff as people and reflective practitioners'*. Non history colleagues who have engaged in various Centre CPD opportunities have reported to TCC senior leaders that they *'felt included and valued for their contribution'*. Others were initially surprised to be invited and *'...didn't see what it had to with me or subject...'* but then felt or saw a *'jaw dropping'*, *'realisation in the session that this related to me...very, very powerful.'* This seems to have been key to ensuring a collective spirit of endeavour as college embarked on the Beacon 'journey' – Dr Plumb, Mr Golding and Mrs Lane deserve much credit for this vision, commitment and insight, as it has gone a long way to securing sustainability and a sense each teacher, subject and faculty has an investment in this project.
- **Commitment to ongoing professional development and engaging in research informed practice.** Partnership with UCL Centre for Holocaust Education in its role as mentor and critical friend has been continued to be rewarding, positive and productive. Colleagues have, since the 2018 Quality Mark review 'looked forward to' annual training and embraced online CPD opportunities, especially in the context of the pandemic. Staff are *'enthused'*, *'intrigued'*, *'curious'* and *'absorbed'* by the history and there remains an openness and desire to ensure the subject matter is respectfully handled, appropriately challenging and meaningful, authentic, and truthful, whilst accessible and engaging for all learners. Engagement with UCL research and pedagogy continues to inform, inspire, and enrich TCC classroom practice – the Beacon School project continues to be instrumental to staff and college engagement with wider academic and educational research, and ensures there is much within Holocaust provision and practice that is cutting edge and exemplary. It is clear from the pre-accreditation documents submitted that UCL Centre for Holocaust Education pedagogic principles *'opens eyes'* and profoundly shapes and influences teaching and learning. Evidence submitted to this review found numerous examples of UCL's research and pedagogy footprint. The History SoL reflects this in its use of slow reveal, in the quality of questioning and explanation and recognition of the need to identify and tackle prevailing myths and misconceptions as part of teaching with curiosity, challenge and embracing complexity.





- An emerging strength of TCC Holocaust provision since 2018 is the appointment in 2020 of a new full time History/RS member of staff. From trainee through NQT/ECT – Mr Miller has immersed himself in Beacon and Holocaust related work, accessing and engaging with specialist UCL training.
- As Mrs Lane noted:
 

*‘Without the unwavering and continued support of numerous colleagues - namely the CLT link John Golding, the Headteacher, Dr. Plumb, fellow History & RS teacher, Justin Miller and Debbie Jones, Art & Design colleague - none of the work we have done would be possible. It is not only the sheer hard work and support offered by the named staff, but also the passion, commitment, creativity and tenacity with which all of our staff go about supporting our students to ensure that they have the best possible quality Holocaust education offer across the College’*
- It remains clear that commitment to ongoing, research-informed specialist professional development opportunities, underpins the contributions of TCC success: whether via the Centre’s online, self-guided UCL CPD, ‘live’ online modules, the MA or MOOC, or in terms of wider reading, TCC continues to invest in its people, and its reflective practitioners look to embrace courses and opportunities that will enhance knowledge, confidence and skill, provision and professional practice.
- **Research informed.** Teaching and learning about the Holocaust at TCC has been significantly 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 Mrs Lane’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
- **Growing local and national reputation, emerging specialism and willingness to share best practice.** Since 2018, Quality Mark Beacon School status has ensured a range of opportunities for TCC, and key colleagues to showcase best practice and foster new regional connections. Thanks in part to geographical location, and respect and regard afforded the Lead Teacher, Mrs Lane’s expertise, advice and consultation has been sought out for an innovative local initiative. The Dorkemyn, Kehillat Kernow and Falmouth University’s ‘Cornish Stories of Survival’ project, has thus benefitted

from a designed lesson, accompanying materials and video, infused with the pedagogical principles of UCL, based upon Cynthia Hollinsworth's 'Precious memories' – and sabbath candles. The quality, creativity, care and challenge within the materials speak to the calibre of Holocaust educator and practitioner TCC's Mrs Lane and her integrity and instinctive feel for this work. This was recognised by those engaged in this collaborative regional initiative, including Cynthia herself:

*'I can't thank you enough for all your amazing work on the new Holocaust education pack for Cornwall schools.*

*You are so talented, professional and experienced. I am so grateful to you for your immense Holocaust education expertise, your design innovation, your passion for the subject, your genuine interest in the project, your sensitivity and respect towards my mother's story and her legacy, and your hard work and dedication.'*

Along with #HtFMeUs, opportunities like 'Cornish Stories of Survival', which both recognises and raises the profile of TCC, the Beacon School and Quality Mark, Holocaust education and specialism, Mrs Lane has grasped opportunities to speak and share her passion, commitment, TCC's 'journey' and more at national and international platforms. In 2022, she contributed twice to 'Empowering Young People to Change the World' teacher conference – an online series that reached over 5,000 teachers in at least 32 countries or territories. In addition, Mrs Lane continues to blog and contribute content to the UCL Centre for Holocaust Education website; she has been invited to advise and consult on the Centre's KS3 textbook 'Understanding the Holocaust: How and why did it happen?', also on a Quality Mark teacher advisory group to support development of Centre's online offer. Embracing such opportunities is mutually benefit to all – Mrs Lane, TCC, UCL/Beacon Schools, Holocaust education, the various projects, conferences or publication. It speaks to a commitment to personal and professional sharing, reflective practice, a desire to be outward facing, innovative and based upon respectful, authentic and inclusive partnerships.

- **Beacon School's: a model of partnership, opportunity and innovation.** TCC continue to regard 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 and curriculum, such as PSHE. The review evidenced ways in which Beacon School status has supported wider school improvement regards enrichment, SMSC, citizenship and safeguarding. CPD dates for additional CPD or modules can be calendared annually by Mrs Lane, Mr Golding and the CLT, in liaison with UCL Centre's Emma O'Brien. This will enable more TCC 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 TCC among local/regional partner schools. Such twilight CPD events can be arranged by contacting the Centre's Tom Haward. All this enables succession planning as the school continues to build a community of practice.
- **Respect for learners.** All work undertaken as part of TCC's Beacon School commitment offers a powerful reminder of need to take 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.* Perhaps in the context of the COVID period, this is even more telling and resonant?

- 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'*. TCC students, even if unaware of the Beacon School status, are insistent within lessons 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 recognise that by learning about the Holocaust, that they be respected by not being given a *'sugar coated version'*. Most students involved in the #HtFMeUs project felt this was the case and that their teachers had done a *'very good job'* with a *'difficult topic'* – and this is best practice that can be shared and further developed through effective ongoing professional development.

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 TCC learners, teachers, UCL and other partners.

## Even better if...? Some areas for future development & further consideration

- **Curriculum journeys.** Whilst there has been much work to map and understand the Holocaust related curriculum intent and implementation (as evident throughout report), is there a sense of being about to map a student pathway of their experience and in this way demonstrate or articulate progression, sequencing (in terms of school experience, input points), and the range of opportunity during a student's time at TCC? This would be useful for teachers, parents and students and helps to support students, over time have a sense of where they are, where they have come from and what's next. It also potentially helps students 'join the dots' and appreciate the disciplinary and other contributions that they will explore over their time at TCC. So, what is a Year 7s learning journey? What is a Year 8s pathway? Charting a curriculum journey that would bring the curriculum journey into focus alongside the enrichment, pastoral or special event (HMD) work undertaken.
- **Consider succession planning.** Inevitably, educational policy decisions, increasing pressure on time, curriculum development challenges, floor standards, specification changes and examination outcomes, are potential threats and considerations for any school to navigate and manage: in terms of Beacon School, Quality Mark schools how best to embed and future-proof Holocaust teaching and learning? Mitigation planning and innovations are possible, can and should be considered as part of whole school strategic thinking. Beacon school status resides with the school, not the lead teacher: at TCC, loss of key staff in the History Dept, whether in terms of internal promotion/progression or staff turnover would be particularly impactful – so what strategies could/should be in place to ensure this work is secure and sustainable? It is essential to ensure that the principles and CPD opportunities are shared widely to ensure, should Mrs Lane leave TCC, or indeed Dr Plumb, 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 at TCC. This is a factor the Lead Teacher is keenly aware of and an aspect of her role moving forward, is surely to identify, support and enable others who may in time take up the mantle.
- **Terminology matters.** For clarity of understanding, a basic TCC wide definition of the Holocaust, 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 prominent display or use of the Centre's 'Timeline'. Such consideration of terminology and definition, as a staff body, dept, would be useful pedagogical and as a point of CPD, but a student voice group could work to ensure a 'student friendly' definition is agreed.
  - Relatedly, some TCC documentation saw 'Holocaust' and 'holocaust' 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 *holocaustros*, 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 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 RS department's and ensuring continuity of the word's usage across the curriculum, as both a SPaG and point of conceptual clarity. Indeed, History, RS 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.

- **Encountering and engaging with a range of source 'evidence', voices, and analysis, evaluation and interpretation opportunities across Holocaust related provision.** Is there an opportunity to improve and embed critical thinking/literacy skills across the curriculum here? Whilst being encouraged to read and engage with such a range of texts/evidence – can we hone students disciplinary reading so as to ask/identify/determine author's purpose, support students to find and identify important details, main themes, key concepts of the – and where appropriate, challenge the perceived 'authority of the text'?
- **Literacy across the curriculum.** Much work has gone into this school priority and, as a result, impactful practice is evident. To take this further, reciprocal reading opportunities may be a useful whole school strategy to explore/consider. Allowing students to move from predict, clarify, question, and summarise could be a useful pedagogic tool – a strategy used within the history scheme to great effect.
- **Numeracy across the curriculum.** Whilst mathematics does not traditionally see it represented in provision for Holocaust teaching and learning, numeracy does play a crucially important part of historical understanding: chronology, sequencing, understanding statistics and proportion. It is an important step forward that Maths at TCC, or numeracy across the curriculum, using the Holocaust lens, be furthered explored. This would harness innovative opportunities to use mathematical concepts to deepen and enrich Holocaust related knowledge and understanding.
  - For example, more might be made of the chronology moments within Holocaust provision and practice 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. Should this be an area of development/opportunity for the future, please contact [n.wetherall@ucl.ac.uk](mailto:n.wetherall@ucl.ac.uk) who can support and share examples.
- **Access for all.** Continue to embed approaches to learning that are inclusive and responsive to need. Whilst this review drew only on a snapshot sample specific to Holocaust related teaching and learning, we contend that, much differentiation and personalised learning provision is strongly

evident. However, to move this forward and understand impact might Mrs Lane 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 within 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 TCC; 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? It was abundantly evident across the review process this is so – but what data, mechanisms whether cognitive, behavioural or other speaks to the impact of this education on particular types of learners in your care – what works and why? How do you know? An area for future development could be a particular focus for tracking – whether in terms of data, engagement, focus groups – of a target group of learners. This would further help Mrs Lane and colleagues better understand the impact of the Beacon School work upon vulnerable or most able, pedagogical devices and strategies to deploy regards 'x' need and so on.

- **Continue to offer/facilitate CPD opportunities** in conjunction with UCL Centre for Holocaust within your professional development calendar, and signpost to the range of Centre's 'live' online, and self-guided short courses. Build upon existing internal support and training provided by the Lead Teacher and work towards ensuring emergence of a critical mass across a department or departments with specialism: such training opportunities would build capacity across the service, and further substantive knowledge, confidence, skills, and reflective practice. Continued professional development and investment in TCC's people – is key to much of the service's success. The UCL CPD offer provides a rich menu of opportunities for a range of colleagues to engage and develop their practice, in flexible and accessible ways. Relatedly, consider application for FREE online MA 'Holocaust and the Curriculum' module for interested colleagues – this may go some way to supporting succession planning or future leadership of the Beacon status within TCC.
- **Appraisal: accountability and recognition.** Maintain inclusion of Holocaust education Beacon School status in Lead Teacher Appraisal or Performance Management. This could be a formal identified target, or minimally a standing agenda item for discussion at the appraisal meeting and review.
- **Sharing best practice.** Whilst there is a growing climate of what Mary Myatt terms *'high challenge and low threat'* at TCC, 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, as this, among several other features of strengths identified in this report should be widely shared to support whole school improvement.
- **Baselining opportunities – understanding impact.** The rationale provided for History and RS Holocaust related schemes are 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, perhaps in conjunction with the Centre's research team and the DfE study.

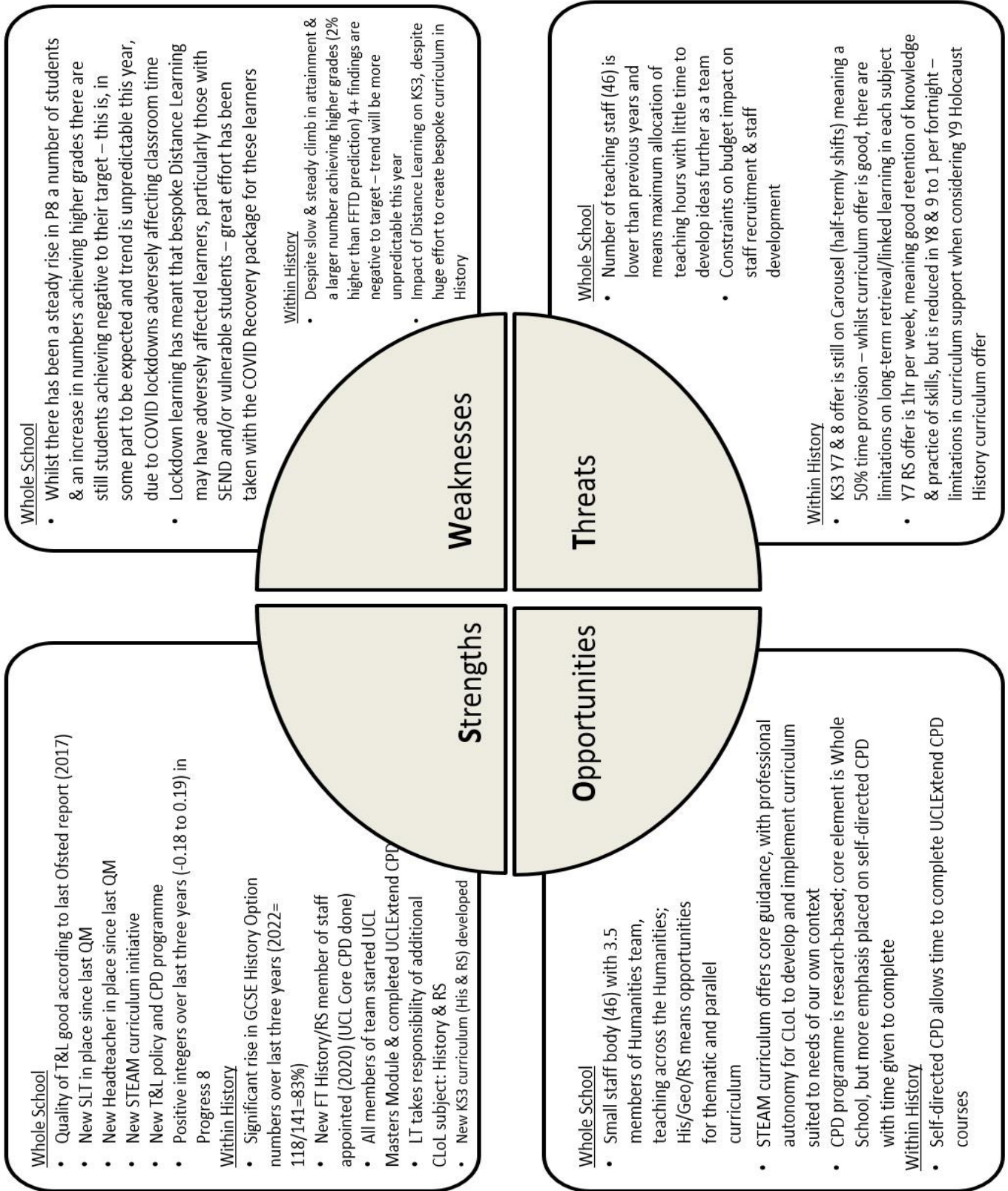
- As per initial Quality Mark review, look to build upon significant work on formative assessment by developing a benchmarking of student's substantive knowledge and understanding (short pre and post survey: 10 questions in History or within a series of lesson focusing on Holocaust work). This could draw upon the key findings and recommendations of the latest UCL research briefings and would support the very strong tracking and monitoring of student personal development. 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, be attitudinal (not formalised written assessment piece that would not necessarily be fitting or necessary for your learners or context). Perhaps a trial or pilot?
- **Make more of your students' voice.** Use your students to champion the college and the cause of Holocaust education. They are truly wonderful ambassadors for the importance of a range of work TCC does – not just the Holocaust education. They are hugely proud of their college and teachers and appreciative of experiences they are offered like #HtFMeUs, so this reaccreditation review encourages you to give them opportunities to talk or platforms to 'shout about' this to parents, governors, and the wider community. TCC is doing some incredible and important work with young people, its secured itself a regional reputation for its Holocaust related work and this is beginning to reach further afield, so use this reaccreditation Quality Mark Beacon School opportunity to showcase a celebrate a UPS - with the local press and constituency MP.

### **In summary:**

Despite a global pandemic, TCC have retained their status as a true 'Beacon'. They continue to work on innovative Holocaust related projects, regional initiatives, and special events, alongside securing a creative and challenging curriculum that draws on student curiosity and is responsive to need. They are a reflective and forward-looking college community who are open to share best practice, partner and connect. The respect afforded testimony and the relationships built, recently with Bernie Graham and family, is profound and speaks to the colleges' values, educational vision, and Lead Teachers' passion, integrity and skills. The review found TCC's regard for research-informed practice, application of Centre pedagogic principles enriches the provision, opportunities and experiences of learners – both in terms of Holocaust teaching and learning and generically.



SWOT analysis (completed by lead Teacher in advance of reaccreditation/review)





**Concluding remark:**

*'Like all Beacon Schools, Torpoint Community College's approach to Holocaust education is shaped by its contexts and circumstances, its culture and its communities. And, like all Beacon Schools, its approach is also forged out of its history – a history in which, over the past nine years, teaching and learning about human atrocities has been central to the school's ethos, aims and philosophy. This longevity is distinctive. It means that Holocaust education has become part of the DNA of the service and all who pass through it.*

*At a time of much uncertainty and upheaval, where prejudice, intolerance and extremism continue to stalk our lives, we need our young people to be given the experiences and the tools to become compassionate, critical, and historically-literate members of society: aware of man's potentialities for good and for ill.*

*Across the college there is a deep commitment to empowering ALL learners and a respect and regard for the learner. Relationships and principles of respect, empathy and inclusion underpin belief that teaching and learning about the Holocaust is a right, and that it is about safeguarding for the future. There is ample evidence to suggest that because of the work that is taking place at TCC, its learners have important opportunities to become the informed, empathetic, actively engaged, enriched and empowered local, national and global citizens we need. And for that, I wholeheartedly commend and congratulate all who are involved in the college's Beacon School activities.'*



**Report summary findings by reviewer, Nicola Wetherall MBE, July 2022.**