

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

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QUALITY MARK AND RE-DESIGNATION REVIEWER	Nicola Wetherall MBE, UCL Centre for Holocaust Education



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Review context

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

The programme seeks:

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

The Quality Mark serves to uphold the integrity of the UCL Beacon School programme, ensures key criteria and expectations are met and that innovative best practice, specific to individual school contexts are recognised. The award of the Quality Mark and re-designation of UCL Beacon School status is the result of a successful review process. The reviewer has produced this report to be shared with the school to provide valuable external verification evidence for senior leaders, governors, Ofsted inspections and parents. It should also be a useful internal quality assurance and ongoing CPD opportunity.

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

It enables UCL to be confident of the quality output of its named Beacon Schools and to further champion and develop schools' work. It provides verification that our CPD and programme is having an impact on staff confidence, substantive knowledge, pedagogy and practice and that this ultimately is making a positive contribution to the Teaching and Learning (T&L) in the Beacon school. It allows us to ensure the

pedagogy and principles of the UCL Centre for Holocaust Education's approach is embedded and for us to access ways in which our pathway of professional development, CPD offers and materials are responsive to need.

The review visit intends to serve as a celebration of good practice, acknowledging the important and innovative work undertaken in Beacon Schools; provide meaningful external verification; and support both the school and UCL in continuing their work towards ensuring quality Holocaust education provision in our English schools. It seeks to answer the question of whether the Beacon School programme is working or not, and hence assist in decisions about scaling up. It can also answer questions about programme design: which bits work and which bits don't, and so provide policy-relevant information for redesign and the design of future programmes. We, like schools, want to know why and how a programme works, not just *if* it does.

School overview

- The Hermitage Academy is an average sized secondary. It is a successful and high performing 11-19 Teaching Academy serving the local community.
- The school is well over subscribed; its intake is truly comprehensive, reflected in its growing 11-19 population.
- At the time of the review visit there were, including Sixth Form, 1,127 students on roll; there are more boys than girls - 51% boys. At the time of writing 12.3% students have an SEN need and status; with 13 students with an EHCP. 24% of students are eligible for PPG (276 students), 12% are current FSM (138 students) and 0.4% have EAL (5 students).
- The Academy has a prior attainment on entry that is above national average for all year groups. Attainment on entry for Year 8 and 9 is significantly above national average, with a 29.7 and 29.8 KS2 point score respectively. Both these years groups have over 40% of students higher ability on entry.
- The school was invited in June 2010 to convert to Academy Status in the first round of “Outstanding” school conversions and officially converted to The Hermitage Academy on 1st April 2011.
- Becoming an Academy has brought about significant opportunities for the school, including developing a curriculum in a manner which reflects its school’s aspirations, strengths and the needs of young people as they move into adult citizenship in the 21st century.
- In the locality, the Academy enjoys a well-founded reputation for continuous improvement, high outcomes and expectations, and a strong sense of achievement for all learners. The Academy became a National Teaching School in March 2013 and are embracing the challenges and opportunities it provides for all staff. The Specialist Schools and Academies Trust have identified The Hermitage as one of their High Performing Specialist Schools with Leading Edge Status.
- The Hermitage have developed strong links with local primary schools, a nearby College of Further Education and work based providers that promote innovation and collaboration, enabling students to access additional vocational options.
- Hermitage students have a wide range of needs and abilities and the Academy is committed to provide a safe environment where outstanding teaching is encouraged to enable students to achieve their very best. The school building is periodically refurbished and maintained to provide a comfortable learning environment where students want to learn and consequently attendance figures are high. To accommodate this successful and expanding Academy investment in a purpose-built facility Sixth Form block was made and currently a bespoke Year 7 build is underway. Prior to that, to enhance the learning experience of SEN students, a Student Support Centre was added.

- Students are encouraged to contribute to all aspects of school life, actively participating in School Council, Mini Leadership, Debating Society and various extra-curricular clubs and activities.
- Personal professional development is strong within the school and all staff have a direct line manager to advise and support career opportunities.
- The Hermitage's aim is simple – *'we want to be the best school we can possibly be. To achieve this we remain focused on our core purpose of improving the quality of education we provide and ensuring that students, staff, parents and Governors all work together to that end, while continuing to provide the caring, supportive environment which is at the heart of The Hermitage Academy'*.

The Hermitage Academy was rated Outstanding in its most recent Ofsted inspection (11 October, 2007)*.

*During Ofsted's last inspection in October 2007, inspectors judged the Hermitage Academy to be outstanding.

That was a decade ago – thus the below, whilst accurate of the time, may not be truly reflective of the Academy's strengths and weaknesses ten years on. It is worthy then to point to supplementary, more recent evidence here, the interim assessment to confirm ongoing standards and oversight.

The 2011 Education Bill proposed that, from January 2012, schools previously judged to be outstanding would not be subject to routine inspection unless concerns were raised about their performance. Her Majesty's Inspectors look at various sources of information, as listed below to inform whether an inspection should be required: this is 'interim assessment.'

In April 2011, The Hermitage Academy was subject to an interim assessment which considered the following: pupils' academic performance, pupils' attendance, any inspection visits carried out by Ofsted since the last routine inspection, qualifying complaints about the school by parents or carers, any other significant concerns brought to Ofsted's attention. Formal notification following the interim assessment indicated the Hermitage Academy has been sustained and that Ofsted would undertake annual assessments of the school's performance and not be inspecting unless they received information that raised concern.

The 2007 Ofsted report noted:

- This is an outstanding school with an excellent view of its own effectiveness.
- It offers a superb range of opportunities for its students and provides excellent value for money. The rich curriculum is at the heart of this school's success.
- Students are valued as individuals. They have exceptional support and guidance when choosing a personalised learning programme. As a result, students are sharply focused and achieve well.
- Parents are overwhelmingly supportive and feel that school gives their children 'a good sense of community and pride' and is 'constantly striving to improve in all areas'. They recognise that superb teaching and excellent management underpin their children's success.
- All targets, including those for its specialist school status, are met.
- Making sure students enjoy their learning, are safe and healthy and make a positive contribution to the community is given a very high priority.
- Achievement is outstanding because teaching is excellent.
- Teachers know their students well and learning is maximised because there is an excellent match of task to students' needs. Rigorous, vibrant, and challenging lessons where expectations are high secures learning by inspiring and motivating students.
- A rich, flexible curriculum enables all students to tailor a programme which suits their individual learning needs. This, combined with excellent academic and pastoral guidance, is the key to the school's success.
- Good guidance for work related learning, including work experience, ensures students are well prepared for adult life.
- Students who have learning difficulties and/or disabilities are well supported and some students benefit from professional mentors.
- Students were keen to talk about the wide range of extra opportunities the school offered at the end of the day.
- It is because of the dedicated and inspirational leadership of both the seconded and acting headteacher that no stone has been left unturned when it comes to raising achievement. Their close working relationship has added greatly to the development of teaching and learning, the curriculum and the raising of achievement. Both clearly focus on empowering all in the school, whether they are staff or students, to perform at their best. It is this incisive direction for improvement which cuts to the heart of school development.

- Governors know the school well, are active participants in school development and provide excellent support for the leadership.
- The school has made very good improvement since the last inspection. Its capacity for improvement as it moves forward into Trust Status is excellent.

Development or future improvement points identified from most recent Ofsted inspection (2007) were:

- Improve the quality of multi-cultural education so that students learn more effectively about life in other cultures and societies.

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

Not applicable, as 11 May 2017 was The Hermitage Academy's first re-designation/Quality mark visit.

Further context

- Upon arrival at The Hermitage Academy there is a warm welcome and a calm sense of purpose. There is a visible climate of celebrating diversity and difference throughout the school, epitomised in pupil's behaviour and attitudes to the 'other'. This review found students to be very accepting. All safeguarding procedures for visitors are observed; students speak with confidence and are positive when engaging visitors, as in the student voice panel. This review process confirms the 2007 Ofsted judgement that students *are '...keen to take up responsibility...confident, articulate and mature young people'* and that *'Making sure students enjoy their learning, are safe and healthy and make a positive contribution to the community is given a very high priority'* at the school. However, the review notes that the stated area for improvement, to 'improve the quality of multi-cultural education so that students learn more effectively about life in other cultures' has indeed taken place and is now a strength of this school in an explicit and authentic way. This review finds that the Holocaust education work undertaken here contributes significantly to the whole school SMSC agenda and indeed its civic focus speaks to the efforts made to ensure the Hermitage experience equips learners for life in modern Britain and in a fast-changing world.
- Duty of care is utmost at The Hermitage – both as much for students' sense of well-being and value as their own as staff. Safeguarding protocols and principles are implicit, explicit and effective. E-safety, given the amount of highly effective ICT driven learning undertaken, is also very evident. This review can confirm this as the student voice panel alluded to values, examples of prejudice and discrimination, current affairs (and how they might link to the importance of Holocaust education). Based on the articulate and thoughtful conversations and insights from students during that panel it is clear students at the Hermitage are taught effectively about keeping safe, including internet safety, and staff are trained to identify any potential radicalisation. From the tour of the school and the student voice panel it was evident that The Hermitage Academy students are aware of e-safety and that staff model best practice amidst a strong pastoral and support system to ensure wellbeing.
- This review considers The Hermitage Academy pupil's behaviour in lessons and around the school to be excellent. Students are keen to learn, and work well together to create a harmonious community.
- It was evident throughout the Quality Mark review process that students do feel safe at the Hermitage and that relationship building was key to the success of the personalised curriculum, which in turn led to behaviour for learning and positive outcomes. Relationships between students and teachers are demonstrably strong and this helps pupils to learn as it ensures a high level of engagement. This in turn inculcates a climate or culture for learning. Students' behaviour for learning, and indeed, behaviour around the school, is, based upon the review visit, exemplary. This includes their ability to tolerate differences, but also celebrate and respect that diversity, amongst their peers, which was clear in comments made by a student during the tour of the school.

Phase 1: Non-Negotiables

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

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

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

Not applicable as The Hermitage Academy met the expectations.

*The Hermitage Academy were fully compliant for the Beacon School year regards inclusion in the SIP. In the period since this has not been the case. The reviewer sought assurances that for 2017- inclusion of the Beacon School status would be made in SIP/SEF documents, even if as a named example for key school targets or foci. This review was satisfied with assurances offered and thereby recommend Quality Mark status to be conferred.

Phase 2: Summary of review visit methodology

The UCL Quality Mark reviewer undertook the following activities:

Prior to visit –

- Examined copies of The Hermitage Academy prospectus documents, SIP and most recent Ofsted report. A copy of the Scheme of Learning (Sol) and range of UCL and Beacon School related documents were requested, collated and reviewed, along with links to related policy documents on the school's website.
- A SWOT analysis was completed and a rich and impressive range of supplementary evidence and data/tracking and sample work was offered, along with an itinerary prepared for the pre-arranged one-day review visit.

During re-designation visit –

- A tour of the Academy site – with Ms Hilary Rose (SLT link)
- Meeting with SLT links – Ms Hilary Rose (SLT link)
- Meeting with Mr Paul Welch (Leader and Manager of CME) to discuss the contribution of other departments to The Hermitage Academy's Beacon School work
- Meeting with Lead Teacher – Miss Caroline West (History Teacher, Lead Teacher for UCL Beacon School programme).
- Work scrutiny undertaken (mixed ability, boys and girls, and range of classroom teachers); sample lesson plans and resources, The Hermitage Academy UCL scheme of learning in History, plus assessment samples and data reviewed and discussed. Copies and photographs of examples and displays taken throughout visit (see Appendices).
- Lesson Observation x2 Yr9 History lessons – with Ms Sarah Crouch and Mr Matt Archer.
- Student voice interview – with 12 students – 6 from current Yr9 cohort, mixed ability and gender, with Yr 11, 12 and 13 cohorts also represented.
- Break/lunch informal opportunities with History staff and Lead Teacher who have experienced and engaged with UCL Centre for Holocaust Education CPD
- Visit debrief – with Ms Felicity Smith (Principal), Ms Hilary Rose (SLT link) and Miss Caroline West (UCL Beacon School Lead Teacher)

After visit –

- Follow up questions or clarification sought via email.
- Letter of thanks sent via Miss Caroline West to acknowledge time and insights of students participating and contributing to the Student Voice panel and those staff and students involved in the lesson observations.

Phase 3: Key findings

1. Holocaust education in the Hermitage Academy curriculum

- The provision for and impact of Holocaust education at The Hermitage Academy has significantly improved because of participating in the UCL Beacon School programme; it has enhanced and drawn together a pre-existing format for Holocaust education and underpinned it with research informed practice and sound pedagogy.
- The Academy's senior leaders and teachers are committed to the principle that all learners have the right to access quality Holocaust Education.
- Throughout the review process there was – from students and staff – pride in their achievement of securing Beacon School status, and a sense of the importance of gaining the Quality Mark was palpable.
- There is clear SLT support to ensure time and opportunity to review teaching and learning and outcomes across the Academy, including Holocaust education, and middle and senior leaders accurately judge and assess their provision, strengths and weakness. Such reflective practice ensures innovative practice and a sense of constant striving to move forward and progress.
- Miss West and middle leaders have a clear sense of what worked well and why, but equally can identify areas for improvement.
- Miss West and middle leaders recognised that the Hermitage Academy senior leaders have supported reflection, discussion and planning time for the scheme of work/learning and stated, repeatedly and independently during the visit, that at the Hermitage they felt confident to ask for that time and that whenever possible SLT would support or enable it.
- Miss West's scheme of work/learning (developed across the year of the UCL Beacon School programme and constantly reviewed and refined) takes as its title 'How was it humanly possible'. Miss West stated the hope that the scheme of learning would enable students to have an overview of persecution, 'a sense of the bigger picture' thanks to links with Year 7 and Year 8. Her intention was that it would provide 'chronological context of the Holocaust' and include pre-war Jewish life and that it would enable students to investigate 'where the blame should lie and how it was humanly possible'.
- It allows for some 18 lessons of history, each of one hour. This precious curriculum time is well spent, allowing for key themes and complex issues to be considered fully. This level of curriculum time for Holocaust education is unusual nationally, and the Hermitage Academy should be commended for devoting this significant number of lessons to study of this complex subject.

- The scheme of learning addresses many of the issues raised by UCL's national research into student knowledge and understanding of the Holocaust. It is especially noteworthy that so much time is given to pre-war Jewish life, as the UCL Centre for Holocaust Education's research shows this is often overlooked by practitioners. To appreciate that which was lost it is essential students have a sense of the thriving, diverse Jewish community before. The range of activities and materials that enable exploration of this aspect within the scheme of work is impressive – and its impact is evidenced by the detail and understanding demonstrated in the student voice panel. Students had very much engaged with this aspect of the learning.
- This hugely ambitious scheme of work/learning has a clearly stated, overarching rationale and a sense of civic and moral purpose befitting the school, cohort and context.
- Miss West and her team are reflective practitioners who have taken the underlying UCL principles and pedagogy, the core of a lesson idea – such as pre-war Jewish life – and adapted materials where appropriate, trying new approaches to make UCL resources their own, applicable to their students' needs, school context and teaching styles.
- Some of the scheme of work/learning lesson objectives are clear and concise, others suitably ambiguous to provide stimulus, challenge and engage students at outset. The latter also serve to ensure outcomes are authentically student led (linked to their questions and discovered within the learning experience) rather than revealed by the teacher in advance.
- The Hermitage Academy's History scheme of work/learning is complimented by a range of lessons offered by Culture, Morality and Ethics (CME) department. Whilst not at the time a coherent scheme of work/learning, the departments head Mr Paul Welch provided the review with '...a few different lessons' collated into one document '...where it all makes sense together. It is not currently taught altogether as one unit but this exercise has convinced me of the benefit of doing it this way while I am re-writing Y9 schemes – so an opportunity is now created.' This reflective practice and openness to development again epitomises the approach of Hermitage middle and senior leaders.
- The CME provision consists of 6 x 1 hour lessons, initially discrete, but with a view to integrating into a sequence. Each lesson focuses upon a question; what is the Holocaust? Was the Holocaust avoidable or inevitable? Where was God during the Holocaust? (2 lessons to explore this question) What are the Jewish responses to the Holocaust? and What can we learn from the Holocaust.
- The lessons outlined include examples of learning from and about religious, moral and cultural beliefs and practices. They draw upon a range of sources to explore literal and symbolic meaning of terms and concepts, the continuity and change of antisemitism, powerful use of quotations, literary excerpts from Anne Frank and Elie Wiesel, theodicy, the inconsistent triad, the nature of suffering, forgiveness, reconciliation, communal and individual identity, symbolism and meaning. These rich learning opportunities are in keeping with the civic focus of Holocaust education at the Hermitage, but the timing of this learning will be key for a co-ordinated and meaningful outcome for learners.

- Are History and CME able to teach this at the same time? Or if not, what would the sequencing be? If the later, and CME lessons may come before the History scheme of work, would students meaningfully be able to establish ‘an agreed definition of the Holocaust’? Might CME/History definitions differ, or would the Hermitage offer a single definition? Are potential overlaps of topics (like pre-war life) repetitive but affirming student knowledge, or is each discipline bringing a new dimension to student understanding? All this speaks to the rehumanising focus of the Hermitage approach, but also provides an exciting opportunity for further cross curricular or multi-disciplinary collaboration, talking and thinking. This could be a hugely powerful and meaningful opportunity to look at both schemes and consider what fits best, where, when and how to achieve the best possible outcomes for all students in the broad and specific context of Holocaust education.
- Whilst History and the CME departments lead the way in terms of teaching and learning about the Holocaust at the Hermitage, in truth the curriculum provision for Holocaust education is far more expansive and impressive. To be clear, Hermitage students independently spoke during the review of the following learning experiences and opportunities – these powerfully reflect the wide ranging and unique offer the Hermitage Academy provides, and it is this reviews belief that this provision should be celebrated and protected, championed and expanded, for it is undoubtedly contributing to powerful, meaningful, rich outcomes for students and staff and is especially valued and appreciated by the former. (This list is distinct from that referenced later in this report by Miss West – but is revealing of what opportunities beyond regular lessons students at the Hermitage have).
 - Exploring pre-war Jewish life and the history of persecution, anti-Judaism and antisemitism
 - A chance to represent the school at Durham Cathedral for Holocaust Memorial Day and ‘...finding out what happened to the Gypsies’.
 - Meeting and hearing from a survivor – and that leading to more study ‘...after hearing that I wanted to know more... felt I owed it to them and that I wanted to read more... so I went to the library’.
 - A visit to Amsterdam is planned.
 - Learning about Anne Frank, including a drama production.
 - Debating society and clubs in school.
 - Working with Hampton School and others on a genocide project ‘...made me realise the worlds promise of never again after the Holocaust hasn’t worked or been heard and listened to...so I guess that makes Holocaust education even more important... it means that cos I have had his chance and most people don’t, and my kids or grandkids won’t hear from a survivor like I did, that I have to do my bit and speak out about it and share what I know and what I have learned here’.

- LFA trips with the Holocaust Education Trust. 'I think all young people should go...but I wouldn't want to go back'.
- Krakow trip.
- World Challenge trip – Cambodia's killing fields.
- Student Ambassador opportunities with HET.
- EPQ.
- HMD extended projects.

2. Assessment, Achievement and outcomes for students:

- The Hermitage Academy attaches considerable importance to matters relating to students' assessment, achievement and outcomes. This is signalled by the schools' School Improvement Plan (SIP) and in their pursuit of ensuring quality provision and outcomes for all learners. All faculties, departments and subject areas are expected to outline and detail the ways in which they are working towards advancing student progression. These principles apply to the provision for quality Holocaust education where a full term of curriculum time is given to the Holocaust within History and its specialist scheme of work/scheme of learning is formally assessed.
- In 2007, the Hermitage Academy's most recent Ofsted report noted: 'Students' attainment on entry is broadly average and they make good progress between Years 7 and 9. However this is not clearly reflected in the government's statistical data because students are entered a year early, in Year 8, for the national tests in English and Science. In 2006, standards at the end of Key Stage 3 were average overall. Standards by the end of Key Stage 4 are well above average. This is because students are able to study what interests and motivates them. Some students are entered early for examinations; others take up additional subjects such as ethics and philosophy, religious life and society or begin their advanced level courses.'
- Indications from the 2007 results and annual HMI interim assessment reports confirm continued progress and strong pupil outcomes. Whilst there was a dip in public examination results in 2016, this is expected to be a 'blip'/'anomaly'. Were summer 2017 results to be similar, then Ofsted would likely pick up on this in their report or trigger inspection, but indicators (so far as that is possible with new 1-9 gradings for English and Maths providing national uncertainty) are for strong results across the school.
- The 2007 Ofsted report stated that students at the Hermitage '...have exceptional support and guidance when choosing a personalised learning programme. As a result, students are sharply focused and achieve well.' This review, especially in the lesson observations, can confirm students desire to succeed and willingness to work hard, engage in and take responsibility for, their own learning. This was especially evident in Mr Archer's lesson where students were absorbed in their learning and there was a palpable atmosphere of learning (see Appendix 1b). The demonstrated progress found within this lesson alone, and alongside work scrutiny and student voice input of the review, reveals a wider coherent culture of student's desire to succeed at the Hermitage.
- Similarly, this review, especially considering student voice conversations, confirms the 2007 Ofsted remark that: 'Students in The Hermitage want to succeed and do well. They know how to stay healthy and are keen to take up responsibility, as in the school council. By the time they reach Year 11, they are confident, articulate and mature young people.' Twelve Yr9-13 students of mixed ability, gender, and experience participated in the reviews student panel. Whilst some were inevitably more confident and open in their contributions, even the most reserved participants were articulate, insightful and thoughtful. It was clear that all students felt safe, able to share their ideas with others, that they felt and recognised their voice is both important and respected and

that they are knowledgeable and able to use and apply academic language in appropriate contexts. Some spoke of their engagement with the school council and of taking on various school responsibilities as key to their recognising such experiences would equip them and be important for further study or workplace opportunities. Thus 'Making sure students enjoy their learning, are safe and healthy and make a positive contribution to the community is given a very high priority' is an accurate 2007 Ofsted observation.

- This review can confirm that teachers have an excellent understanding of student's individual needs, progress and are offer feedback that develops both knowledge and understanding. This was evidenced by range of student voice contributions regards their feedback.
- Hermitage Academy students do engage positively to the range of high quality teacher feedback, verbal, physical cues/praise, and written – and, consequently, progress. They do know how to progress and are keen to improve, thus willing to act on advice. The scheme of work/learning programmes in time for students to reflect on and respond to formative assessment, and teachers are well able to adapt in lessons when appropriate to spend additional time. Teachers have excellent relationships with students and know their students well – data is interpreted and lessons planned 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.
- The review acknowledges significant evidence at The Hermitage Academy of quality marking and feedback that informs pupil progress, in line with Academy policy. Marking seen throughout work scrutiny and standardisations evidenced feedback that links directly to learning objectives and assessment and does move students' learning forward. The student voice panel saw range of students cite examples of self and peer assessment opportunities within the Holocaust scheme of learning, and this was confirmed in student's books during the work scrutiny. It would be useful for CME and History colleagues to liaise with regards to what future CME assessment might look like, or how the related and intertwined aims of both could be assessed and progression understood.
- The range of work scrutiny undertaken in the review process clearly demonstrated progress made by a range of learners and targeted/vulnerable groups. The 'attainment gap' addressed in some books confirmed that students were engaging and achieving. The standard of Holocaust accounts and explanations, use of precise terminology, language and detailed class and assessed work throughout the review process was impressive. Please see examples of student outcomes in the Appendices.
- 'Students clearly understand what is to be learned and how this will be achieved because marking is highly effective and informs their learning targets. They appreciate and welcome the opportunity to take some responsibility for their own learning, for example, by assessing their own progress. This increased self-motivation has improved attendance and greatly reduced incidents of inappropriate behaviour in lessons. Relationships are excellent, teachers and students work in tandem to produce high quality work.' 2007 Ofsted. The work scrutiny (evidenced in Appendix 2) testified to powerful

and effective use of marking that had direct impact on student's progression and ultimately their outcomes.

- Much of the teacher feedback was framed in the terms of 'What went well?' and 'Even better if'. For example:
 - 'WWW: Fantastic detail in your explanation. Well done...'
 - WWW: Really good first lesson... I especially liked this excellent first paragraph using such vivid description and accurate use of keywords'
 - 'EBI: Do you think it was fair to get children under 12 to risk the dangers of smuggling?'
 - 'EBI: Do you think the Holocaust was inevitable?'
 - (green pen) 'A good explanation of the Holocaust here...using the definitions that we have looked at in lessons'.
 - (pink/red pen) 'To improve think about why defining the Holocaust is a) important and b) so difficult.'
 - (green pen) 'You have done well to select/extract the facts from the sources...'
 - (pink/red pen) 'When explaining your viewpoints make sure you support your opinions.'
 - 'WWW: You have explained the causes and consequences of appeasement well.'
 - 'EBI: What were the intended and unintended consequences of the policy?'
- Teacher marking and feedback was highly personal in nature, a remark or question and often directly linked to the departments skills milestones with student responses to that feedback resulted in either substantive knowledge, conceptual understanding or reflection opportunities. This review found this to support the 2007 Ofsted comments that: 'A rich, flexible curriculum enables all students to tailor a programme which suits their individual learning needs. This, combined with excellent academic and pastoral guidance, is the key to the school's success. Students say they have excellent advice because they have their assessments regularly appraised via an effective tracking system. The catalyst for the successful curriculum delivery is the schools attention to detail and its focus on the needs of individual students.' Examples of that tracking, of Hermitage staff knowing their students and proactive engagement to ensure progression were clear in work scrutiny:
 - 'Great to see you using additional ideas from your research to support your ideas and description. This helps build your understanding of the context.'

- 'Good research here showing the nature of Jewish persecution throughout history'.
 - 'Good solid overview of the definitions here..., especially in outlining different interpretations of the Holocaust (using our 4th milestone)'.
 - 'You have done well to select/extract the facts from the sources...'
 - 'What makes life 'normal'?'
 - 'I love your use of the word 'Free' here.... Great detail and thought in your work'
 - 'To improve your causation milestone – what consequence of appeasement did Chamberlain intend?'
 - 'I am looking forward to seeing what else you learn and how you explore and develop what you already know about the Holocaust!'
 - 'Tell me how a Jewish artist might effect the reliability of the source?'
- Planned formative assessment opportunities help students throughout the scheme of work identify their strengths and weaknesses and target areas that need work. This is demonstrated in work scrutiny, where students have responded to teacher marking and feedback to improve or develop their work; whether in terms of knowledge, understanding or a skill. It similarly provides opportunities for and helps faculty recognise where students are struggling and address problems immediately. This is especially helpful in terms of addressing myths and misconceptions of the Holocaust and it was noticeable that students referenced the shifts in their thinking during a very impressive student voice panel. They provided many examples to illustrate how their knowledge and understanding and thinking had progressed during the study of the Holocaust.
 - The Academy's curriculum rationale notes "At the Hermitage, developing a Growth Mindset in all our students is at the heart of what we do and our curriculum is built around this principle. We have developed a curriculum that allows all students to be the best they can be by ensuring it is balanced, diverse and inclusive. The curriculum allows them to experience a range of subject content, learning and teaching styles and different learning environments as well as varied assessment method." This review found in work scrutiny, conversations with key staff, lesson observation and student voice identifies a range of best practice and strengths within the teaching, learning, assessment and monitoring of Holocaust education that could well be shared across the school to further staff development and school improvement.
 - With Lead Teacher Miss West's guidance and drive, the Hermitage History Department have produced a scheme of work on the Holocaust that is solid and now well embedded thanks to good buy in from the team. It draws upon a range of sources, inspiration, and resources from the Centre,

the Holocaust Educational Trust and other recognised organisation in the field, but have successfully brought this range of materials together in a cohesive offer that is embedded in UCL principles.

- The Beacon School year has inspired and enabled Miss West and her experienced and highly specialist colleagues to produce a thoughtful and ambitious scheme of work/learning on the Holocaust. It is notable that that the time afforded this unit of work is a term – evidence of the status and importance given the subject matter – and that in the SWOT analysis completed by Miss West the scheme of work is referred to in terms of an identified strength as ‘A commitment to Holocaust Scheme being a working document, ever evolving’. This open and reflective understanding of the scheme as a living document to hone, review, refine and develop is indicative of Miss West and her team; forward looking, open to constructive advice, creative, responsive to need, opportunity and circumstance. Indeed, her UCL mentor Dr Andy Pearce has commented: ‘Throughout the Beacon School year Caroline [Miss West] certainly demonstrated an openness to new ideas, to change, a willingness to improve and reflect and a commitment and interest in alternative approaches, new pedagogy and strategies. Her passion Holocaust education, her enthusiasm and commitment to teaching and learning for her young people is contagious and this is spread among her team of dedicated colleagues.’

*As part of the QM Review Process, the scheme of work/learning for the History department was provided. The Hermitage Academy participated in the Beacon School programme in the year before developing Schemes of Work became a determining outcome of a successful year. This was at a time before we had draft and final submission stages of the SOW and before we had a more stringent approach towards "demanding" both. This context is important, as when Miss West embarked upon her Beacon School year a refined scheme of work was a desired outcome; but despite this initial ambiguity or evolving nature of the programme, it is creditable that The Hermitage did produce and submit a scheme of work/learning for History for Centre feedback.

- The Hermitage’s History Holocaust scheme of work/learning outlines the framework for 18x 60 minute lessons, spanning a period of a term. This is a considerable amount of time and significantly above the national average. In so doing, the History scheme of work/learning speaks of both the department’s and school’s commitment to giving over a sustained amount of time to the study of this subject. There can be no doubt that the provision for Holocaust education at The Hermitage Academy has significantly improved with the Beacon School status and the affording of such significant and precious curriculum time, resourcing and expertise.
- This review confirms high quality substantive knowledge student outcomes based upon work scrutiny, lesson observation and in student voice.
- The excellent progress Hermitage Academy students make in their Holocaust education is thanks to high quality teaching practice, but also a thoughtful and engaging curriculum. Miss West’s History scheme of work/learning (developed across the year of the Hermitage’s UCL Beacon School programme, and constantly reviewed and refined since) takes as its inquiry question ‘How was it

humanly possible?’ This ambitious aim is both commendable and problematic – commendable in its speaking to SMSC, humanistic concerns given the explicit desire to rehumanise the victims, global citizenship and relevance to contemporary culture and events; problematic in that taken as a whole scheme of work/learning, its rationale, sequencing of lessons, specific historical skills versus content, can become confused given its desire to achieve and cover so much. The review suggests either refinement of focus, or review of how elements of the overall ambitious offer can be developed or consolidated in other areas in a co-ordinated, cross curricular framework, rather than try to see the History scheme as the one vehicle to deliver so much. The ambition and scope of the provision outlined is staggering; but might this work more effectively with review or eye to refinement?

- Individual scheme of work/learning lessons are exceptionally well planned, thoughtfully resourced (whilst using range of materials from UCL, HET and other organisations, plus the Hermitage’s own innovative resources, the approach and classroom practice of Holocaust Education at the Academy is entirely in-keeping with UCL Centre for Holocaust Education pedagogical principles) – and are, given the two lesson observations and student voice feedback, incredibly well taught – any potential criticism or weakness of it, is not directed at the sum of the parts, rather the ambition and structure of the whole. To be clear, this review agrees, within the context of Holocaust education, with the Ofsted 2007 report when it states ‘Achievement is outstanding because teaching is excellent.’ Our concern is, might this bold and wide ranging History scheme of work aspire to cover and achieve too much? Does the sequencing and sum of its strong individual lessons enable students to demonstrate their knowledge and understanding in the assessment?
- Pre-and post-visit consideration of the scheme of work/learning, and in the various discussions with staff and students during the review day, focuses principally on the name and overarching question of the unit itself, ‘Persecution: how was it humanly possible?’ This title provides rich food for thought. It is certainly an important question, but is it a historical or moral question? Have CME/RE and History departments collaborated on this to ensure students are equipped with the ethical principles to explore this question alongside the historical skill set, conceptual frameworks and substantive knowledge? If a truly historical focus, then it seeks with the use of the word ‘how’ to ask a question regards causation, but does the content and sequencing of the lessons ensure students can answer that question historically? All that said, the fact that the scheme of work/learning sits in a bigger picture of persecution studied in years 7-9 points to possibilities of a spiral curriculum and prior learning that could indeed equip students to respond to the question posed. However, reference (page 2 of the scheme of work/learning) to it being an ‘...investigation of where the blame should lie and how it was humanly possible’ again could conflate the disciplinary nature of the scheme of work/learning itself. When considering the assessment at the end of the unit is set in terms of four historical skills (knowledge, causation, source analysis and interpretation) it is unclear if the excellent individual lessons planned in the scheme of work/learning allow for these four skills to be demonstrated by students to their fullest given the nature of the question/unit title.

- The powerful name/unit title raises conceptual, pedagogical and historical issues in terms of sitting in the persecution framework. The rationale is, on one level admirable in it enables significant time within the curriculum to be afforded the topic, wider contextual understanding to be established, potentially greater citizenship and personal development opportunities and chances for cross curricular work. Importantly this approach epitomises the Hermitage Academy’s well-founded desire to rehumanise victims, be they of the Holocaust or other prejudice, discrimination and persecution; but is it conflating aims and in doing so making assessment of the multiple threads of the scheme of work/learning difficult? If a moral question (given the reference to humanly possible, and where does/should the blame lie) then issues of complicity and compliance, rights, responsibility, accountability and agency come into play – to some extent that demands moral or ethical judgement (not least as such terms as blame, responsibility, culpability are loaded and subjective) which cannot be answered with pure historical skill or understanding alone.
- If, however, one looks at the scheme of work/learning overall to suggest knowledge, causation, source analysis and interpretation elements combined allow the question posed to be answered, then the content does not fully bear this out. For example, 3 lessons are spent on various responses (action/agency) and resistance elements and the theme or re-humanisation is very clear and powerful throughout, but where is the specific focus on causality/causation? If students are to truly answer the question stated, then they must be equipped to describe and explain historical causal factors and have the chance to explore and uncover people’s motivations.
- This review suggests consideration for including the UCL ‘Being Human?’ resource in the scheme of work/learning, which given the Hermitage’s desire for rehumanising would be fitting in terms or ethos, SMSC and in providing the historical context necessary for informed moral decision making. Its use of personal stories, combined with other elements of the existing scheme of work, could meaningfully combine historical skills with metaethics to equip students with the subject specific knowledge and understanding to answer the important question posed. ‘Being Human’? inclusion would also serve to respond to trends in the national research findings where perpetrators, collaborators and bystanders stories, choices and intentions are ignored. Whilst this can be distasteful and an uncomfortable teaching space for some, the question of understanding how the Holocaust was humanly possible cannot be answered about the victims alone. Vitaly important though that is, Holocaust education must also feature and include the study of individual and group mindsets and backgrounds who made it possible through their action and inaction. Together, perhaps then students can begin to grapple with the ambitious and hugely important question posed, with an appropriate disciplinary approach. Should this be something Miss West and the Hermitage Academy would like to develop, then please do contact the Centre’s Dr Andy Pearce a.pearce@ucl.ac.uk to schedule the twilight and to support this development and further this conversation and thinking.
- Within the History scheme of work/learning desired student outcomes are clearly stated within a distinct disciplinary framework; namely ‘chronological content of the Holocaust, including pre-war Jewish life and post-war’, knowledge, causation, source analysis and interpretation – the Hermitage History milestones. Working towards these objectives is ambitious, and as such poses challenges;

nonetheless, the wish to marry together substantive knowledge with conceptual understanding is impressive. It is only problematised in the context of the overarching unit title, where, as noted previously it is unclear if it is a historical framed assessment question.

- Student achievement of these outcomes is made possible by a scheme of work/learning which, in the main, has coherence – whether historical, moral or legal. A strength of the scheme of work/learning is its systematic approach to individual student achievement and progress, with excellent evidence of thoughtful consideration being given to how learning is developed between and across lessons found in the marking and teacher feedback given.
- There are a couple of peculiarities within the sequencing of the scheme of work/learning lessons and there is the potential for some lessons to appear ‘tacked-on’ or ‘out of place’ without careful transition. But this does not distract from the quality of the individual lessons planned. The teaching and learning of each is, based on work scrutiny, assessment results, pupil voice and in talking to department and SLT staff, excellent. There is, perhaps, a need to taper the ambitions of the scheme so that it does not sacrifice depth of learning for breadth. Given the experienced, innovative and reflective practitioners within the department and Miss West stated understanding of the fluid and living nature of the document, further conversation regards refining the scope, consideration of the assessment, trialling of new lesson sequences or approaches seems entirely possible and in-keeping with the Hermitage’s middle and senior leaders constant striving to reflect, refine, progress and improve. In the main, however, the scheme of work/learning has much to commend it and the review process repeatedly confirmed the openness of all concerned to review and refine and the process to be a journey of continued improvement and reflexivity.
- The Hermitage Academy’s Holocaust scheme of work/learning includes a range of UCL Centre for Holocaust Education materials; ‘Authentic Encounters’ and others that include or reference the story of Leon Greenman, as well as the interactive timeline and pre-war Jewish life, resistance, liberation and legacy/’surviving survival’.
- It is especially noteworthy that within the scheme of work/learning that time was given to pre-war Jewish life, as the UCL Centre for Holocaust education’s research shows this is often overlooked by practitioners. To appreciate that which was lost it is essential students have a sense of the thriving, diverse Jewish community before. The range of activities and materials that enable exploration of this aspect within the scheme of work is impressive – not least given the detail and understanding demonstrated in the student voice panel. Students had very much engaged with and been challenged by this aspect of the learning.
- It is notable the extent to which the school’s approach to Holocaust education, using UCL principles and materials, foregrounds personal stories. It is admirable that the Hermitage Academy facilitates survivor testimony. The opportunity for direct personal testimony by Holocaust survivors is time limited. This fact is not lost on Hermitage staff, SLT and the Lead Teacher and consideration is underway for what Holocaust educational experiences, in addition to lessons might look like without such hugely personal, enriching and impactful educational experiences.

- There is a clear civic, if not historic, overarching rationale to the scheme of work/learning and a sense of purpose befitting the school, cohort and its context, especially considering the previously discussed unit title/assessment question. This is highlighted in the ‘Where should the blame lie?’ lesson (itself a hugely powerful and significant lesson) – as is this be a moral, legal or historical question? This inclusion of the Nuremberg Trials and the links to questions of guilt, responsibility, justice and such is vitally important, as so often overlooked or left out of such schemes – but a clearer reframing of its link to the rationale would be useful as this may help ensure key historical knowledge is linked and applied. Hermitage might be interested in the Centre’s ‘Pursuit of Justice’ materials? If so, do please contact Darius Jackson via darius.jackson@ucl.ac.uk
- As noted previously, The Hermitage’s provision for Holocaust education has a civic focus and feel and extends beyond the History Department, to six lessons within the CME department. It is telling that the CME scheme supports the History work undertaken at the Academy, but whilst embracing of the pedagogy and principles of a Beacon school retains its distinctive disciplinary nature. Within the lessons are key RE/CME principles, philosophy and ethics – such as; discussions regards literal and symbolic representation and language, issues of significance, emphasis on the ‘Human story’. There is an explicit attempt to speak to contemporary relevance in regards to antisemitism past and present and in the growth of the far right, neo-Nazism, the National Front and EDL movements – and perhaps even issues around denial? There are opportunities within the lesson to consider if the Holocaust was avoidable or inevitable and a powerful selection of quotes and literary texts and sources to explore along with theological questions regards suffering, the problem of evil and the inconsistent triad, faith and identity, choice and ‘choiceless choices’.
- Combined with the History scheme, Hermitage students are blessed with a rich and compelling curriculum for Holocaust education. The provision at the Academy is excellent and built upon high quality teacher to ensure progression for all. It is perhaps both departments reviewing each other’s schemes to further delineate the disciplinary nature of each and thereby identifying opportunity or overlap in terms of context or when delivered. Might this mean the History scheme is could be less broad in scope and allow both teams specialisms to come to the fore? Could this ensure no content is lost, but that instead the distribution, focus, skills and vast experience could be utilised to the benefit of the students and in-keeping with the bold aims of the provision. But what might other disciplines across the Hermitage contribute? This could be an innovation and area for development that would build upon the strong civic, purposeful SMSC that is now so strong at the school.
- This review can confidently confirm quality teaching and learning about the Holocaust at The Hermitage based upon various student outcome indicators, including the student voice panel. This will be more fully discussed latter, but it is important to note that the progression and quality outcomes of young people at the Hermitage speaks most to the planning and delivery of excellent individual lessons. This review has posed questions of the structure or sequencing of the scheme of work, some of the disciplinary language and wide ranging content – but there is no doubt that outstanding Holocaust teaching and learning is taking place and that students are making significant progress in their learning. In many respects, it is the ambition, commitment and desire of

Miss West and her team to achieve so much, almost its attempt to offer multiple threads, which perhaps hinders the synergy of the whole; the concise, clear rationale, aims and objectives in one coherent scheme.

- To be clear, when Hermitage Academy students were asked what they had learned, what had surprised, shocked or challenged them in their learning, they could recall and articulate a range of insights that demonstrated sophisticated and meaningful learning about the Holocaust had taken place. For example, some students reflected that:
 - ‘I knew the six million figure before, but this topic has helped me unpick that to see that each one person of that six million was a human being...that that six million was made up of individuals and families and communities and then...we also looked at the non-Jewish victims too so when I thought at the start I knew it all about the six million Jews, I didn’t really know anything of the sort. I knew nothing about them... now I know some of their stories... now I can see a bit more of the scale and significance of that massive number... I’ve learned a lot’.
 - ‘Going to Auschwitz and that opportunity to see for myself really made me understand so much more of what we had done in lesson....Being there, seeing it, touching it and feeling it didn’t change what I had learned in class but it made me understand and appreciate its importance all the more...I know I have a deeper understanding now.’
 - ‘I think I was a bit naïve and accepting of the bare facts before... you know I knew about the gas and six million Jews...I knew about Anne Frank and that the Holocaust shouldn’t be forgotten... but I didn’t really understand. It wasn’t til we started to look at personal stories that I began to see the impact of the Holocaust and why it mattered.’
 - ‘Yeah, like...said, I underestimated the Holocaust before. Yeah I kinda knew stuff about it before we started the topic but I don’t think I really got it if you know what I mean?...
- This review confirms that there is a real appreciation for Holocaust education and that Beacon School status has stimulated reflective teaching and learning and compelling outcomes for students. The students spoke repeatedly of the importance of learning about the Holocaust’s ‘reality’, whilst teachers across the Academy reiterated they had noticed an increase in criticality and reflection when discussing progression and outcomes. However, this review also ponders whether the student’s depth of knowledge, understanding, historical skills and reflection is truly reflected in the existing assessment framework. Does it allow students to truly demonstrate their ability and showcase how their understanding has developed?
- The Hermitage has planned, standardised and formal assessment of the Holocaust. This is an encouraging development, not least because so many schools shy away from assessing learning about the Holocaust.

- It should be recognised that formal assessment of the Holocaust in schools is unusual, for as the Centre's own research showed, many teachers feel a discomfort with 'Assessing the Holocaust' as such. That the Hermitage Academy has planned, standardised and formal assessment of the Holocaust. The History assessment on the Holocaust in Year 9 has evolved in recent years to a formalised, traditional, exam source analysis that aims to speak to the department's milestones of causation, change and continuity, source evidence and interpretation is therefore commendable.
- The Hermitages' current form of Holocaust assessment is formative in design to monitor student learning and to provide ongoing feedback that can be used by practitioners in the classroom to improve their teaching and by students to improve their learning and overall outcomes.
- It is pleasing that the format of that assessment within History is annually reviewed in line with the school's assessment policy, and previous assessments can still be utilised within the department during the scheme of work.
- However, despite these notable positive elements to assessment for and of learning, during the review process the assessment tasks for Year 9 pupils concerning the Holocaust was scrutinised extensively discussed; primarily because of concerns regards rationale and what it is we as teachers want to assess and how and whether the formats used are fit for purpose. The student voice panel and work scrutiny, as noted above and in examples given in the Appendices, clearly demonstrated that Hermitage Academy students do have considerable substantive knowledge, and can indeed infer and apply what they know, and yet questions in the assessment were worded such that the extent of that rich and detailed substantive knowledge could not be fully demonstrated, nor their conceptual understanding. Discussions throughout the review with Miss West and others both open, informative, robust and thoughtful. The current Holocaust assessment has both strength and weaknesses and this review urges those frank, open, reflective and developmental conversations and thinking about its future course to continue internally so to further hone best practice in this area.
- In the spirit of critical friend, the celebration and developmental focus of the review process means that we can be confident that The Hermitage Academy annual internal review of assessment will enable and inform ongoing self-reflection of the discussion points raised. This will undoubtedly help ensure that the assessment will truly be useful for both the student and the teacher. As Centre colleagues, have recognised, Miss West has an open and development approach to education and a commitment to improvement and excellence in every aspect of her work – not least regards the Holocaust. Indeed, throughout the review process it was notable how focused discussion was on both best practice and areas for ongoing possible improvement, innovation or development. Considering this openness and reflective practice, this review would suggest the following areas for discussion or focus might include some of the below points:
 - In keeping with the scheme of work/learning, the assessment is entitled 'How was it humanly possible?' The paper goes on to note that 'This assessment will test your four historical skills; source analysis, own knowledge, causation and interpretation' and urges students to answer all

four questions in full sentences. But looking at the individual questions on the paper, to what extent do they assess that key question posed historically and how has the scheme of work/learning explicitly served to equip students to tackle each of the questions posed?

- Regards question 1: ‘Study Source A. What can you learn from it about how Jews were portrayed in the Nazis’ anti-semitic propaganda? Use the sentence starters provided.’ The students are not given any information regarding the nature, origin or purpose of the source, no caption or context. Might a lack of context and understanding of the poster, fuel latent prejudice and perhaps reinforce stereotypes and the perpetrator narrative rather than equip young people to challenge and interrogate it? Are students truly being asked to interpret the source or discuss representation? The use of sentence starters enables scaffolded support but might this limit student’s capability to respond? Is use of the sentence starters optional? How does source A account or contribute towards demonstrating students understanding of how the Holocaust was humanly possible?
- In terms of Q2: ‘Describe at least 3 methods of persecution the Nazis used between 1933 and 1939’. (Two sentence starters were also provided). This question demands recall of historical subject knowledge and possibly examples, but it does reinforce the notion of Jews as ‘victims’ with no agency. This is counterbalanced within the scheme of work/learning itself with a powerful lesson on resistance, but again, does it contribute to a student’s ability to answer the central unit question: how was it humanly possible?
- Q3 asks: ‘Explain why the Nazis were able to carry out the Holocaust without any major protests from the German population. Use the following key points in your answer, explaining how and why one cause of the Holocaust led to the next’. The examples offered on the assessment paper were, pre-existing anti-semitism in Europe for centuries, persecution 1933-1939 (how Nazis managed to exclude Jews from German society), genocide 1939-1941 (how the Nazis dealt with the “Jewish question”, Bystanders, Final solution 1941-45 (what methods the Nazis eventually turned to). To answer this well demands significant historical knowledge and understanding of both chronology, cause and the ability to interpret events; thereby it relies upon context. However, its wording is loaded and could be reframed as its potential danger is that students come to see the Holocaust as inevitable – it wasn’t – and that it was linear – it wasn’t. In this sense, might its current wording reinforce stereotypes, myths and misconceptions identified in the UCL Centre research? Some of the terms or phrasing is also potentially problematic (e.g. How the Nazis “dealt with” the Jews...’) and like Q2 this sits uncomfortably with a very clear desire across the scheme of work/learning, in the pedagogy and teaching and learning of the Holocaust and in Miss West’s principals, to rehumanise the victims. This could be a language/expression issue rather than the specifics of the question and historical elements being tested.
- The final question, Q4, asks students to ‘Discuss whether you think the image source B is an accurate interpretation of Jewish persecution’. The paper presents a structured response to the question of ‘P1: Positives, P2: Negatives and P3: Conclusion’. The assessment presents another ‘source’ for consideration – this time with some context provided ‘This is an image from the film

The Boy in the Striped Pyjamas. It is a 2008 'historical-drama film'. The film is a drama and it explores the horror of a World War II Nazi extermination camp through the eyes of two 8-year-old boys; one the son of the camp's Nazi commandant, the other a Jewish inmate'. With no mention of Holocaust film or literature and their ability to be sources in the History scheme of work/learning, is this, perhaps like Q1, asking about representation rather than interpretation? Could this framing reinforce misunderstandings and stereotypes rather than secure and hone the historical skills, knowledge and understanding envisaged? Does it truly assess what you want it to and address the overall stated aim of the unit?

- Were this a cross-curricular or multi-disciplinary programme, coordinated with the CME/RE and English departments for example, then this scheme of work/learning and assessment would be clearer in coherence; the metaethics of the language and framing of these key questions would be explored and the opportunity for exploring The Boy in the Striped Pyjamas in subject specific terms could be an exciting development. However, this review found though the audit, conversation with key staff and in the student voice that which Holocaust education was being provided in various contexts in the school, this was not yet coordinated – were it so, many of our questions of both the scheme of work/learning and the assessment would be addressed. For example, Miss West noted in her SWOT analysis a weakness coming from being 'unable to prevent The Boy in the Striped Pyjamas being used in English'. It is difficult to see how students are prepared in the History scheme of work to apply their knowledge and skills to the book or film without either removing the text from the English curriculum or in greater coordination.
- There are however exciting possibilities and innovative outcomes that could emerge from consideration of these issues: with a new Head and Assistant Head of English there could be greater collaboration and engagement. A whole school guidance programme was proposed by Miss West for the summer term 2015, but was not implemented – this would undoubtedly consolidate the exceptional contribution Holocaust education at the Hermitage has made to the SMSC, civic and citizenship agenda. It would have also enable subject specific contributions to be specialised and focused, rather than see the History scheme of work try to cover and achieve 'everything'. This could potentially enhance whole school provision, and build upon existing strengths and clear commitment to the cause of Holocaust education. Were it to be adopted it could offer a powerful and innovative area for staff development, student outcomes and support whole school improvement and support distinctive subject contributions to the field that would provide Hermitage Academy students a spiral Holocaust curriculum and respond to the 2007 Ofsted recommendation to 'Improve the quality of multi-cultural education so that students learn more effectively about life in other cultures and societies.' Should the Hermitage Academy want to further the conversation in this regard please contact Nicola Wetherall MBE via n.wetherall@ucl.ac.uk
- The issues raised by these assessment remarks and questions are largely twofold: the degree to which they consolidate and demonstrate the learning from the topic, but also how successful it is in enabling students to answer the question of how was the Holocaust humanly possible? These points seem to suggest the need for a clear rationale regarding what it is important for young people to know and this is rooted in nature of the ambition of the scheme of work; is it a history,

moral/ethical or legal and civic framing or, at times, somewhat confused? Clearly the teachers want students to consider and understand the fact that German society had knowledge of the Holocaust and that many were complicit. This is important, but is it the key issue? And, even if it was a core issue following from the scheme of work/learning, the key question that should follow would be why did many German people (and others) not challenge the actions of the Nazis (and what does this tell us about human behaviour? This seems a lost opportunity given the insightful and often sophisticated student voice discussions: does the assessment currently assess what you want it to and does it give students the opportunity to demonstrate their undoubtedly rich and above average knowledge? In sum, are you conflating issues and at risk of not retaining subject disciplinary integrity?

- It is evident from this review process that engagement in the Beacon School programme has supported the Hermitage Academy to develop a powerful scheme of work/learning, that, despite some questions regards sequencing and rationale to link its ambitious aims, is built upon outstanding educational resources and advanced pedagogical approaches. These undoubtedly have led to impressive student outcomes in terms of Holocaust education and will continue to inform and engage middle and senior leaders in meaningful conversations regard to clearer understandings about pupil progress and robust forms of assessment in this area.
- So much has been achieved to date within the History Department particularly, though not exclusively, that cannot but significantly impact on student’s knowledge, understanding, academic outcomes, personal development and civic engagement. Miss West’s faculty summary list is testimony to the passion, time and energy she has put in over the years, but also the support and engagement of the Hermitage SLT and academy community. Few schools could boast such a list.
 - “All KS3 classes taught ‘persecution’ unit of work during term 3;
 - Y7 – Medieval persecution, Jewish medieval mystery, persecution of witches, Sophie Lancaster
 - Y8 – Native American Indians (also taught GCSE)
 - Y9 – Holocaust, Rwanda, Current e.g. Sudan
 - Holocaust scheme of work originally based on HET, now includes IOE/UCL lessons as well as bespoke lessons created by Department. KS3 data shows improvement during summer term – difficult to assess whether this is due to topic although students are always completing engaged due to passion and training of the teachers delivering the lessons.
 - KS4 Native American Indians, KS5 Holocaust during Germany Unit 2.
 - Extra-curricular trips Holocaust specific – Holocaust Memorial Day Y9 Durham Cathedral (free to students), All years assembly delivered by Sixth Form students as a part of their lessons to Auschwitz trip, KS5 trip to Krakow including walking tour of Jewish quarter, synagogue and day trip to Auschwitz.

- Geography KS3 and KS4 curriculum include study of migration.
- RE/CME – where was God during the Holocaust, Y9 Trip this summer to Amsterdam – Anne Frank House, Jewish Quarter, Westerbork Transit camp following Anne Frank CPD from UCL.
- Humanities area includes large image representing migration, Hum1 large image of modern day refugees, key questions ‘did Britain do enough during the Holocaust’, pallets on walls to represent slave trade and movement of slaves.
- CPD delivered in School; A space called Treblinka March 2016, Whose Anne Frank 10th June 2015, 5th Nov 2015 Core completed by History Department. Next CPD Britain’s response to the Holocaust 15th June (all Humanities Faculty attending).
- History Club 2016/2017 part of creative projective sewing crosses to represent disabled people who lost lives during Holocaust, Hermitage Genocide Awareness Project 2015/2016, Debating Society for KS4 and KS5 encourage debate e.g. ‘this house believes that charity stay at home’.
- Lead Teacher’s continued commitment to Holocaust education and research – submitted article to government review into Holocaust Education 2015/2016, part of UK premier of Defiant Requiem Jan 2017, wrote lesson on Defiance through music and helped develop relationship between Defiant Requiem charity and UCL.
- Holocaust Memorial Day – over years since being a Beacon School have endeavoured to create different experiences each year – Anne Frank play, second generation survivor and centenary candle, Porrajmos Exhibition – student lead, Live streaming via HET Holocaust Survivor Testimony.
- Impacted Departments; Art (attended CPD), English (speaking and listening), Drama (Anne Frank Play), (still working to have Boy in Striped Pyjamas removed from English curriculum or significantly adapted and in collaboration with History).
- Impacted outside of The Hermitage – advised ITT students during knowledge days at the Hermitage. SSAT have written to schools in network offering our scheme of learning for free.
- Potential to impact outside of The Hermitage - Lead Teacher recently joined Women Leading in Education and hopes to deliver Holocaust training to this network also to our own ITT students – develop through teaching school status. If converted to a MAT will be able to deliver training to wider network of schools.

- Ethos and values of student outcomes so as are ‘fully prepared to take the next steps in their life’, in order to do this - importance of confidence to challenge prejudice and discrimination and have a strong sense of moral values.”
- Thereby this review commends the History department, Ms West and her colleagues and the Hermitage Academy as a whole for providing a rich and powerful Holocaust education learning experience for all.
- What is perhaps most impressive, though always more difficult to track and monitor in terms of progression, is the invaluable contribution Beacon School status has made towards the Hermitage Academy’s civic and whole person package. This review found a great deal of anecdotal evidence, both in student voice and among staff discussions, that Holocaust education is providing a powerful SMSC experience for learners and that it was contributing to student’s civic sense and citizenship.
- Principal Smith, Ms Rose, and their staff, including Miss West, clearly recognise educational achievement and outcomes for learners are both cognitive and affective; indeed, state the latter is especially important given wide range of learners’ needs, experience and local context. All consider the holistic contribution of Holocaust education to their learners’ experience at the Hermitage Academy to be particularly significant and a valuable driver of SMSC, a contributor to promoting fundamental British values, personal development and active citizenship. Given the current global and political climate Holocaust education as part of the curriculum is likely to become increasingly important and relevant. The UCL Centre for Holocaust Education approach, with its focus on independent learning and critical thinking, will have much to offer students in this context.
- The Centre has been keen to demonstrate the value of teaching and learning about the Holocaust as part of a board and balanced curriculum and to broader educational values such as SMSC; Global Learning; active, democratic citizenship; and students’ development of independent and critical thinkers.
- Whilst much of this report focuses on the History department and the scheme of work and learning produced by Miss West as part of the Beacon School programme, the impressive contribution made and invaluable expertise of Mr Welch and the rebranded RE now Culture, Morality and Ethics (CME) department should also not be underestimated in the Academy’s successful Holocaust education package of provision.
- Meeting with Mr Welch during the review was revealing in regards to the heightened moral and civic dimension to Holocaust education this is so distinctive of the Hermitage’s aims and approach. His professional journey in terms of Holocaust education is compelling and one that would inspire and engage colleagues both regionally and nationally should he wish to champion the work and its impact. Indeed, in terms of the latter, he spoke of students ‘changed perceptions’, ‘greater insights’, ‘deeper thinking and reflection’ and ultimately ‘better RE’ taking place because of the questions, stories, issues and themes that emerged considering the Holocaust.

- From this review, we can be clear that the SMSC provision at the Hermitage is excellent and that with greater coordination of Holocaust education across the school could be outstanding. Holocaust education within a package of personal development, SMSC and broader citizenship offers a powerful learning experience which contributes to personal progression and holistic achievement.
- There can be no doubt that the Hermitage Academy aspires to academic excellence but in the quality provision for Holocaust education it is equally clear that holistic achievement is highly valued. This was the experience of this review – encountering a school at ease with itself (knows itself and its learners well in terms of strengths and weaknesses), reflective of the forward looking, highly professional, innovative and thoughtful staff who work tirelessly to see the aspirations and potential of every learner fulfilled for the wider good of the community they serve. The Hermitage Academy is a school that truly lives its sense of educational mission – and Holocaust education is clearly valued by senior and middle leaders and students themselves: in a tough educational climate where varying pressures contribute to a narrowing of the curriculum, where data reigns and progress is key, its speaks volumes of Ms West, Ms Rose and Principal Smith that the pursuit for excellent progress and outcomes for learnings has retained the academic and holistic appetite. This integrity should be much admired – and when next Ofsted inspect the school they should, in this reviews judgement, find that the holistic offer and outcomes for Hermitage Academy students is outstanding – it could however, be further enhanced with the implementation of Ms West’s whole school guidance programme.
- It is prudent to conclude this section on outcomes and progression with a return to insights from the student voice panel:
 - ‘I know now that much what I thought I knew was rubbish... this work has really made me question and think about the Holocaust in a new way... if what I thought was wrong about the Holocaust, then what about other stuff I assume I know? The way we are taught during the Holocaust means I think more for myself now and I don’t think I accept stuff at face value now... I think I question things more and I think that’s a good thing’.
 - ‘I knew the Holocaust was bad like before we started the topic but the way Miss has taught us and the stories she has told us makes you think differently about why the Holocaust was so bad.’
 - ‘At the start I wondered why we were learning about the Holocaust, as I kinda thought I knew all about it and just thought it was something bad a long time ago... but as we looked at case studies and went through the lessons it made me realise this wasn’t so long ago and people were still effected today, you know the survivors and their kids... and how it is important to learn about it if we are to recognise or stop hate and prejudice and stereotyping type stuff today...’

- 'The stories and tasks and cases were so interesting I don't think you can help but improve or try hard to understand it.'
- 'I know I have learned lots about it as the teachers are so passionate and make it interesting... but they don't just tell us stuff to write down... actually I really think I understand some things so much more now because I have discovered it and worked at it myself or with my friends in groups... yeah I think that's it, it's so different to how we get taught things usually... this is definitely a much better way for me to learn I think.'
- 'I'm embarrassed to say the more we have studied the Holocaust the more I have realised the less I actually knew before...'
- 'It's made me care about what I am learning about and so I have tried harder and wanted to learn more...so I know I have progressed in my Holocaust knowledge...but maybe I have progressed as a learner too, mum thinks I have.'

3. The quality of teaching and learning, pedagogy and practice:

- ‘Achievement is outstanding because teaching is excellent’ stated Ofsted’s 2007 inspection report of the Hermitage Academy. This Quality Mark review categorically confirms this to be true regarding quality provision for and experience of Holocaust education teaching and learning and this links to the student comments at the end of the previous section; the outcomes and progression are naturally linked to the quality of teaching and learning.
- Our findings corroborate, those of the 2016 specialist subject visit (undertaken by Gabrielle Reddington of Durham County Council – Children and Young People’s Services) which noted the Hermitage’s History Department ‘...makes a valuable contribution to the social, spiritual, moral and cultural development of the Academy’s pupils. Well-chosen curriculum content draws pupils into consideration of complex issues and teachers encourage debate in lessons. As one of only a few departments to teach pupils about the Northern Ireland issue, teachers show great skill and enable pupils to develop knowledge about different beliefs in Britain. **The beacon work of the department on the Holocaust is recognised nationally and is of the highest quality.**’
- It is clear within the context of Holocaust education and this review that Hermitage Academy students are invited to learn in an increasingly independent manner and are challenged to the full. Much of that challenge is based upon the foundation of strong relationships for as the 2007 Ofsted report stated ‘Teachers know their students well and learning is maximised because there is an excellent match of tasks to students’ needs. Rigorous, vibrant, and challenging lessons where expectations are high secures learning by inspiring and motivating students’ and this was indeed evident in the lesson observations, work scrutiny and student voice conversations.
- This review found outstanding feedback and marking was evident – across abilities and contexts from the History work scrutiny undertaken - and that verbal feedback and questioning was rich and powerfully used in the lesson observed.
- This review, as noted previously, confirms, within the remit of our visit to the Hermitage Academy, that teachers routinely check students’ understanding within the classroom using powerful questioning. Likewise teachers intervene when necessary, with notable impact on their learning, and provide many opportunities for students to enhance their communication skills.
- It was apparent throughout the review that pedagogy and classroom practice, in terms of Holocaust Education, has significantly improved because of Beacon School status. It is also clear from talking to Lead Teacher Miss West and her History colleagues during the process that CPD input from the Centre for Holocaust Education has moved departmental practice on. As referenced later, the Centre’s ongoing pathway of professional development is credited as having significantly impacted upon lesson planning, task/activity design and pedagogy. This was also supported by a meeting with the Leader and Manager of CME, Mr Welch and will be explored in more detail later.

- Whilst the History department are on board and UCL principles, pedagogy and practice are fully embedded and recognised as having made a significant difference to the teaching and learning, experience and outcomes for students, the SWOT analysis completed prior to the review visit by Beacon School Lead Teacher Miss West regards breath of understanding of the pedagogy a weakness - in that other departments are not aware, and this potentially is a lost opportunity that could and should be tapped into in the future, so as pedagogical gains could be shared elsewhere. Where there is dialogue and collaboration, namely with Culture, Morality and Ethics (CME), a huge amount has been achieved, and it is clear students understanding is richer, more secure and sophisticated because of it, both academically, holistically, civic and morally.
- In-keeping with the reflective and strong middle and senior leadership found at the Hermitage, it was clear throughout the review process that both lead teacher and SLT recognise this discrepancy, or difficulty of an uncoordinated or inconsistent approach, but rightly frame it as an exciting, enriching and developmental opportunity for the school moving forward. SLT colleagues and Miss West have some interesting ideas about how this might be developed in the future with greater CPD involvement across the school, internal conversations and collaboration opportunities. The Centre would be keen to facilitate such opportunities and to further Hermitage staff's ongoing professional development as we know that can often support whole school improvement. Full day or twilight and additional CPD opportunities can be arranged via the Centre's Emma O'Brien, Tom Haward or by contacting Shazia Syed.
- Exercise books, the student voice panel and lesson observations testify to the accurate and thoughtful use of key terminology, subject specific knowledge and student's ability to apply that to their understanding of the world today and their place within it. This cannot be achieved without quality teaching and learning taking place, though strong and varied questioning, solid and secure historical concepts and skills being embedded and meaningful, vigorous and academic language being modelled in teacher talk and in reflective opportunities being planned into lessons. This means students do make significant progress, both academically and personally in this area of their study, and these holistic outcomes and attainment successes are rooted in excellent teaching and learning practices.
- Student voice reiterated Lead Teacher comments regards engagement, challenge and the impact of UCL Centre for Holocaust Education pedagogy on teaching and learning.
- Several the features of the lesson observation were raised in focus group discussion with staff. For example, staff spoke of a proclivity for personal stories in their teaching, as a means for achieving student understanding of complex subject matter. Similarly, the importance of contextualisation was strongly advocated, as was the need for developing inquisitive mind-sets. On this latter imperative, staff spoke of students' knowing that there was an unwritten expectation for them to think, and to actively engage in the learning process.
- This was especially revealing regards pedagogy and use of teacher talk, not least because in the student voice panel students spoke of a discernible shift in the teacher style or approach to the

Holocaust: whilst there was still a high proportion of teacher talk that was directed at or to students, the level of independent learning evidenced was significantly higher. Students' spoke of their being more involved in the learning and that teachers were guiding them once clear information was given. Teachers could use the active learning of student episodes for more engagement with individuals and groups and to make more of talk with students, to ensure a genuine learning conversation takes place, rather than them step away from the learning in its entirety? The talk at and to, ensure clarity of instruction, control and content securely delivered, so is effective teacher talk. However, given the excellent teacher-student relationships evident in the school a collective learning experience could be further enriched with more talk with during the learning episodes.

- Student praise for the more independent, active learning character of their study of the Holocaust was significant throughout the review, especially about the UCL 'Authentic encounters' lesson. In the student voice panel students recalled elements of the story of the Greenman family, they clearly had engaged, empathised and immersed themselves in that personal story, but more than that students spoke of the learning journey they undertook, of the 'layering' of information, of getting varied bits of information and acting like 'detective' in a 'mystery' to make sense of what happened and 'bring the bits of evidence together ourselves'. There was a repeated refrain of student's having to 'work', that the information and answers wasn't 'given or told' to them and that whilst it was '...frustrating at times...I think I learned more because of that'. Hermitage students, both in the lesson observations and in the student voice panel showed themselves to be resilient learners, with several commenting to the effect that the Holocaust was 'important enough' for them to work hard at, they recognised it 'shouldn't be easy to get your head around mass murder' and that 'six million people died so I figure the least I can do is struggle a bit in a lesson with some of the tasks to try to make sense of it...that feels like the right thing to do... and its actually really interesting'.
- Through the student voice discussion, it was possible to glean within the students themselves some of the mentalities and qualities staff members had previously lauded. What was abundantly clear from this cross-section of students, was the strength of their interest in the subject of the Holocaust: this was made manifest in their willingness and enthusiasm to share their thoughts and views, and in the substance of what they were saying. Students spoke, for instance, about Holocaust education raising 'more questions than answers'; talked about how the teaching strategies employed by staff were 'interesting' and helped them to 'learn a lot'; and – with customary embarrassment – conceded they felt 'enjoyment' towards their learning about the Holocaust.
- In talking to Lead teacher Miss West it was clear that CPD and the Poland Study visit as part of the Beacon School experience was profound. Whilst using the site-based pedagogy of the latter trip is increasingly difficult to use and develop in the current budgetary and curriculum restricted educational landscape, Miss West does consider the experience and visit to have impacted her practice. Most impactful has been consideration for Miss West and her colleagues for any site visit or trip has been a single key question: 'what makes an authentic encounter?' This has also brought

into sharp focus the issue of the void and that which is not there to see or to touch in relation to Holocaust related trips, so have become part of the planning conversations for the upcoming Amsterdam trip and others. Miss West's Poland experience may not significantly have altered her classroom practice, but its pedagogy hasn't been forgotten and instead could come into its own in Amsterdam or elsewhere, thinking about the space and purpose of such visits differently.

- The lessons observed for the purposes of review bore key hallmarks of quality teaching.
 - Objectives were clearly outlined from the start and logically built on the previous lesson of the SoW, with students invited to demonstrate their existing knowledge and understanding.
 - Teachers had consistently high expectations and had planned lessons to interest and stimulate learners of all abilities. They created highly positive climates in lessons, so that students are immersed in and enjoy their learning. This basis of high expectation and care for students, a sense of belief and support, encouraged all to be able to progress.
 - The engaging learning episodes and activities both consolidated what students knew and understood at the same time as expanding these. All students made progress and could answer the lesson's key question.
 - Throughout both lesson observations teachers intervened as and when necessary to advance learning, with a strength being the depth and variety of skilful questioning and attempts to ensure students were thinking about concepts and conceptual frameworks and not just substantive knowledge. This dual objective is commendable and indicative of the quality teaching and learning. The desire to encourage students to think in conceptual terms was very pleasing. This was evidenced not just by the pointers to change and continuity, but also the attempt to get students to identify causes and consequences for their character decisions.
 - Student's knowledge and understanding of the diversity and nature of the pre-war Jewish community of Europe was undoubtedly enhanced and deepened – this was true thanks to excellent range of teacher talk and questioning. Similarly, student's knowledge and understanding of the historic and evolving nature of Nazi policy towards the Jews in the 1930s and how Jewish lives were changed was undoubtedly enhanced and deepened. This, in itself, is significant learning.
 - Clearly passionate and committed practitioners, lots of generic T&L/classroom craft evident. All learners were engaged in the lesson. Strong and solid history specialists facilitating outstanding disciplinary teaching and learning.
 - Lovely relationships between teacher and students; based on clear knowledge of need, ability and respectful, appropriate interaction.

- Key features of the lesson observation were raised in discussion with key staff. For example, staff spoke of a proclivity for personal stories in their teaching, as a means for achieving student understanding of complex subject matter. Similarly, the importance of contextualisation was strongly advocated, as was the need for developing inquisitive mind-sets. On this latter imperative, staff spoke of students' knowing that there was an unwritten expectation for them to think, and to actively engage in the learning process.
- Detailed notes were taken in both lesson observations, see Appendix 1a and b, and those remarks regards quality teaching and learner are substantiated by the quality of work in students exercise books and in the student voice panel. Comments from those observations are illustrative of quality Holocaust education provision, teaching and learning.

4. The personal development/wellbeing, behaviour and safety of students

- The Hermitage Academy staff, including the SLT recognise and highly value the deeply spiritual, moral, social and cultural (SMSC) opportunities within Holocaust education. SMSC provision is outstanding and it is clear from the review process that Beacon School status has further promoted deep, holistic reflection and learning opportunities, beyond substantive knowledge. The conversations with both teachers and students during the review recognised that Holocaust education and associated learning experiences were contributing significantly to the Academy's development of reflective, thoughtful, mature, responsible and considerate students/adults 'able to be informed and empathetic, who can think for themselves but think of others and contribute positive to the world beyond school'.
- One teacher reflected that being a Beacon School had meant all staff realised the '...important duty and role we all have as role models and deliver quality SMSC...I must admit before I perhaps thought it was not my job, but through the CPD and in being involved in the teaching about the Holocaust it really does make you appreciate qualities beyond the 'grades' and make you really think about the bigger picture and the child and growing adult before you... so yeah, SMSC is my responsibility – it's a shame it took this Beacon School work for me to realise it, but in doing so I think it has reinvigorated my thinking and practice as a teacher, as a professional and as a person... yes, I really do think it has been as profound as that...'
- Academy staff acknowledge the role Beacon School status can and does play in students' personal development, behaviour and the schools' welfare priorities; specifically, in terms of promoting a safe, tolerant and positive learning culture, where growth mindset/resilience and positive psychology approaches are maximised.
- Learners at The Hermitage Academy do make substantial progress in the realm of personal development and Holocaust education plays a significant role in the SMSC, personal development and values package offered. The holistic achievements and progression of learners is a major strength at the school and rightly this dimension is a source of great pride; personal development is highly valued.
- Ms Smith and her staff, including Miss West, clearly recognise educational achievement and outcomes for learners are both cognitive and affective; indeed, the latter is especially important given a wide range of learners' needs, experience and local context. Both consider the holistic contribution of Holocaust education to their learners' experience at The Hermitage to be particularly significant and a valuable driver of SMSC, a contributor to promoting fundamental British values, personal development and active citizenship. Given the current global and political climate, Holocaust education is likely to become increasingly important and relevant. The UCL Centre for Holocaust Education approach, with its focus on independent learning and critical thinking, will have much to offer students in this context.
- Young people today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust. Therefore, we 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. Thus, as part of wellbeing, behaviour and ensuring safety, The Hermitage Academy recognise the necessity to encourage and develop critical and independent thinking to prevent radicalisation, denial, and endangerment in all senses; and the need to promote positive values, provide counter narratives and reinforce both rights and responsibilities to self and others. Holocaust education can play a valuable role in this vital work and offer valuable learning opportunities to develop these life skills. Beacon School related work has made a considerable contribution to these enriching and vital opportunities in which its learners engage.

- 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. This also helps with the Prevent duty, the FBV agenda and feeds into aspects of PSHE, SMSC and wider holistic and personal development or social skills areas of the curriculum. The Hermitage’s pastoral team and use of diagnostic soft data is revealing in this regard and used well by staff in terms of classroom planning; case studies, questioning and making sure relevance and skills are understood. Holocaust education has a part to play in such efforts.
- Emotional intelligence and literacy is recognised as important by SLT and middle leaders – and students too. The Hermitage Academy understand that learning about events such as the Holocaust can be profoundly disturbing. The Beacon School programme is credited by middle leaders as supporting young people as they deal with powerful and sometimes disorientating feelings, helping them to express themselves and to develop their emotional literacy.
- Both the Headteacher and staff who were interviewed, independently during the review visit, reported that antisemitism was ‘not an issue’. There have not been any instances of antisemitic speech, nor had the school or history department had any parental concerns or complaints regarding the teaching of the Holocaust in school.
- As noted previously, duty of care was alluded to throughout the review process in a range of contexts. Mr Welch, for example, spoke of the difficult and challenging role of teachers when immersing themselves and their students in the Holocaust, but especially of the heightened intensity of leading study trips to camps, describing them as ‘personally and professionally draining’.
- This review also notes, thanks to a range of discussions with both senior and middle leaders and students, the important support role Teaching assistants play in securing best possible progress and student outcomes. They are managed effectively to support vulnerable individuals and small groups of students with special educational needs exceptionally well. We specifically commend the integration, access and provision for the Hermitage’s SEND students in terms of Holocaust education.

Potential further development

- School Development Plan's typically speaks of leadership and managements desire to seek further opportunities to promote students SMSC development; it speaks specifically of promoting British Values, the importance of Character Education, Human Rights Education and Holocaust Education and its Beacon School status. To what extent might the UCL Britain and the Holocaust lesson, a CPD twilight scheduled to take place at the Hermitage, prove a useful contributor to exploring further issues of fundamental British Values?

5. The leadership and management

- It is noteworthy that the Principal, Ms Smith, and Ms Rose, as the named SLT link for the school's involvement in the Beacon School programme, are both steadfast in their support of this work, they value the programme, the partnership with UCL and have thus ensured the lead teacher is supported. Senior leaders 'set the tone' and can 'make the weather' for their schools, so with such strong and visible leadership in place, the UCL Beacon School programme enjoys considerable recognition and support.
- The pre-review visit SWOT analysis by Miss West identifies that the from senior leaders at The Hermitage is recognised as key to the success of the UCL Beacon School Year and its subsequent development.
- It was clear throughout the review that both Ms Smith and Ms Rose also recognise Holocaust educations wider contribution, whether in terms of SMSC and other whole school priorities, or in terms of school improvement.
- In the 2014-15 Beacon School application, then SLT lead for the project, Linda Dickinson wrote why she was supporting the application and what she hoped the school would gain from the programme:
 - 'The responsibility of delivering a quality curriculum is paramount to the Hermitage Academy, ensuring that all learners leave with a deep concept and understanding of the holocaust and importantly the lessons to learn from the holocaust. Cooperating with the IOE would intrinsically link to our objectives and give the Hermitage recognition for the work it has already undertaken, as well as a strong possibility to shape future direction and be at the forefront of research and its impact in the classroom.
 - As a beacon school the Hermitage Academy would be primarily open and ready to learn and engage in quality CPD about the Holocaust, challenging conventions and being open to the impact of recent research and developments in education. The academy would be willing to then disseminate and share this in order to create an active network promoting holocaust education in this region and beyond; this would increase the expertise and impact of holocaust education in our region and provide the opportunity for highly skilled staff members to develop and remain active participants and frontrunners in holocaust education which they are highly passionate about.'
- During the review process, SLT and middle leaders outlined the impact of UCL Holocaust Beacon School status at the Hermitage in three principal strands:
 - Developing the subject, nature and discipline of History and CME – there was a sense that this programme would allow the celebrating and sharing of the work of two hugely successful departments.

- SMSC, PSHE, citizenship, well-being and wider government agendas
Staff repeatedly stated their commitment to Holocaust education in terms of what its impact was/could, or should be, in holistic, well-being or developmental terms as well as the relevance of such a study of the past for young people. SLT and middle leaders pointed to the largely monocultural nature of the school and noted the relevance of Holocaust education in multi-cultural and diverse communities and its importance for 'reflecting on how we treat people in society today' and that it 'plays a part in our fostering and sustaining a harmonious atmosphere.' Others pointed to a contribution for Holocaust education in terms of PSHE and behaviour in that 'Holocaust education helps reinforce issues of not standing by... it helps us celebrate and identify opportunities for community cohesion, exploring British values... Students are more accepting.'
- CPD and whole school improvement
Ms Smith, Ms Rose, their senior staff and middle leaders are committed to school improvement and recognise high quality CPD, such as that arising from the UCL Beacon School programme, as key. There was a clear sense that the attaining the Quality Mark was viewed as a method of driving and affirming school improvement. They also saw links with other schools as having been a positive outcome from Beacon School status.
- In Beacon School lead teacher, Miss West, The Hermitage Academy has a gifted practitioner, a developing middle leader who is supporting and driving improvement across the school as well as ensuring quality provision in Holocaust education. She is a passionate advocate for Holocaust education.
- The outcome of this review visit speaks to much of Miss West' effort and ambition, the support she has received from SLT and the engagement of her department and faculty colleagues. She is a middle leader who believes in open and reflective practice, sharing with others, fostering collegiality and improvement. The resulting outcomes for students in Holocaust education at The Hermitage are thanks in large measure to her passion, commitment, innovation and leadership.
- Miss West, in her Lead Teacher review meeting, specifically acknowledged the impact of 'Authentic Encounters' and UCL pedagogy on the development of teaching and learning within the History Department, saying that they had 'used the questioning strategies to develop students' skills to challenge and debate sources, each other, the issues and concepts around the history... it's enabled us to focus on significance and causation and higher order thinking.' Miss West linked this to their milestones of causation, continuity and change, source evidence and interpretation.
- The Holocaust is now taking a bigger place in The Hermitage Academy curriculum – because of the CPD, CME and involved and there are opportunities to engage with English to be cross-curricular – Miss West adopts a very open and forward looking approach, always keen to forge new opportunities and collaboration.

- Succession planning is in place and confirmed independently by both Miss West and Ms Rose. There is a clear vision from the Principal about internal recruitment expectations to replace Miss West should she leave the school. Within the department there is a commitment to train and develop further around Holocaust education, so there could well be strong internal applicants should need arise.
- Miss West and other middle leaders explained that a benefit of the new scheme of work/learning and UCL pedagogy was that it was transferable and could be/and already had had impact in other areas of the school.
- Ofsted 2007 noted that the Hermitage Academy's governing body '...know the school well, are active participants in school development and provide excellent support for the leadership.' SLT colleagues confirmed that governors are aware of the school's strengths and areas that could be improved or are focus for moving forward with plans to address those identified needs. This review wonders if there is a further opportunity for development and engagement with regards to Holocaust education; is or could there be a link governor? They should be aware of this area of growing specialism. Is there an opportunity for Miss West to feedback, brief or update the governing body on the excellent work undertaken in this area?
- This review regards the effectiveness of leadership and management concerning Holocaust education at the Hermitage Academy to be outstanding. Principal Ms Smith, and her senior and middle leaders have created a culture in which every child, regardless of their background, can achieve the highest possible standards within a well-disciplined environment. The range of review meetings finds leaders are unyielding in their desire for pupils to have the best possible education and life chances and determination for school improvement.
- The Hermitage Academy senior leaders have a clear vision and drive to move the school forward from its current position and Ofsted status, to ensure for all its learners the positive, quality and enriching learning experience and outcomes they deserve. In Miss West, they have an experienced and innovative, committed teacher, determined to build upon its Beacon School status and provision. They also have the collegiality and support of colleagues within the History department – Ms Crouch and Mr Archer – and across the school, who have embraced the Beacon School programme and adopted the scheme of work or pedagogy. Together these leaders have taken the Hermitage on the 'Beacon School journey' – it is an immense team effort, of which all should be proud.
- In addition, the contribution of Mr Welch and the CME department should also be noted as outstanding. In the Hermitage's 2014-15 Beacon School application form it was noted that Mr Welch would support Miss West in her efforts, noting that he '...has vast experience working with Holocaust education through the Anne Frank Trust and the Holocaust Educational Trust. He has engaged with a wide range of visitors, including Holocaust survivors as well as external agencies and promoted a strong vision for Holocaust education, thus creating a mechanism of support in school for Caroline West to act as the lead teacher'. It is clear from the quality lesson plans and

thinking evident throughout the review, that both leaders work effectively, with purpose and innovation and together have created something very special for the students of the Hermitage.

- In terms of the Beacon School Lead Teacher, the Hermitage Academy is blessed with an ambitious middle leader and gifted practitioner. As her UCL mentor from the Centre, Dr Andy Pearce notes:
 - ‘It was a pleasure to work with Caroline throughout the Beacon School year. At all stages of the programme, Caroline was highly professional, extremely diligent, and very enthusiastic about developing both her own practice, that of her team and her school's approach to teaching and learning about the Holocaust.’
 - ‘Based on what I know and have experienced, I have no hesitation in commending Caroline and the Hermitage Academy for the Quality Mark. She is an excellent educator, committed to quality teaching and learning, and a great champion of the Centre for Holocaust Education.’
- The success of Holocaust education provision at the Hermitage Academy is testimony to the best in respectful working relationships and meaningful communication between SLT and middle leaders.
- There is a justifiable pride in belonging to and being part of the Hermitage - both from students and staff. This was palpable with regards to Beacon School status from senior and subject leaders. Beacon School status has been a priority, is a recognised award among the school community and is respected by students. There is a clear commitment to developing this status at the Hermitage Academy and among their growing and much valued networks and partnerships.

6. Commitment to CPD and networks

- The network created during the Beacon School training - the cohort of lead teachers and senior leaders - is still accessed by members through the UCL portal and Basecamp. Miss West and colleagues do communicate and get support from colleagues through this or is Twitter. Miss West noted during the review that the alumni element of the programme could be further strengthened, as although remaining in regular contact with her Beacon School mentor Dr Andy Pearce and some fellow Beacon School leads, more could be done to engage, celebrate, champion and further this cohort's commitment. This is something UCL Centre colleagues are aware of and are indeed looking at ways to reengage the respective Beacon School cohorts, so do look out for news on this via Basecamp, email and @UCL_Holocaust twitter.
- The SWOT analysis provided prior to the review also identified the geographical distance between the Hermitage and UCL as a weakness. The Centre recognises this situation and is always open to and looking for innovative ways to counter this physical reality. Should Hermitage Academy colleagues have ideas about how this partnership can be consolidated and improved given the distance, we would welcome them; whether in terms of events, communications, use of ICT or other suggestions that would help reduce that sense of distance or remoteness.
- That the scheme of work/learning has been shared with other schools due to the Hermitage's association with the SSAT demonstrates an openness to share best practice with others but also their constancy in reflection and willingness to seeking their own developmental improvement.
- It is noteworthy that every CPD since becoming a Beacon School has at least 20 delegates which includes Departments from the Hermitage, Durham University and local SCITT provider history students, members of Durham County Council, PCSOs plus at least delegates from 5 other schools. This is commendable outreach and networking. With emerging openings discussed during this review, opportunities for further developing and maximising connections could be exciting, innovative and powerful. The Centre stands ready to support the Hermitage in this and can provide further CPD days, twilights, or inset opportunities.
- The Hermitage Academy/UCL partnership training events and network opportunities began in the offer of the Centres Core CPD day in Nov 2014, in conjunction with the Academy's History/CME (RE) department. Thereafter the Hermitage have demonstrated their commitment to Holocaust education, pedagogy and practice by providing annual CPD opportunities in conjunction with the UCL Centre. For example, in June 2015 this was followed up with the Whose Anne Frank? Twilight session, where 30 colleagues attended from across the North East (including also ITT students from Durham/Shotton SCITT, Durham County Council and the Academy's History, CME, Art, English and Drama staff). In March 2016, a similarly well attended 'A space called Treblinka' twilight session was offered and successfully run, and in June this year, a session on 'British Responses to the Holocaust' is set to take place.

- This and other evidence points to a highly professional, rigorous, and systematic approach towards CPD provision – one which is reflexive to staff needs, but also explicit in how CPD is to help to advance teaching and learning on the ground. In this regard Miss West is quite correct to note as a strength in her SWOT analysis the range and accessibility of CPD on offer to Hermitage staff.
- Mentor Dr Andy Pearce has commented on the The Hermitage’s commitment to the CPD provision aspect of being a Beacon School: ‘The required CPD day successfully ran during Caroline’s Beacon School year. From memory, there was around 20 participants; a third of whom were from the Hermitage and the rest from other schools. As with most Lead Teachers, Caroline found the development of a network a challenge, but she did make a number of key contacts during her Beacon School year. Indeed, it should be noted that Caroline also successfully staged a Twilight session towards the end of her year on the programme (led by the Centre’s Darius Jackson) where several staff from other schools attended.’
- Dr Andy Pearce, the Beacon School mentor for Hermitage Academy comments that: ‘Caroline has maintained good links with the Centre since the end of her Beacon School year, staging further CPD events that we have delivered (I’ve done one Twilight for instance, and Tom Haward is due to deliver another in June, I think). She has also been an advocate for us and our work: championing us by responding to the Education Committee’s Call for Evidence, and promoting our work to others. Caroline was supported by her line manager, who provided encouragement and the space to commit to both the Beacon School programme and her Holocaust education work since.’
- Movement to become a Teaching School was rightly cited in the SWOT analysis prior to the review by SLT and Miss West as an exciting and important opportunity to widen and develop existing networks. This could embed and enhance CPD opportunities from within the Centre’s pathway of professional development offer through the resulting SCITT.
- It was telling that Miss West included in the sample of student’s books provided those of their existing training teacher for work scrutiny. In so doing, it was clear from the work enclosed, marking and feedback provided that the teacher had been supported to adopt key UCL principles and practice.
- The Hermitage Academy staff comments regards their HGP CPD provision, both internal and external, are thoughtful, overwhelmingly positive and complimentary. The feedback and insights below testify to the impact of UCL Centre for Holocaust Education CPD provision on specific Holocaust and generic teacher practice in the classroom, student outcomes, school improvement and personal development:
 - ‘The training from the IOE/UCL has been unbelievably rich in academia and knowledge and understanding of the Holocaust. I strongly feel all schools across the country should make likes with their local beacon school in order to collaborate on schemes of work, share best practice and attend CPD sessions’.

- 'Young people should not be scared or traumatised by their Holocaust education. But teachers should not be scared or fearful of tackling it either... the training has shown me complex and challenging issues can be powerful and sensitively tackled in the classroom.... UCL training has certainly made me a better teacher covering a range of topics in my classroom...'
- 'The IOE/UCL intensive training course in London and Poland allowed teachers like me to really think about the importance of teaching the Holocaust and explore pedagogy'.
- 'It made me really think... the UCL training has made me question... and lead me to believe that what we need is a culture of rehumanising the past and a culture in our classrooms for creating authentic educational experiences through artefacts, survivor testimony, critical thinking and emotional literacy'.
- 'What struck me most was the research carried out by the IOE/UCL which has terrifying statistics about the understanding of the Holocaust and genocide across the country. The IOE/UCLs work through Beacon Schools is therefore vital. The IOE/UCL Centre cannot, however, improve student knowledge and understanding across the country if schools are restricted to teaching the Holocaust in under a term'.
- 'The training has made me more confident and willing to give up the 'teacher as expert font of wisdom' space and instead facilitate independent thinking... its given me the skills and strategies to ensure the students are doing more thinking and the hard work...'
- 'Thanks to the training I think through Holocaust education students should become confident in questioning decisions made in the past, and, without sounding clichéd, should reflect on issues differently today... and look to create a better future'.
- 'The IOE/UCL have supported us in creating a scheme of work which we believe includes some of the vital lessons from the Holocaust...although it will evolve every year I am able to advise and support other local schools should they require help and we are able to offer CPD sessions every year through the IOE/UCL'.
- 'My experience and training from UCL not only widened and improved my knowledge of the Holocaust thanks to their world-renowned historians, specialist educators and authors but taught me more pedagogy...and a chance to reflect about the true responsibility we hold as educators than I have ever had chance to do before.'
- '...it still frightens me how little knowledge students across the country have of the Holocaust... and how few teachers have the opportunity to engage in quality CPD that would help tackle that knowledge and understanding deficit in our classrooms...this training has been exceptional and leaves you wanting more...'

Phase 4: Summary reflections of quality mark visit

Because of these activities the reviewer would like to report

What Went Well:

- The Hermitage places great store on its Beacon School status. Teaching and learning about the Holocaust is a central and distinctive feature of History and its wider curriculum offer.
- The importance of the school's Beacon School status is clearly understood by all staff. The position of these initiatives within the Hermitage is testament to the skill, dedication, and passion of the Lead Teacher, Miss West, and has been made possible thanks to the unstinting support of Senior Leaders within the school; particularly Ms Hilary Rose and Principal Smith. Both components – inspired leadership from a hard-working Lead Teacher, and advocacy from SLT who understands the significance of Holocaust education - have been fundamental to the Academy's success.
- Despite its successes in Holocaust education, The Hermitage Academy is not complacent. Rather, it is school that knows itself well. Senior and middle leaders are rightly proud of successes and strengths to date, whilst able to identify potential weaknesses or areas for innovation and development. They are reflexive enough to respond to ongoing evaluation, analysis, and emerging challenges, and are increasingly outward looking, open to opportunity and innovation. As UCL mentor Dr Pearce noted: '...throughout Caroline has demonstrated an openness to change, and willingness to improve whether in terms of pedagogy, methodology or reflecting on specifics of the SoL. And from the Hermitage's senior leaders there is a school wide drive for honest reflexivity, refining and improvement in all aspects of practice, performance and outcomes... marginal gains and pursuit of excellence matters'.
- Pedagogical practice in Holocaust and genocide education at the Hermitage Academy is underpinned by research-informed CPD.
- The development of 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) drawing upon the key findings and recommendations of the new UCL research briefings supporting the Academy's strong tracking and monitoring of students and excellent lesson planning by its History Department. This should serve in the personalising of the curriculum, and addressing perceived barriers regarding learners varying points of entry. The UCL Centre's research team would be very interested in these pre-and post-survey results and emerging trends – *do please share them* via contacting Dr Rebecca Hale – r.hale@ucl.ac.uk.
- Excellence in Holocaust pedagogy at The Hermitage Academy carries with it wider positive ramifications for teachers' practice within the wider History Department.

- The Hermitage Academy has found the Beacon School initiative to be important in and of itself, yet staff recognise opportunities to serve other whole school, educational policy agendas. These include SMSC, Global Learning, FBV, citizenship, healthy schools and Prevent. Together this work serves to enhance and enrich the students' personalised curriculum, sense of self, personal development, well-being and safety.
- Hermitage Academy students, whether in lesson observations or in the student voice panel of this review were magnificent ambassadors for the school; thoughtful, articulate, insightful young people.
- Students are genuinely interested in and enthused by teaching and learning about the Holocaust. Students enjoy studying the Holocaust, and want to know more. This can only be the result of good teaching practice, which – of course – is itself dependent upon curriculum design, adequate training, and strong leadership, to name but a few prerequisites.

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

- To continue to reflect, hone and refine existing assessment of the Holocaust to enable students to more fully demonstrate both their specific historical skills and outstanding knowledge, understanding and insights.
- To further substantive knowledge, confidence, skills and reflective practice, consider application for FREE MA 'Holocaust and the Curriculum' module for the Lead Teacher and colleagues within the Hermitage who have engaged in UCL Centre for Holocaust Education CPD opportunities.
- Ensure Beacon School status is secured as a priority, or recognised as an example contributing to a priority (such as pupil premium progress) moving forward in The Hermitage Academy Improvement Plan beyond 2017 – protect development and reflection time, embed and share best practice as indicated during visit. This is a requirement of Quality Mark Beacon School status.
- Continue to embed CPD opportunities in conjunction with UCL Centre for Holocaust within your professional development calendar – running another CPD day for you/your hub/network to ensure emergence of a critical mass across a department or departments. This could also be whole staff provision, or twilights, both internally at the Hermitage Academy, across the MAT, within Teaching School or indeed regionally.
- 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. Is there an emerging role for Lead Teacher across proposed MAT in History/Holocaust Ed or within the Teaching School or emerging regional/national networks? Could Academy facilitate Miss West becoming involved in peer review QM developments in the North-West should such an opportunity arise – thereby utilising and developing her expertise and specialism? Something to consider in partnership with UCL and if of interest, please contact Nicola Wetherall via n.wetherall@ucl.ac.uk
- Possibility of parental or community engagement, small scale family learning, or survivor event? Parents ought to know of your 'Beacon School' status – so celebrate this recognition with your parent and community body!
- Governor/s to up skill in relation to Holocaust Education which will enable them to challenge as well as support the school in this important area of its work (possibly a link governor/Humanities governor)?
- Could some of the excellence in Holocaust pedagogy at The Hermitage Academy now embedded in History Department practice be shared more widely to support ongoing T&L developments in practice across the school?

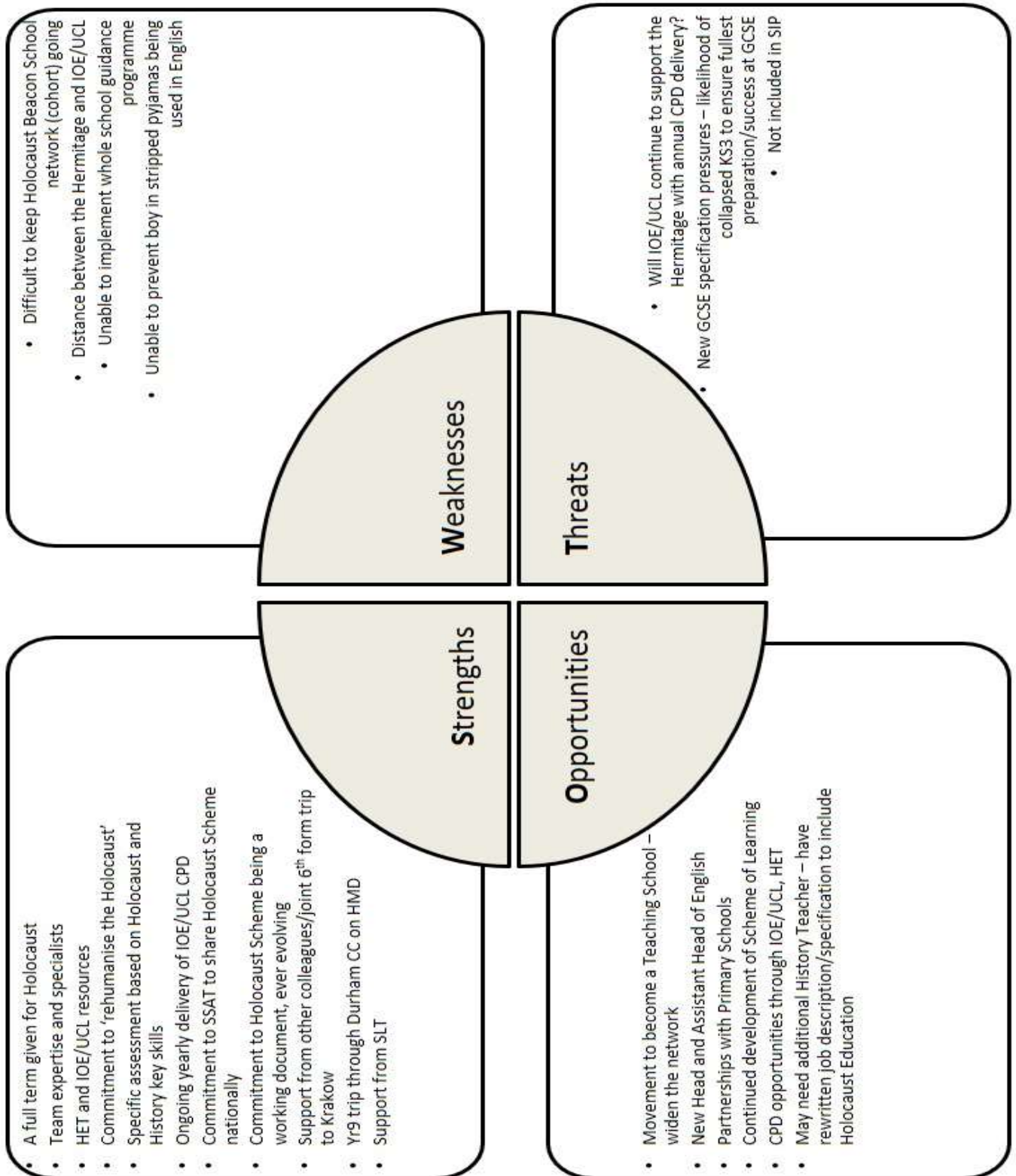
- The Beacon School programme is well embedded within the Hermitage, especially its strong History department, helping to secure sustainability. At the same time, the initiative remains heavily dependent on the skill and expertise of the Lead Teacher. For the sake of prudence and good housekeeping, the school might consider drawing up contingency and succession plans to cover various eventualities. This could include Miss West mentoring another staff member, who might take on responsibility for a strand of evolving Beacon School work or related projects. Consideration of succession planning is key given that Beacon school status resides with the school, not the lead teacher, thereby essential to ensure that the principles and opportunities are shared widely.
- To reinforce and extend The Hermitage Academy's Beacon School status, the school could consider other means by which its practice could be further disseminated. This might include working with MAT opportunities as per the Lead Teachers' SWOT analysis; it could also translate into working with the UCL Centre in developing online CPD courses, and/or showcasing best practice, or indeed, work with the Teaching School.
- Related to the above, consideration could be given to how The Hermitage Academy's planning potentially relates to future research projects being undertaken by the UCL Centre. Research into teaching and learning about the Holocaust at primary level is a priority of the Centre, and for this reason it would seem logical to investigate opportunities for collaboration between the Hermitage Academy and UCL going forward.

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

Not applicable as the Hermitage Academy achieved full accreditation.

*See EBIs for suggested areas of ongoing development.

SWOT analysis: Completed by Caroline West, The Hermitage Academy Lead Teacher (Beacon School)



Beacon School Accreditation summary;

In light of its work in the field of Holocaust education and for meeting all required elements of the Beacon School programme, the UCL Centre for Holocaust Education is proud to award our Quality Mark to The Hermitage Academy and extend its designation as a UCL Beacon School for Holocaust education from 2017-2021.

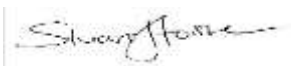
*Renewal of Beacon School status can be again sought within the 2020-2021 academic year. A calendared visit should be arranged to coincide with the teaching of the Holocaust Scheme of Work.

Reviewer: Nicola Wetherall MBE**Reviewer's signature:**

Comment: The Hermitage Academy richly deserve this Quality Mark; there is so much excellent practice and existing innovation to celebrate, plus a real ambition and openness to grow and develop practice. The status, quality and impact of Holocaust education initiatives within the Hermitage is testament to the skill, dedication, and passion of the Lead Teacher, Miss West, and has been made possible thanks to the unstinting support of Senior Leaders within the school; particularly Ms Hilary Rose and Principal Smith. Both components – inspired leadership from a hard-working Lead Teacher, and advocacy from SLT who understands both the significance and modern day relevance of Holocaust education - have been fundamental to the Academy's success. It was an absolute pleasure to visit; thankyou to all those staff and students who contributed to such an informative, celebratory, open and developmental visit.

Date: 13 May 2017**Programme Director:** Paul Salmons**Programme Director's signature:**


Comment: In Miss West, the Hermitage Academy have a committed Holocaust educator, an experienced and innovative, gifted teacher and aspiring middle leader, determined to develop Beacon School status and provision. She enjoys the collegiality and support of colleagues within the History department – Ms Crouch and Mr Archer – and across the school, who have embraced the Beacon School programme and adopted the scheme of work or pedagogy. All this has been underpinned by the Academy's senior leaders who have a clear vision to move the school forward, ensuring Holocaust education is a right for all its learners, that students have the enriching learning experience and outcomes they deserve. Together with the UCL Centre for Holocaust Education, the Hermitage has taken on the 'Beacon School journey' – it is an immense team effort and are delighted to partner with you and award The Hermitage Academy with the Centre's 'Quality Mark' and re-designate status for a further three years.

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



Appendix 1a:**UCL Centre for Holocaust Education QUALITY MARK – Lesson Observation/Learning Walk****Date:** 11/05/2017**LO/LW of:** Sarah Crouch (Yr9, 9GJ)**at:** Hermitage Academy**LO/LW by:** Nicola Wetherall

A full data pack and annotated seating plan was provided for a YR9 History Class to be observed on day of review. This was the 3rd of a 19-lesson 'How was it humanly possible?' scheme of learning (SoL) developed by Lead Teacher Caroline West and colleagues, during the UCL Beacon School year. As the SoL attests (pg2) *'The scheme of learning uses predominately survivor testimony and resources from HET and the IOE (now UCL) with the purpose of rehumanising the victims of the Holocaust'*. This was evident in the combination of the resources/activities observed in the lesson – though the pedagogy was entirely in-keeping with the principles of the UCL Centre for Holocaust Education and the IHRA guidance.

Observers lesson commentary, questions, observations, markers:

- Class settled quickly. Lesson preliminaries – date, title, key question – who were the Jewish people of Europe before the Second World War - on board all ready for students to be getting on with, (along with a map stimulus which would be referred to during lesson) – which featured two keyword definitions: *dehumanise* and *misconception* plus definitions, with teacher also rewording those definitions to ensure comprehension and understanding. Effective use of teacher talk.
- Students aware of need and expectation to settle and start the learning quickly, writing definitions in books and ready for active starter task (the UCL map).
- Starter map: Discuss in pairs – where do you think Jewish people lived before Second World War? This stimulated student discussion, many were engaged and were willing to offered ideas – however, much of this was guess work – *Germany* was offered by a student but with no reason. Likewise, *Poland* and *Czechoslovakia*. When Poland was given as answer, student did offer inference or justification as *'...the biggest country on the map and maybe Jews came from there'*. Perhaps the stimulus map needed an alternative question? Or supplementary questions to draw out reasons? The latter could prove difficult given limited prior knowledge.
- Once UCL map 2 was revealed, with Jewish pre-war population blocks per country, students were about to make more sophisticated contributions regarding 'What do you notice now?' Using this student's were able to say: *'There was a lot of Jews in Europe...or in some countries'*, *'Most in Poland and Russia'* – teacher also noted the combination of Germany and Austrian Jewry being proportionally low and asked why this might be in 1938 (map): Students responded *'Trying to escape'* – Why? *'Because Hitler and Nazis hated Jews'* – Lots of teacher praise for students developing inferences and using prior knowledge to back up claims.

- When teacher asked students about this idea of fleeing – they responded that people knew in 1938 about Hitler and Nazi’s dislike of Jews because of Hitler’s book, his campaign speeches and used this knowledge to suggest such ideas may have led German Jews and Austrian Jews to leave for other countries.
- Teacher links back to keywords (sound literacy element) and implicitly references the SoL title (How was it humanly possible?) by asking – what is ‘dehumanising’ about this map? Students were not able to make this step based on the learning to date. One student did suggest an explanation that perhaps it was dehumanising because of the German/Austrian Jews who left, but most were unable to develop their thinking without further teacher reframing of the question – and restating the learning of the lesson to date. With that additional teacher support students could eventually recognise that the map focused on numbers, statistics, country names, representative blocks – nothing personal, no people names, nothing of individual stories, lives, experiences; thereby impersonal and dehumanising. The independent learning evident in the first of the map conversations, was somewhat lost by the leap to this later one – but teacher did effectively communicate the point/message regards focus of remainder of the lesson to humanise the Jews of Europe through primary sources: photographs.
- Students work effectively in groups of 2-3-4 on primary images tasks, discussing images and responses to Qs on back of sheet. Teachers makes clear that groups will be feeding back on images to class later and so to be prepared with something to say.
- Teacher movement around room and engagement with learners throughout ensured all were on task – some targeted groups were supported and encouraged in their learning, with others challenged and able to work independently – teacher knowledge of and relationships with students was excellent. All students were engaged in the task.
- Effective use of pace – timing/countdowns and warning strategies – sense of expectation, urgency, and flow to lesson.
- At point of jigsaw feedback – groups presenting responses from their images to rest of class – some students continued their conversations and spoke over. Teacher confidently stopped, and waited – all then refocused and lesson continued. Responses to the images activity served to explore humanising of Jewish community and diversity.
- Teacher made good use of cross-references with the UCL map (starter stimuli) to tease out of students’ geographical context, and the revisited photos to explore and highlight issues of diversity and difference.
- Wasp was present throughout lesson: Not until last 10 mins of lesson that students noticed and any distraction from the learning occurred. Teacher calmly noted *‘It’s been here all lesson and not disturbed us, so let’s just get on...’* Students quickly refocused and engaged in plenary appropriately. At close of lesson teacher could let wasp out.
- Effective use of praise within class discussion and feedback, but also prompt to develop... *‘Fantastic. Tell me more about that..’*
- Confident and varied use of teacher questioning to follow up student initial ideas and feedback. This allows development of points and challenge.
- Use of teacher referencing back to previous 1:1 or paired discussion in class, as part of her questioning, these questions prior to feedback scaffolding learning for some in group and gave

confidence for a starting point in wider class discussion, powerful example of teacher knowing her students and of strong relationships essential for all learners to progress.

	Not evident	Even Better If...	Good	Excellent
Evidence of student progression in terms of knowledge, understanding and/or pupil self-awareness (reflection)			Students necessarily drew upon prior learning, to make inferences – some very insightful, others guesswork - ability within lesson to see emerging sophisticated understanding and growing assurance.	
Evidence of a variety of types of teacher questioning			Questions well-pitched and formulated – evidenced by the quality of their responses – when prompted students contributed. Suitable balance between open and closed questions, aligned with varying objectives of seeking to determine comprehension against trying to encourage thought.	Confidence of teacher to reframe questions in response to student need. Had a clear understanding of what students had understood/not understood, and thus used questioning effectively, pausing and giving students time to think (not simply filling the silence), but recognising other explanations and Qs could move the learning on. Very skilful.
Evidence of teacher differentiation in various forms for group				Use of targeting questions (and adapting these) to certain individuals to check learning and encourage development. Specific interactions with individual students or small groups to support or scaffold learning or in terms of providing additional stimulus and challenge indicative of knowing the students well.

<p>Evidence of student engagement and highest expectations. Atmosphere of learning; thirst for knowledge/love of learning</p>			<p>Students quick to settle and ready to learn. Students on task throughout lesson; minimal behavioural issues, mostly visibly engaged with all tasks.</p>	<p>Teacher expectations and confidence high – willingness for teacher to wait and insist on her expectation for focus and silence to be met. Teacher passion and enthusiasm clear, created an atmosphere of effective learning.</p>
<p>Evidence of staff subject knowledge, enthusiasm and passion</p>			<p>Teacher knowledge regards diversity of Jewish life (regards religious dimension) could be an area for refinement – referred Jews/Jewish people as a ‘religion’ on several occasions, but then spoke of Jews not all being religious – this came across as contradictory/confusing, so a spectrum approach to ways in which Jews can be Jewish may be useful here.</p>	<p>Teacher exuded confidence and enthusiasm throughout – especially regards the traditional historical elements and skills and in terms generic classroom craft. Passion and commitment to importance of T&L about the Holocaust very evident.</p>
Area		Evidence		Best Practice
<p>I</p>	<p>Informed Inspired Immersed Involved Independent Insightful</p>	<ul style="list-style-type: none"> Lesson contained a variety of tasks, suitably sequenced, accessible to various learning styles – all allowing for students to become involved in the learning. Most were independently engaging in the tasks and some were both immersed and insightful. All were informed and met the stated lesson purpose. Working independently, individually, in pairs or groups (<i>but were they independently thinking and thereby as challenged as they could be?</i>) 		<ul style="list-style-type: none"> Use of personal stories – the background to the photos provided context and immersed and involved students.
<p>C</p>	<p>Compelled Challenged Captivated Curious Creative Critical</p>	<ul style="list-style-type: none"> Considered questioning inculcated an inquisitive climate. Emerging criticality and engagement with challenge by some. 		<ul style="list-style-type: none"> Use of images stimulated curiosity. Students were compelled by the personal stories/ background provided regards the photos.

E	Engaged Empowered Encouraged Enthusied Evaluative Empathetic	<ul style="list-style-type: none"> Engagement secured and maintained through varied tasks and use of teacher talk. 	<ul style="list-style-type: none"> Empathy: 1:1 with student, with teacher on knees, making eye contact, conversation later equipped student to participate in group feedback with confidence as had been supported to formulate and develop ideas beforehand: teacher knows the students, strong relationships, a sense of empathy and respect for the individual being modelled by the teacher and thereby empowering and encouraging the student.

Any key examples of... seen to share?	
Literacy	Use of keywords at beginning – and referenced and reinforced throughout lesson.
Behaviour for Learning	Clear expectations, willingness to insist on them, consistency and knowledge of/relationships with students.
Assessment/evidencing progress throughout	Via wide ranging and sophisticated use of questioning
Critical thinking/independent thinking	

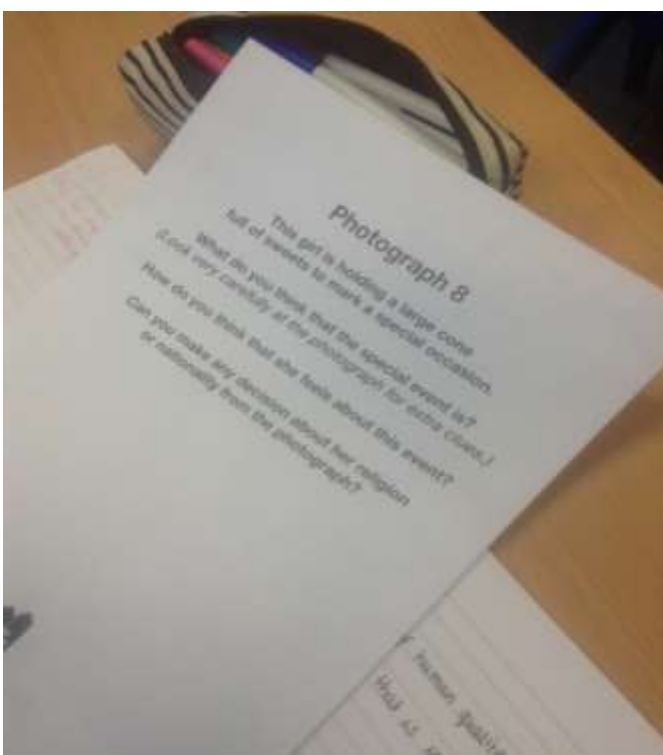
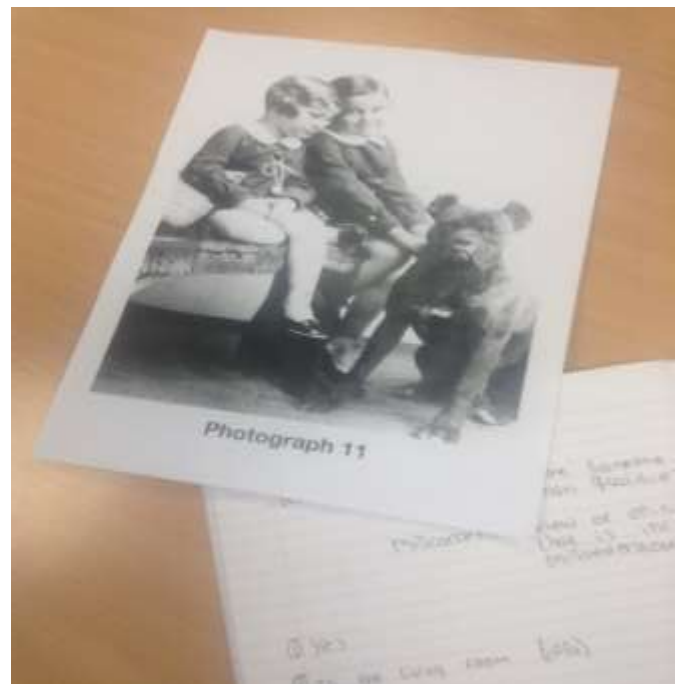
WWW: Feedback comments -

Student’s knowledge and understanding of the diversity and nature of the pre-war Jewish community of Europe was undoubtedly enhanced and deepened – this was true thanks to excellent range of teacher talk and questioning. This, in itself, is significant learning; but could have been probed/developed further. Clearly passionate and committed practitioner, lots of generic T&L/classroom craft evident. All students made progress and could answer the lesson’s key question. All learners were engaged in the lesson. Lovely relationships between teacher and students; based on clear knowledge of need, ability and respectful, appropriate interaction. This basis of high expectation and care for students, a sense of belief and support, encouraged all to be able to progress. Passionate classroom practitioner and advocate for Holocaust education facilitating good teaching and learning.

EBI: Target for possible future development –

Look to ensure students’ understanding of the key concepts and their relationship to each other and the SoL, as a whole, is clear from the beginning, and returned to throughout. Knowing what is and what is not true about Jewish people/Jews being or belonging to a religion needs clarification or rethinking: perhaps some

needed some additional knowledge or sources to support or enhance their ability to read and discern the texts – as much of this experience was guesswork, inference and not substantially knowledge based. The objective to understand Jews were diverse and lived in different European countries was met; but what could they say about that diversity or why that was the case? Consider when and identify where challenge opportunities can be maximised, whereby criticality and further independent thinking can be encouraged.



Appendix 1b:**UCL Centre for Holocaust Education QUALITY MARK – Lesson Observation/Learning Walk****Date:** 11/05/2017**LO/LW of:** Matt Archer (Yr9, 9APA)**at:** Hermitage Academy**LO/LW by:** Nicola Wetherall

A full data pack and annotated seating plan was provided for a YR9 History Class to be observed on day of review. This was the 5th of a 19-lesson ‘How was it humanly possible?’ scheme of learning (SoL) developed by Lead Teacher Caroline West and colleagues, during the UCL Beacon School year. As the SoL attests (pg2) *‘The scheme of learning uses predominately survivor testimony and resources from HET and the IOE (now UCL) with the purpose of rehumanising the victims of the Holocaust’*. This was evident in the combination of the resources/activities observed in the lesson – though the pedagogy was entirely in-keeping with the principles of the UCL Centre for Holocaust Education and the IHRA guidance.

22 students attended the lesson; 11 girls and 11 boys.

Observers lesson commentary, questions, observations, markers:

- Mood alters as students enter the classroom. Class settled quickly. Lesson preliminaries – date, title, key question – how did life change for Jewish people when Hitler came to power? - on board for students to see. Atmosphere and expectation of learning palpable.
- Clearly established classroom routine as students entered room in silence, books were already on desks in accordance to seating plan, students began to write date and title into book without instruction and waited teacher to begin lesson in silence. High expectations.
- Starter: staged visual stimulus on PPT slide and Q – What sort of things would make you want to leave England and go and live in a different country? Powerful hook to learning – immediately relatable, relevant and contemporary (potential SMSC/FBV evidence and opportunity here). Stage 1: students asked to bullet point a list (individually or in pairs, most worked independently, a couple of pairs whispered to each other). Stage 2: feedback some student responses (weather, Brexit, living conditions, government, family, jobs/opportunities, terrorism/safety). Stage 3: Students asked to revisit their list and add +/- sign to indicate whether those reasons were push/pull factors essentially. Stage 4: Students asked to rank their reasons as most or least likely for leaving.
- As students work on stages 3-4, teacher moves around the room, pausing and engaging with individual students, but largely without interfering as students could access and independently engage in the tasks. Teacher in doing so distributes case study cards ready for use later (in doing so is quietly/subtly differentiating the cards to the appropriate students).
- More feedback on the starter – teacher uses range of questioning and probing to expand answers and develop inference and draw upon prior knowledge. For example, student offers idea of a ‘fresh

start’ – Teacher asked, why would you want a fresh start? ‘You might not feel safe’ – Teacher probes effectively, and elicits a stronger group response that would include issues of a right to feeling safe, issues of when to get away and recognise danger, is that fear real or imagined and issues of where to go to. Students talked of feeling isolated – and that could be linked to not feeling safe – thus the climate was one of encouraging deeper responses, layering complexity through compelling teacher talk and questioning.

- Technology for learning – PPT, freeze, use of writing on board via tablet to capture ideas – ensured all learners saw and developed their own ideas, modelled practice and set expectation.
- Teacher particularly effective in orientating students between the lesson and its foci, and the previous lessons (Appeasement referenced on several occasions) and learning. Teacher effectively linked the starter questions to the learning foci of the session: understanding how life changed and the many reasons that compelled Jews to remain in Germany despite increasing persecution by the Nazis.
- Clear directives in terms of overarching themes of the lesson, using historical lexicon – *‘we will be tracing change and continuity’*. Welcome (and impressive) commitment to instilling concepts within the language and learning of the classroom – cause and consequence, reminding students of the need to distance benefit of hindsight – use of historical empathy/imagination.
- Teacher reiterated issue of hindsight when students began to reflect on the character cards. PPT slide noted *‘Hitler became Chancellor of Germany in 1933. You know that he has written and spoken about his dislike of Jewish people’* – not that there would be camps and a plan to murder them across Europe – based on their character card, would they leave? On first judgement, all but two students in class said their character would have left Germany in 1933, as lesson progressed students thinking became more nuanced, sophisticated in their understanding of the context and choices – but at first judgement stage teacher used questioning and logic to illicit explanation and deeper thinking regards individual choices and the reality of options in the 1930s.
- Teacher did not dismiss student choices, rather he expertly questioned and probed for students themselves to recognise they had made a simplistic, hindsight laden judgement. By use of effective teacher talk students gained contextual historical knowledge that could help secure their judgement in later scenarios and judgement opportunities. These teacher-student feedback opportunities were powerful examples of moving the learning and understanding on- thereby visible in-lesson progression.
- Same process for 1934 – onwards. Image source of a Der Sturmer newspaper front page is projected on PPT with *‘Nazi newspapers have been publishing stories claiming that Jewish people have been murdering Christian children. The SA (Hitler’s private army) have been attacking some Jewish shops and Germans are told to boycott (not use) them. Do you leave now and why?’*
- During working time teacher moves around the room, targets individuals to talk quietly about their thinking, challenges with questions, supports, offers praise and support – ensuring support is offered to specific students encouraging confidence for them to later contribute in feedback but also checks comprehension. In judgement 2; 8 students say they would stay in Germany based upon their character cards. Students explanations are becoming increasingly sophisticated, supported by historical reasoning and including greater contextual information to justify decisions reasonably.

- 1935 – Nuremberg Laws – a third Ppt slide goes up and a worksheet is distributed to all students (later to be completed and stuck into books neatly). The slide includes image of the The Nuremberg Laws chart regards Reich citizens – the degree to which an individual was a Citizen, Jews and the idea of mischlinge, and reads: *‘In 1935 the Nuremberg Laws were passed in Germany. Say why you think each of the laws was passed by the Nazis. Think about what you think they were trying to achieve’*. Students then worked independently, and largely in silence – with occasional question or remark to the teacher, through the worksheet laws, justifying or explaining why the Nazis instituted each – might this perpetuate Nazi/perpetrator narrative? It could be this was later unpicked or their world view challenged after observation ended or will be in subsequent lessons.
- Class did first law on worksheet together as a class: *‘Jews are not citizens of Germany’*. Student responses to the logic, purpose or rationale of such a law included – *‘to isolate Jews from rest’*, *‘didn’t want them (Jews) to represent or be German... so a way to distance themselves from Jews’* and *‘a way to separate Jews and to make it possible to treat them differently’*.
- On task atmosphere as students proceed to work through the remaining 9 Nuremberg Laws on the sheet. Teacher continues to move around the room. Teacher takes individual questions as he moves around the room, like *‘Sir, was the Jews in Germany German?’* or supports and pauses with specific learners.
- Teacher very organised (Always a step ahead), worksheets given whilst students did previous task, glue sticks distributed quietly as he spoke to students about their Nuremberg Laws sheet – and thus seamless transitions into next activity or instruction.
- Effective use of praise, but also prompts to develop students answers, or draw others in to enrich the conversation.
- Confident and varies use of teacher questioning to follow up student initial ideas and feedback. This allows development of points and challenge.
- Use of teacher referencing back to previous 1:1 or paired discussion in class, as part of his questioning, these questions prior to feedback scaffolded learning for some in group and gave confidence for a starting point in wider class discussion, powerful example of teacher knowing his students and of strong relationships essential for all learners to progress.
- Lesson littered with historical concepts and skills, talk of source evidence, trends, interpretation, inference, chronology, causation, continuity and change, clear embedded nature of knowledge, understanding and historical skills.
- Lesson Observation ended 10mins from the formal end of the lesson (to enable other aspects of the Review programme to be followed). Lesson plan reveals a final decision to be made by students based on their character cards – *‘After the Nuremberg Laws were passed do you stay or go? Explain your decision.’*

	Not evident	Even Better If...	Good	Excellent
Evidence of student progression in terms of knowledge, understanding and/or pupil self-awareness (reflection)				Students encouraged from outset to draw on prior learning, and life experience as a departure point for this lesson.

				<p>Strong evidence of AfL and progress over time of the lesson as students' decision making and justifications became less simplistic, increasingly sophisticated. Students could articulate their learning and reflect on how their learning had developed during the lesson. <i>'At first I thought... but now I know... and so I choose to...'</i></p>
<p>Evidence of a variety of types of teacher questioning</p>			<p>Clear engagement of the students evidenced in QA. Showed development of a sophisticated understanding (progression) both in prior learning but also in progression of expression within lesson. Teacher expertly used questioning to elicit and demonstrate this; 'Can you give me an example of that...? This prompt offered one student the necessary way in to further develop their own original point and also expand and contrast that example with another student, thereby layering and developing the answer.</p>	<p>Questions well-pitched and formulated – evidenced by the quality of their responses, When prompted students contributed articulately and with impressive insight. Suitable balance between open and closed questions, aligned with varying objectives of seeking to determine comprehension against trying to encourage thought.</p>
<p>Evidence of teacher differentiation in various forms for group</p>			<p>Use of targeting questions (and adapting these) to certain individuals to check learning and encourage development.</p>	<p>Teacher targeted the case studies to specific students. Teacher knows students well, evident from his questioning and his personal support during the lesson – specific individuals he</p>

				would monitor, encourage and ensure where on task.
Evidence of student engagement and highest expectations. Atmosphere of learning; thirst for knowledge/love of learning				Students quick to settle and ready to learn. Students on task throughout lesson; no behavioural issues, all visibly engaged with all tasks. Little or no student talk – expectation to complete tasks quietly and with purpose – independent reflection and learning. Positive learning climate. Students prepared to contribute to the discussion or feedback opportunities.
Evidence of staff subject knowledge, enthusiasm and passion			Not overtly demonstrative regards Holocaust education – but clearly knowledgeable, respected and authoritative in manner – good relationship between teacher and students.	Teacher exuded confidence in both subject knowledge, disciplinary skills and generic classroom craft: passionate historian
Area	Evidence		Best Practice	
I	Informed Inspired Immersed Involved Independent Insightful	<ul style="list-style-type: none"> Lesson contained a variety of tasks, suitably sequenced, accessible to various learning styles – all allowing for students to become involved in the learning. The immersive atmosphere of learning. 	<ul style="list-style-type: none"> Modelling of Nuremberg Law 1; meant independence of thought was encouraged especially through activities regards justification and explanation of Nazi laws rationale or purpose. This involved use of prior learning, application of what they knew (informed) and inference to produce a coherent and insightful response. 	
C	Compelled Challenged Captivated Curious Creative	<ul style="list-style-type: none"> Considered questioning inculcated an inquisitive climate. Emerging criticality and engagement with challenge. 		

	Critical		
E	Engaged Empowered Encouraged Enthused Evaluative Empathetic	<ul style="list-style-type: none"> Engagement secured and maintained through varied tasks, highest expectations and use of teacher talk. Teacher keen to emphasise the marriage between the development of substantive knowledge and conceptual understanding – which encouraged and consolidated evaluative historical approaches. 	<ul style="list-style-type: none"> Empathy: 1:1 with student, with teacher making eye contact, conversation later equipped student to participate in group feedback with confidence as had been supported to formulate and develop ideas beforehand: teacher knows the students, strong relationships, a sense of empathy and respect for the individual being modelled by the teacher and thereby empowering and encouraging the student. Questioning a skill set for discussion, encouraging evaluation

Any key examples of... seen to share?	
Literacy	
Behaviour for Learning	Highest expectations – atmosphere and expectation of learning, effort and focus.
Assessment/evidencing progress throughout	Via wide ranging and sophisticated use of questioning. Pit stop style check in opportunities (the pupil decision making points) – increasingly deepened knowledge, awareness and contextual, less simplistic and based on hindsight.
Critical thinking/independent thinking	Evident throughout in the style of lesson, relationships formed and expectations set over time, that effort, independence and thinking would be necessary.

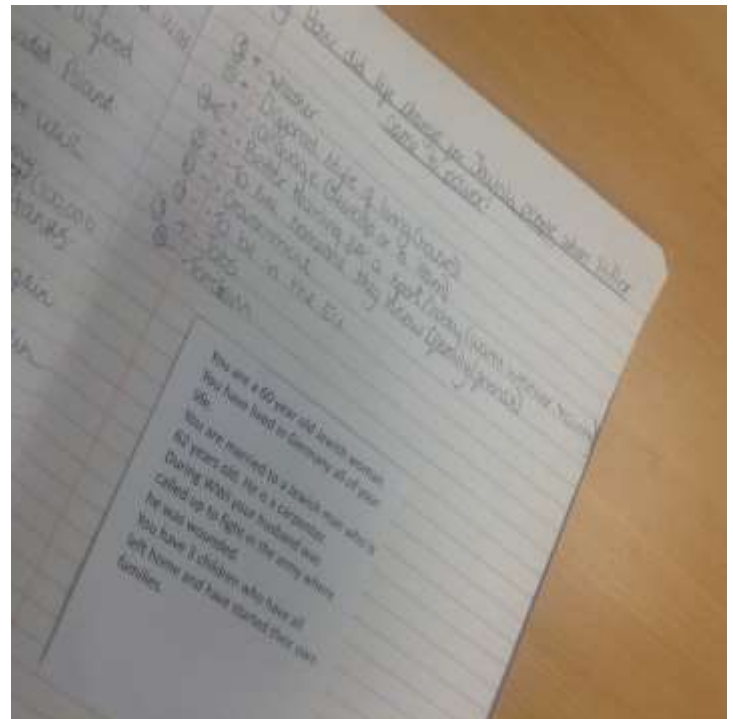
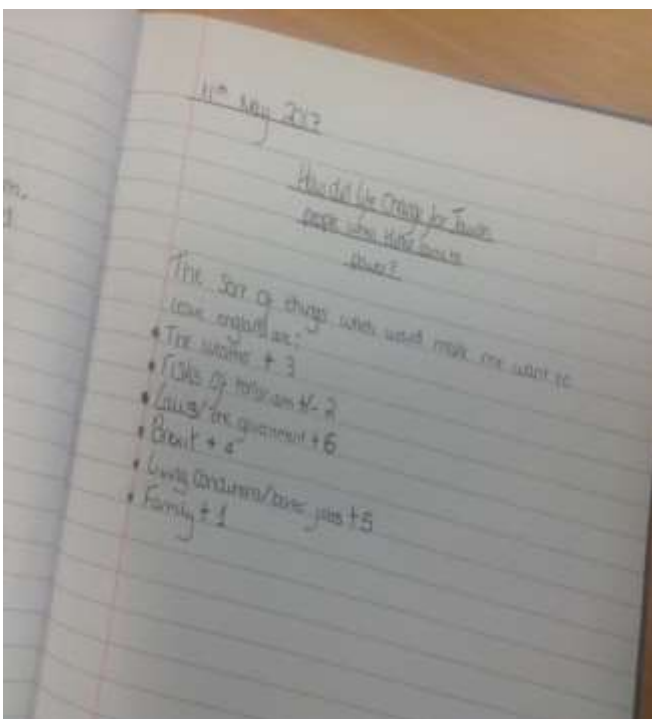
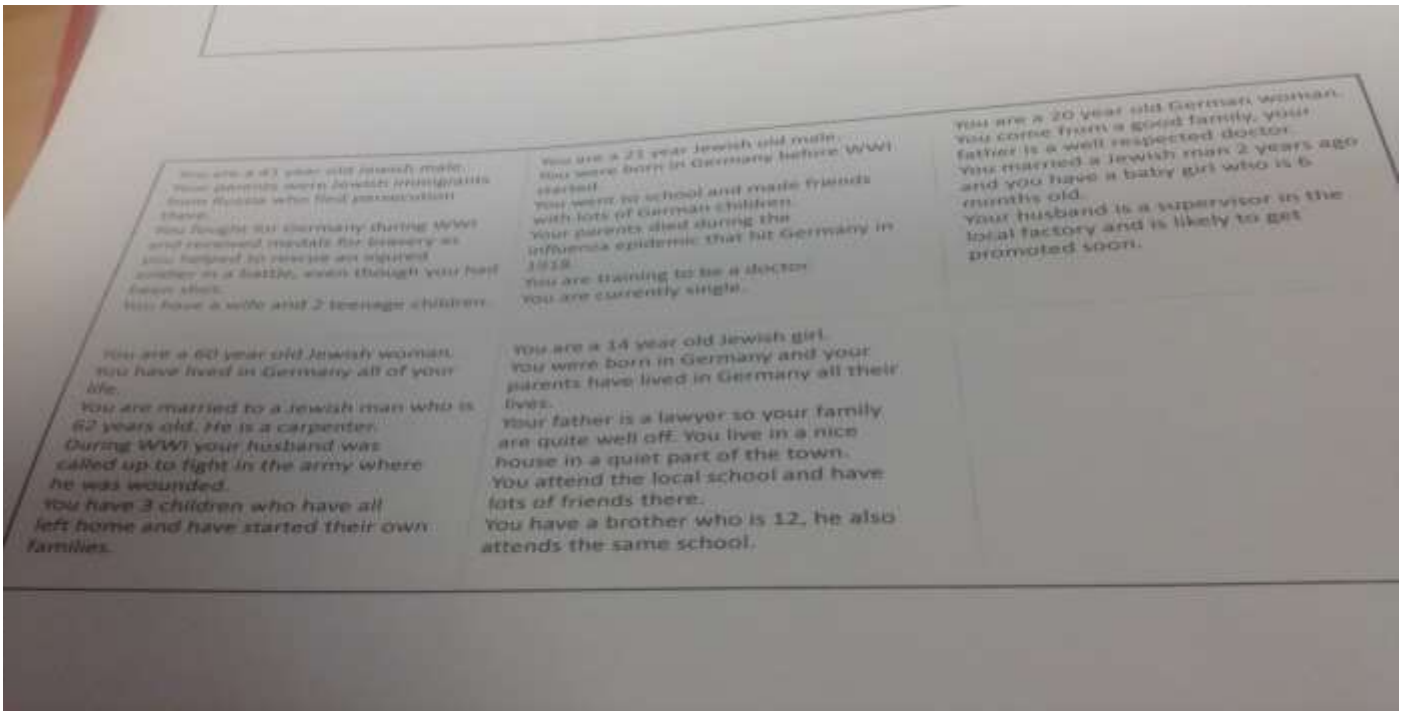
WWW: Feedback comments -

Student’s knowledge and understanding of the historic and evolving nature of Nazi policy towards the Jews in the 1930s and how Jewish lives were changed was undoubtedly enhanced and deepened. This, in itself, is significant learning. The desire to encourage students to think in conceptual terms was very pleasing. This was evidenced not just by the pointers to change and continuity, but also the attempt to get students to identify causes and consequences for their character decisions. Strong and experienced classroom practitioner – solid historian delivering facilitating outstanding teaching and learning.

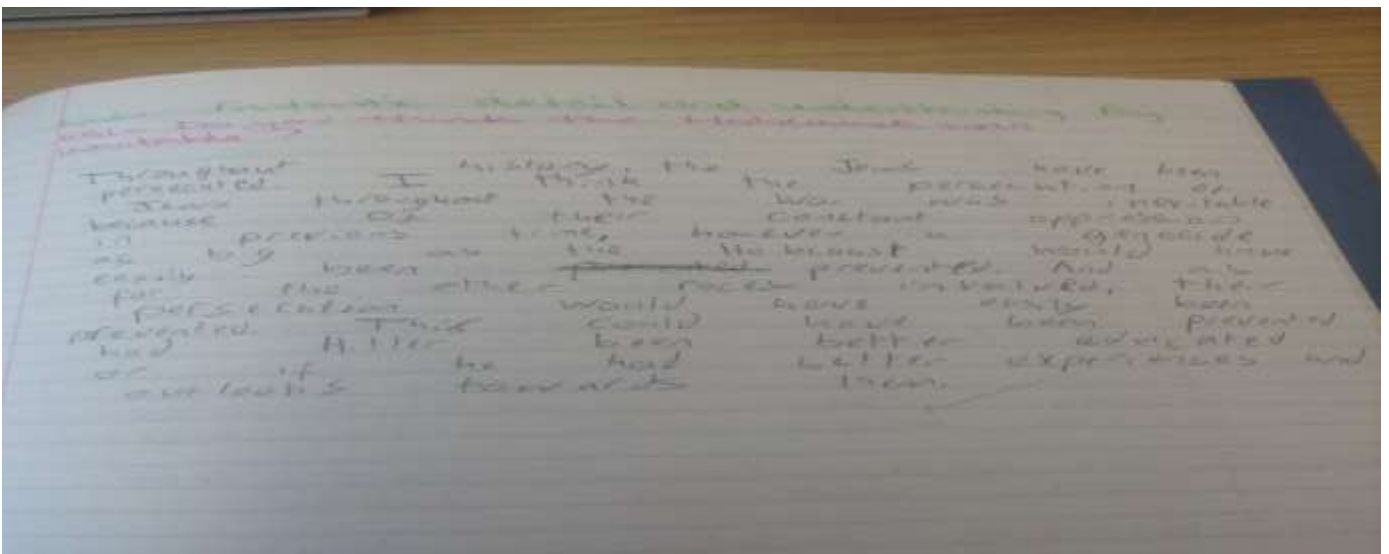
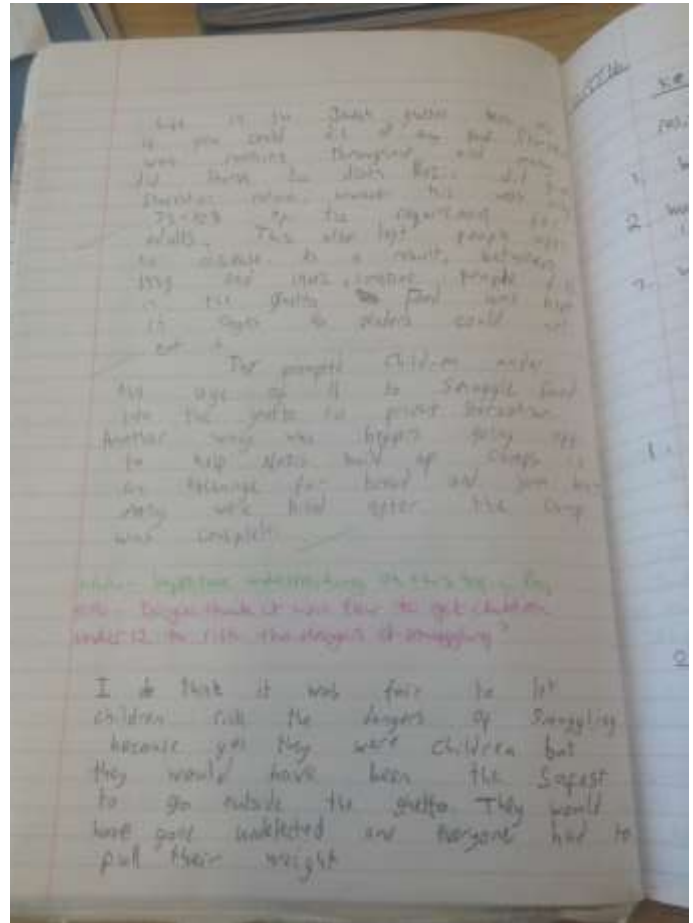
EBI: Target for possible future development –

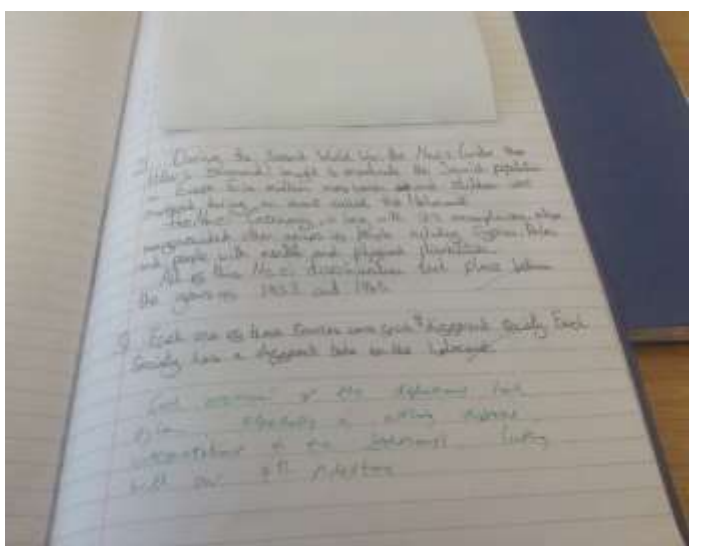
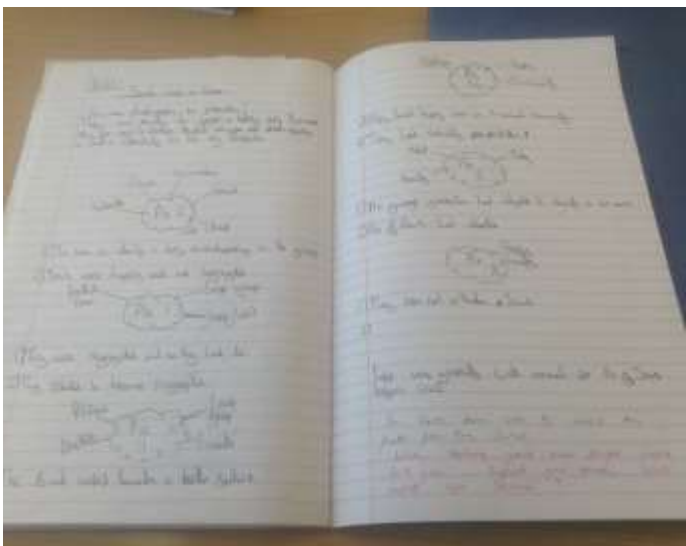
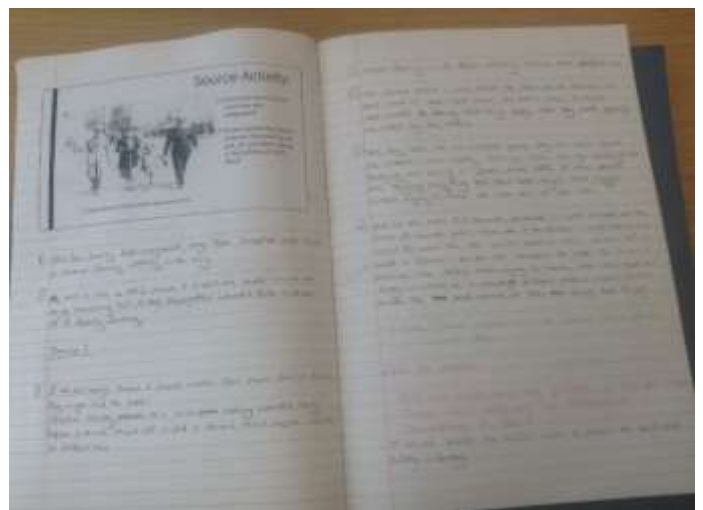
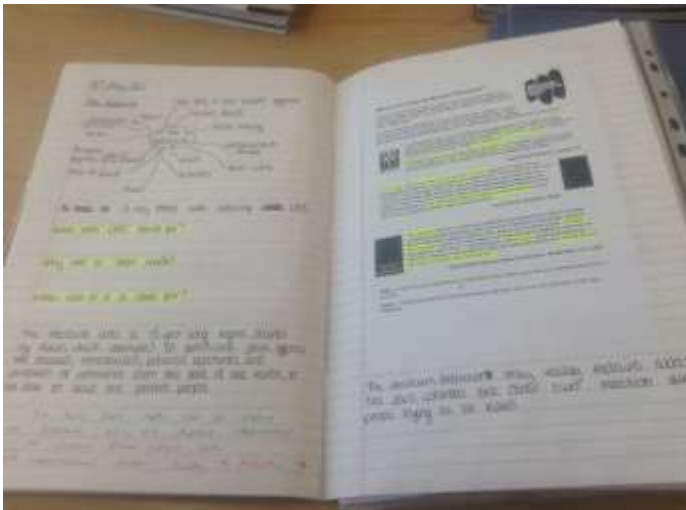
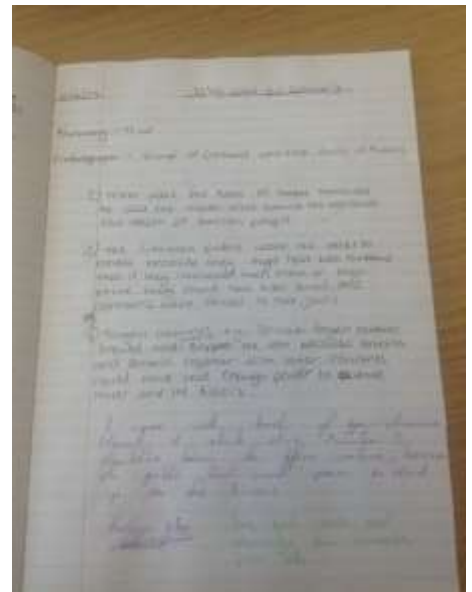
Look to ensure students’ understanding of key concepts and their relationship to each other is clear from the beginning, and return to this throughout, where appropriate. Knowing what is and what isn’t a cause isn’t just about selecting relevant “causes”, but needs to be tied to a more overarching understanding of

causation. At the same time, understanding of causation is inseparable from all the other second-order concepts – like, for instance, change and continuity – all of which themselves need to be clear in students’ minds. There are many challenges here: making sure students know what a concept is; ensuring students grasp the relationship between concepts; and helping students understanding how to bring their conceptual understanding to bear on their substantive historical knowledge.



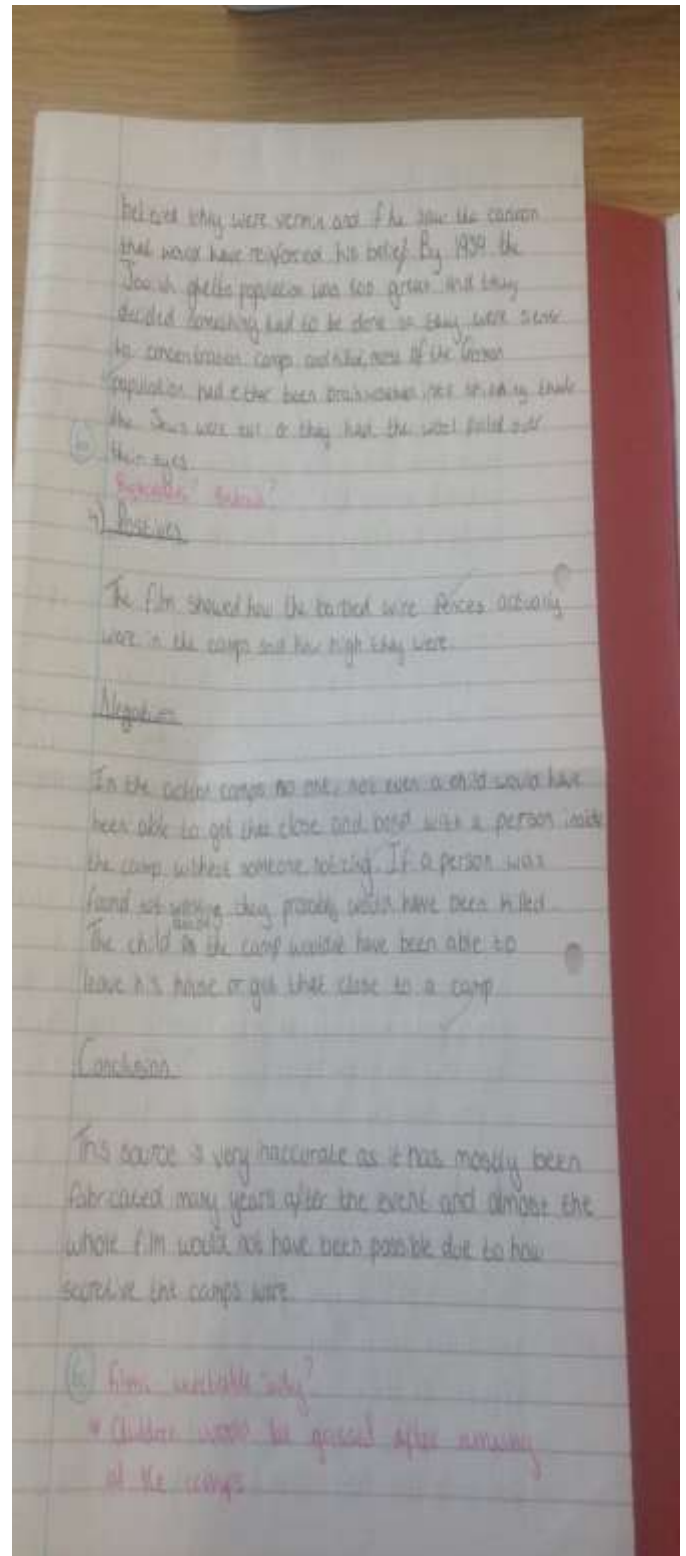
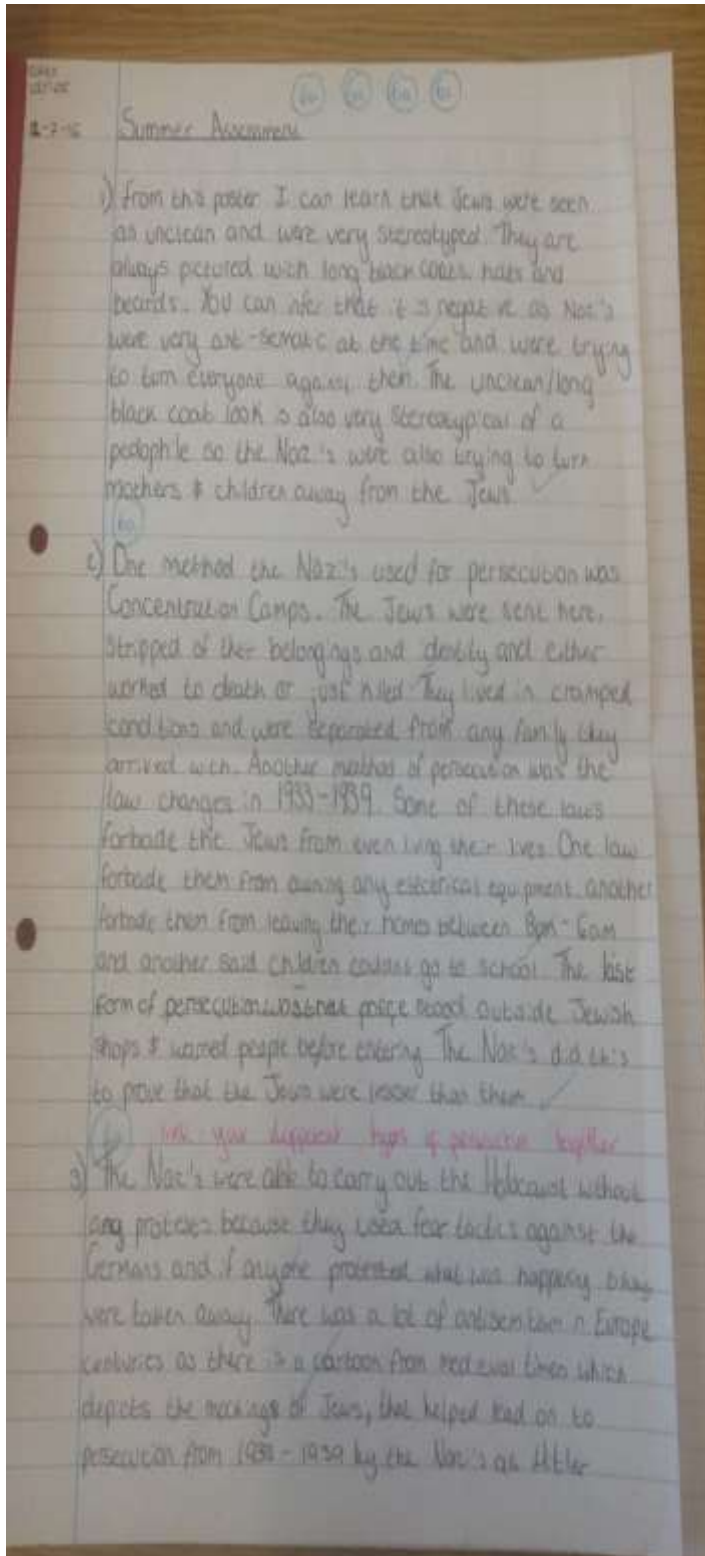
Appendix 2: Examples of The Hermitage History Departments work scrutiny regards the Holocaust - with focus on the marking and feedback given and students responding to that feedback to improve their work or deepen their reflection and thinking.







Appendix 3: Examples of The Hermitage History Department's Holocaust Assessment, marking and feedback.





To remember - 12/15/15

9600

Source A

1940 Film 'The Eternal Jew'
In the Film Jews are shown to be filthy, evil, corrupt and that they intend to control the world.

Source B

1933 Picture of a Jewish shop. The poster reads:
"Germans! Defend yourselves! Do not buy from Jews!"

Source C

The personification of devil as the symbol of all evil assumes the living shape of the Jew.

Adolf Hitler Mein Kampf (My struggle) a book written in 1924

Which Source gives the most accurate interpretation of how Jews were seen by Hitler in Germany?
(Make sure you refer to all the sources in your answer, deciding which one you found the most useful)

The past can be interpreted in many ways because many people will view the past in various different ways depending on how they learned about it and when they learned about it. Many people have different interpretations of the past, certain events, people and changes because they might have lived through it, been taught about it or seen it in movies. Also everyone's interpretation will be different because no-one's point of view is the same.

Source A is a movie made in 1940 called 'The Eternal Jew' in the film Jews are shown to be filthy, evil, corrupt and that they intend to rule the world which is the complete opposite to what Jews are. Source B is an image from 1933 which has 'Jude' written on it and the Star of David also a poster saying 'Germans! Defend yourselves! Do not buy from Jews!' this image was taken at the time and shows how Jewish shop owners were defamed in the German community. Source C is an extract from Adolf Hitler's book 'Mein Kampf' which was written in 1924. These words came from the mind of Adolf Hitler who hated Jews and wanted to get rid of or kill them all because he assumed Jews to be a part of evil. Source A was produced because Adolf Hitler wanted to show Jews as what he believed they were also the movie was German-Nazi Propaganda.



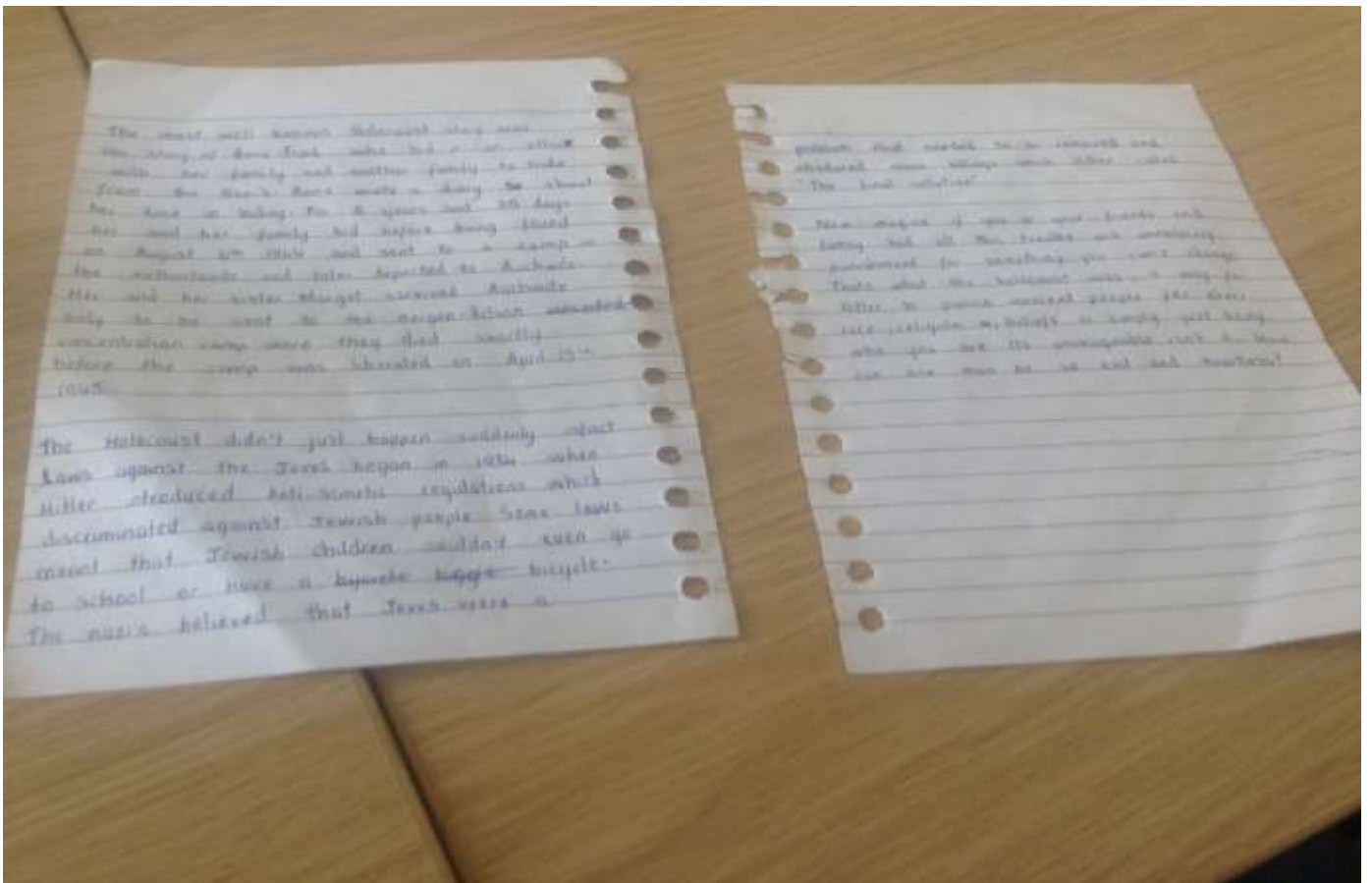
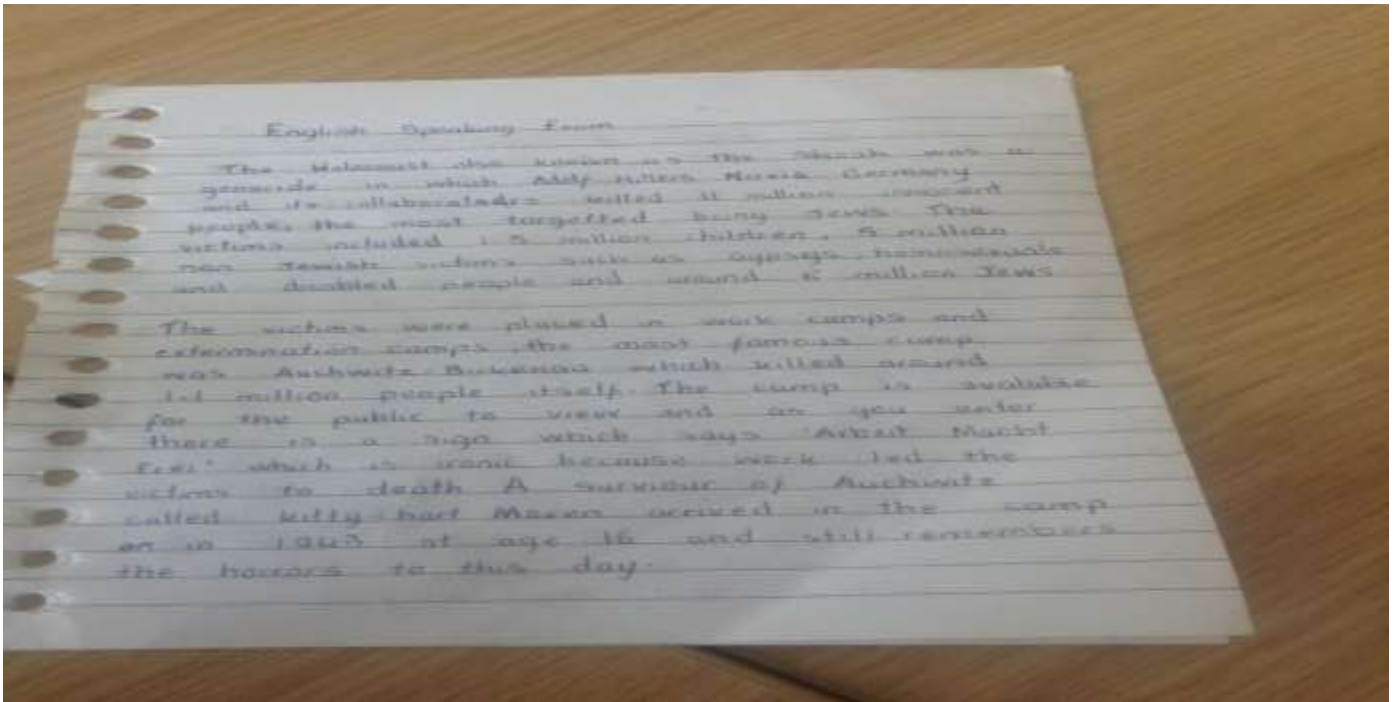
Source B was created by the Nazis to put up in Jews' business to "warn" Germans of danger. Source B was created by Nazis under Adolf Hitler's rule who saw Jews as evil maybe even as creations of the devil. Source C was written in "Mein Kampf" Adolf Hitler's book. This book gave us an insight as to what was going on during Adolf Hitler's mind at the time the book was written. This book was produced because Adolf Hitler wanted to show Germans that Jews are enemy's not people to be trusted he wanted to enforce his way of thinking into other Germans' mind.

I think that Source A gives the most accurate interpretation of how Adolf Hitler saw Jews because he used it as propaganda to advertise his way of thinking about the Jews also as the German leader he felt that Germans should know his way of thinking is correct and that everyone should agree to it, the movie was a way to force Germans to believe that Jews were filthy, evil, corrupt and intended to rule the world. Which wasn't true as Hitler believed in races and that the Jews were at the bottom of that hierarchy.

70

excellent
-wrote up all 8 in
condition

Appendix 4: Example of Holocaust education impact across the Hermitage: English speaking assessment





Appendix 5: Example of Holocaust Education work at The Hermitage Academy developing into genocide prevention and collaboration with other schools.

