

## Report findings:

### UCL Beacon School Quality Mark review, Oakmoor School June 2023

#### Review context

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

The programme seeks:

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

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

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

To ensure this is a meaningful process, the Quality Mark and re-designation review visit was carefully designed to be rigorous and robust, but feel light touch, with a supportive, developmental, and coaching framework; to offer credible evidence of impact; cast a critical friend's eye over the last year; and champion and support Lead Teachers and colleagues in furthering their practice, innovation and opportunities. It enables UCL to be confident of the quality output of its named Beacon Schools and to further champion and develop schools' work. It provides verification that our CPD and programme is having an impact on staff confidence, substantive knowledge, pedagogy, and practice and that this ultimately is making a positive contribution to the Teaching and Learning (TandL) in the Beacon school.

UCL Beacon Schools are hubs of educational excellence. They are institutions which have committed themselves to developing high quality teaching and learning about the Holocaust, and to sharing best practice among their wider communities and networks. These endeavours require the investment of considerable time and energy: commodities which are always in high demand in schools. Because of this – and because educational agendas within schools and the system more broadly are continually changing – it can be hard for Beacon Schools to maintain their commitments over time, despite the best intentions. The Quality Mark process ensures the pedagogy and principles of the UCL Centre for Holocaust Education's approach is embedded and enables us to access ways in which our pathway of professional development, CPD offers and materials are responsive to need. It seeks to answer the question of whether the Beacon School programme is working or not, and hence assist in improving this programme and developing further work. We, like schools, want to know why and how a programme works, not just *if* it does..

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

Oakmoor School became a UCL Beacon School in 2020. In June 2023, it became the twenty-second school to be accredited as a Quality Mark UCL Beacon School. I offer them my very warmest congratulations.

Nicola Wetherall MBE  
July 2023

**Oakmoor School in context:**

Oakmoor School is an 11-16, mixed gender, non-selective secondary school in Hampshire.

Updated from their application data in 2020, the 2023 summary data below, provided in advance of the Quality Mark review, provides some important context to the school and the community it serves.

<i>Headteacher: Paul Hemmings</i>			<i>Email:</i>		
<i>Lead Teacher: Anne Sutehall</i>			<i>Email: a.sutehall@oakmoor.hants.sch.uk</i>		
<i>SLT link: Claire Conley-Harper</i>			<i>Email: c.conley-harper@oakmoor.hants,sch,uk</i>		
<b>Whole School Data</b>					
<i>Number on Roll:</i>	840	<i>Number in Sixth Form:</i>	N/A	<i>Number of teaching staff:</i>	61
<i>P8</i>	-0.57 (2022)	<i>A8 (school)</i>	39.3 (2022)	<i>% of students recognised EAL</i>	8.3
<i>% of students with EHCP</i>	3.8	<i>% of students with identified SEND need (EHCP or other)</i>	16.3	<i>% of students eligible for PPG</i>	-
<i>% of students eligible for FSM</i>	25.6	<i>% of students identified as G&amp;T or most able</i>	-	<i>Reading Age on school entry</i>	-
<i>*Please use your school census to give us an understanding of the diversity or ethnic mix or your student body – this can be based on the school’s census data and what parents/ carers have self-identified or reported.</i>					
<i>% BAME</i>		<i>% White/ British</i>		<i>% Jewish</i>	
				<i>% Muslim</i>	
				<i>% Christian</i>	
				<i>% Sikh</i>	
				<i>% Buddhist</i>	
				<i>% Hindu</i>	
				<i>% Other</i>	
<b>Beacon School focus year or target group (for example: Yr9)</b>					
<i>Year Group:</i>	8	<i>Number on Roll:</i>	185	<i>Hours spent currently on Holocaust education in primary subject</i>	8-10
<i>% of students with EHCP</i>	3.2	<i>% of students with identified SEND need (EHCP or other)</i>	17.8	<i>% of students eligible for PPG</i>	35
<i>% of students recognised EAL</i>	8.1	<i>% of students eligible for FSM</i>	20.5	<i>% of students identified as G&amp;T or most able</i>	
<i>Reading Age (Av for Yr Group)</i>	12.8	<i>Subject or primary focus of Beacon School Year (LT)</i>	Humanities	<i>Other possible subject connections/ partnerships?</i>	
<b>Other key information and links</b>					

Fundamental British Values	<a href="https://www.oakmoor.hants.sch.uk/curriculum-and-learning">https://www.oakmoor.hants.sch.uk/curriculum-and-learning</a>	
Prevent	<a href="https://www.oakmoor.hants.sch.uk/policies">https://www.oakmoor.hants.sch.uk/policies</a>	
Safeguarding	<a href="https://www.oakmoor.hants.sch.uk/policies">https://www.oakmoor.hants.sch.uk/policies</a>	
SMSC	<a href="https://www.oakmoor.hants.sch.uk/curriculum-and-learning">https://www.oakmoor.hants.sch.uk/curriculum-and-learning</a>	
Marking/Feedback	<a href="https://www.oakmoor.hants.sch.uk/policies">https://www.oakmoor.hants.sch.uk/policies</a>	
Assessment	<a href="https://www.oakmoor.hants.sch.uk/policies">https://www.oakmoor.hants.sch.uk/policies</a>	
Behaviour	<a href="https://www.oakmoor.hants.sch.uk/policies">https://www.oakmoor.hants.sch.uk/policies</a>	
Teaching and Learning	<a href="https://www.oakmoor.hants.sch.uk/policies">https://www.oakmoor.hants.sch.uk/policies</a>	
SEND and inclusion	<a href="https://www.oakmoor.hants.sch.uk/page/?title=SEN+Information+Report&amp;pid=168">https://www.oakmoor.hants.sch.uk/page/?title=SEN+Information+Report&amp;pid=168</a>	
<b>General contextual school information as per 2020 application</b>		
Twitter	Constituency MP	Teaching School
@oakmoorhums	Damian Hinds	Yes
Part of a TSA?	Part of a MAT?	KS3 provision? (2 or 3 years)
No	Chichester Academy Trust	2
Have you UNICEF Rights Respecting School status?	School Type	Length of lessons
No	Academy	1hr

## What went well

Key strengths of Oakmoor School Holocaust education provision and practice include (*but are not limited to*) the following:

### Holocaust education within Oakmoor School curriculum

- **Considerable thought, planning and innovation** has gone into a rich Holocaust curriculum offer within Humanities and elsewhere across the school – the related documents and resources, approach and overall rationale to talking and teaching about difficult, sensitive or complex and challenging histories, reveal a depth of thinking about history education and the utmost regard for the subject matter, and respect for students, but also uniquely recognises disciplinary integrity and integrated thinking regards cross-curricular and interdisciplinary work within formal curriculum, pastoral or enrichment opportunities. The **‘Curriculum connectives’** work to map, encourage and understand disciplinary contributions provides the centrepiece of Oakmoor’s current strength in Holocaust education. It is a skilful and significant piece of curriculum planning work, speaking to a quality curriculum design and intent, that aligns to the notion Beacon School status resides with the school, and a growing sense of ‘collective endeavour’, in recognition of Holocaust Education’s potential role and contribution in addressing school priorities and supporting overall improvement.
- **An emerging whole-school, community approach and culture to Holocaust education.** Active engagement with families and wider community; including letter to parents prior to students’ study of the Holocaust scheme, inclusion in the school’s newsletter, website and social media. There is also a sense that Holocaust education is a whole school task – not the sole preserve of the History or Humanities department, indeed one colleague during the review described it as *‘...an everyone issue’*.
- **Holocaust related curriculum intent, implementation and impact is strong, with clearly articulated rationale** (as evidenced by Ms Conley-Harper’s PSHE statement regarding Holocaust Education):

*‘Holocaust education at Oakmoor School forms an incredibly valuable part of our student’s curriculum, developing their understanding of the world and their empathy for others. The planned opportunities to share this learning with our families and wider community are part of our commitment to education for our town. The full programme of learning, across the curriculum and through subjects, contributes to students’ understanding of our core values and school ethos, in particular embracing (rather than tolerating) diversity and having courage to challenge prejudice. Through their understanding of the Holocaust, students revisit the fundamental British values of mutual respect, individual liberty and tolerance, which are also central to our Prevent agenda. All of these key messages are revisited throughout our experience day programme, mentor time activities (morning registration), and through the subject curriculum.’*

- **Strong roots embedded, and new shoots emerging across the school curriculum.** Increasing opportunities for whole school, community approaches to Holocaust education is enriching school culture, the experiences and opportunities of Oakmoor learners.

- **Humanities curriculum:** Oakmoor's 'The Holocaust' scheme of work/learning is informed by the UCL Centre for Holocaust Education pedagogy and educational principles: humanising the history, respect for victims, foregrounding testimony, no/limited use of atrocity images, challenges misconceptions by upon research (various UCL teacher/student studies) and introducing students to cutting edge academic scholarship, research and archive skills and content.
- **Other curriculum (subjects):** The curriculum connectives document a variety of disciplinary focused opportunities for students to experience Holocaust related educational opportunities across the Oakmoor curriculum. The richness and diversity of the curriculum offer is strength of provision. The contributions of History, Geography, RE/Philosophy and Ethics and English colleagues should be noted for their variety and enrichment. A strength of this work is the authentic disciplinary response or lens that the subject areas can bring to Holocaust understanding – and the commitment and active engagement of staff to invest in the Centre's specialist CPD.
- **A Holocaust education curriculum audit,** or mapping document, was submitted at the start of the Beacon School programme, along with a copy of the pre-Beacon School year existing scheme of work (Year 8). Considering these documents, including the school's Beacon School application form, it is evident just how far developments in Holocaust education have come at the school. Despite this progression, it is pleasing that Mrs Sutehall, Mrs Conley-Harper and colleagues remained reflective and ambitious enough for ongoing development beyond the review visit and re-designation process. There is a clear commitment to this being an ongoing journey; an evolutionary process. Both Mrs Sutehall and Mrs Conley-Harper spoke repeatedly and independently of their determination to ensure the Quality Mark process was not in itself a *'tick box exercise'*, rather seeing Beacon School status and Holocaust education playing a critical role in shaping the school's *'shared vision'*, of becoming further embedded in curriculum and practice, that it would pivotally build a *'legacy'*.
- **Aligned to the Living Difference locally agreed syllabus, Judaism is not currently taught explicitly in KS3 at Oakmoor – though RE does make significant wider contextual and innovative contributions to existing Holocaust provision.** This review notes, that this was recognised as a current deficiency or lost opportunity by the Lead Teacher within the pre-review documentation and SWOT analysis. Mrs Sutehall is in ongoing conversation with the Head of RE to ensure a unit on Judaism is developed in the future, or that wider SMSC contributions can be made to address this gap within pastoral time, enrichment days, assemblies or through DEI agendas. Such collaboration would undoubtedly enrich students' understanding of pre-war Jewish life, culture, beliefs and traditions – religious and secular – which will make an important contribution to students' cultural capital and personal development and underpin the student's later study of the Holocaust. This review actively encourages this development to ensure Oakmoor students have a rich understanding of Jews as a living and vibrant, diverse community and not simply encounter them in their curriculum as 'victims'. It is key to quality Holocaust education provision and practice that young people come to appreciate the void, and all that was lost. In this way, RE and History department collaboration can be innovative and creative and both distinctive contributions can ultimately improve student outcomes regards the Holocaust, both academic and holistic. This will be an invaluable addition to curriculum provision for Holocaust education. If RE can potentially speak to some of this through exploring Jewish diversity of belief, practice and identity, this would

hugely inform students' understanding of the devastating impact of the Holocaust on the Jewish community – but the RE curriculum is robust and subject to constraint, so a whilst a new RE scheme may not be desirable or possible, given the various constraints, specialists could input and inform its coverage via the SMSC wider whole school curriculum.

- **Placing the lives and culture of pre-war Jewish communities at the heart of studies** is significant given the Centre's national survey of student knowledge and understanding revealed most students within the Centre's national survey knew Jews were the primary victims of the Holocaust, but most had little understanding of who these people were, why they were persecuted and murdered. Even after studying the Holocaust, only 37% of young people knew what the term 'antisemitism' means. Student explanations often rested on misconceptions about who the Jews were rather than on where anti-Jewish ideas had come from. Many of the young people surveyed incorrectly believed that Jews made up a large proportion of the German population during the 1930s. Only 8.8% correctly identified the pre-war Jewish population to be less than 1%.<sup>1</sup> Despite the many strengths of the Oakmoor Holocaust scheme of work, just 8.1% of the 86 students who participated in the UCL knowledge survey knew how small the German Jewish population was before 1933 – thereby, how can they truly appreciate the significance of the lies told of the community, the hate and scapegoating manifested against the population, or indeed the influence of the propaganda, if they fail to understand the size and scale of the population impacted, much less how this may differ from the Jewish communities of other European countries of the time – or indeed since?
- **Antisemitism:** whilst nationally, only 37% of young people correctly identified what the term 'antisemitism' meant from a multiple choice survey question, 88.4% of the 86 Oakmoor students who took part in the UCL 2022 research findings, knew what antisemitism was – this speaks to impact of the teaching and learning about the Holocaust at Oakmoor – but also reinforces the need to champion a student friendly and consistent understanding of the word, but also work to do to understand its evolution and diversity historically. As noted in the EBIs – which there was strong Oakmoor recognition of the term within the context of the multiple-choice survey, it is notable in work scrutiny and in the student voice panel understanding of the term varied significantly. Indicating work still to do in terms of securing consistency in understanding and application of the term, both historically and in contemporary context. Relatedly, that 86% of Oakmoor students who participated in the UCL survey, as compared to national figure, recognised the definition of 'genocide', which speaks well of Geography and RE work, regards the Uighurs for example, and exploration of contemporary incidents of identity-based mass violence.
- **Time constraints are paramount in any school and curriculum demands are high; but the primary Holocaust scheme does speak to many key themes and responds to the research.** It provides a clear rationale for the approach undertaken and uses its time effectively for a meaningful study; not attempting to cover everything but giving adequate time for key elements of the learning. That said, were there one thing to suggest finding a way to include – whether in the scheme of work or in other aspects of the curriculum offer – it would be some legacy component. What is missing is a follow up or sense of whether life can go on (for those who survived the Holocaust) in the first instance, or indeed, the Holocaust imprint on the modern world today, on the Jewish community

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<sup>1</sup> For summary findings please see: <https://www.holocausteducation.org.uk/research/young-people-understand-holocaust/key-findings/>

and on their collective psyche/sense of identity. Or indeed a reflective opportunity to explore the diversity of Jewish life in Britain today or indeed in the local area. Might this align to British Values, Citizenship, SMSC or DEI agendas in school? Could it be an opportunity for a pastoral project, an Art or RE opportunity if not possible to fit into the primary History scheme? If this was something you could include then Leon Greenman's story seems to provide a useful continuity given he is the hook at the start of the course. Materials on 'surviving survival', legacy and post war life – including links to the far right and fascism – this lens may also provide a powerful safeguarding, citizenship and PSHE opportunity given his experience of right-wing extremism, denial and distortion.

Our Quality Mark review process confirms Oakmoor's School's quality provision for and evolving specialism in Holocaust education. Holocaust teaching and learning (and its emerging opportunities for genocide education) **is** contributing to a curriculum that informs, engages, empowers, and inspires its learners, resulting in impressive outcomes.



### Quality of Holocaust education, pedagogy and practice

- **The quality of Holocaust teaching and learning, and the outcomes for Oakmoor School students, particularly, but not exclusively, within Humanities, is strong.** UCL research, classroom principles and materials are evident within its provision: preparation, pedagogy and practice. Significant thought, time and careful planning has gone into a rich Holocaust offer that sits within the Humanities year 8 curriculum and taught cross the summer term.
- Oakmoor's '**The Holocaust**' scheme of learning is informed by the UCL Centre for Holocaust Education pedagogy and educational principles: humanising the history, respect for victims, foregrounding testimony, no/limited use of atrocity images, challenging misconceptions by open research (various UCL teacher/student studies) and a focus on good historical skills and concepts such as inference, interpretation, and chronology. Personal stories are a strong feature of Oakmoor's Holocaust scheme of learning, and students found trips and enrichment opportunities such as to the Jewish Museum or IWM London, particularly compelling.
- **Oakmoor School's developmental journey continues to be built upon a constant pursuit for research informed, quality and impactful teaching and learning.** The lessons observed for the purposes of review bore a variety of hallmarks of quality 'teaching', rather than specifics of quality teaching about the Holocaust. Across lessons based on UCL materials, British responses to the Holocaust (Why didn't we help? Lesson 6) and Striving to Live/resistance (Why didn't they fight back? Lesson 7), a variety of teacher talk approaches, quality questioning, opportunities for reflection and a range of literacy strategies and UCL pedagogical principles demonstrated confidently. Students were, for the most part, attentive, actively engaged and their responses spoke to a range of secure prior learning.
- **Throughout the Beacon School year the Lead Teacher actively engaged** in the mentoring and reflective process to refine and develop a strong scheme of learning: this speaks to her professionalism, integrity and commitment to curriculum design and effective teaching and learning. Mentor Dr Andy Pearce said:

*'Throughout her time on the Beacon School Programme, Anne demonstrated exemplary professionalism, dedication, and focus. Whether the occasion was a mentor meeting or a live online session for the cohort, she was always fully engaged and forthcoming with her ideas. She was also very keen to learn from others and wholly committed to her own professional development. Indicative of this was the evolution of her SOW, which, over time and following input from the BSP and myself, shifted in focus to become much tighter, more relevant to her school's wider context, and more open to student ownership of their learning.'*

- **In the context of the emerging scheme of learning,** Dr Pearce noted:

*'Since submitting your draft Scheme you have revised the overarching question from 'What was the Holocaust and can an understanding help prevention', to 'What should we know about the Holocaust?' This change has certainly worked to tighten up the Scheme, giving it a clear sense of direction. The revised question also encourages students to take ownership not just of the learning process, but of the contents of their learning – the 'knowledge', what*



*they come to 'know'. In the outlining of your Scheme you do a really good job of positioning it – but also the Beacon School programme more generally – within Oakmoor's particular context. Your own aspirations for the programme not only chime with the ambitious tone of the school, but also look to positively change the wider community in which the school sits. This is very ambitious, of course, but it is also very much possible: especially given the way you envision the student booklet working beyond the classroom, and the broader school initiatives you have been pursuing as part of the programme. The Scheme itself has coherence, and a natural ebb and flow. The capacity for students to progress in their learning is built well into the sequence of the lessons and allows for students to construct up a sound and secure knowledge base about what the Holocaust was.'*

In addition, Dr Pearce recognised **the strength and importance of enquiry questions**. He stated:

*'A particular strength of all your lessons is that they have a specific enquiry question. This ensures that the lessons themselves had distinct parameters and it gives them focus. Moreover, the construction of a scheme with – in essence – eight interlinked, but also distinct, enquiries works well towards the purpose of building up knowledge. All the lessons contain a good blend of different types of media and activities. The exercises students are to undertake are purposeful, and all suitable for the purposes of the lesson. They create ample learning opportunities.'*

- **The students Holocaust scheme of learning booklet** – content aside, evidently rooted in UCL materials (though significantly adapted for accessibility reasons) and a focus on UCL research informed key themes– revealed itself to be a strength for unexpected reasons! The student's booklets are specially sent home to parents at end of the unit – unlike any other booklet, scheme of student work at the school. It is a deliberate invitation to invite/encourage conversation and shared learning at home. Within the student voice panel, this was talked about with a great source of pride. Anecdotes from home learning conversations were shared, and it was a reference point for their reflections on their learning journey: the impact of this booklet, and the small but usual step to arrange for their being sent home, should not be under-estimated.
- **Commitment to quality provision for and experience of Holocaust teaching and learning.** The centrepiece of Oakmoor Schools strength in Holocaust education continues to be built upon the foundation of its constant pursuit for quality teaching and learning, its investment in people, regard, and respect for the subject matter and understanding of both the cognitive and affective impact upon learners. Mentor Dr Andy Pearce

*'...had the pleasure of visiting Oakmoor in the summer of 2022, where I was made extremely welcome by Anne and her colleagues. I saw first-hand how students were responding to the new approaches that Anne was implementing in her school and it was a delight to see. I think it is a measure of Anne that she made the effort to travel all the way up from Hampshire to join us at our IWM Beacon School anniversary event; that she did so, only made the objective of the evening - the celebration of our Beacon School teachers - only more apposite.'* This Quality Mark reaccreditation review confirms Dr Pearce's words: Oakmoor's Holocaust education provision, its quality teaching and learning is strong and

evolving: a powerful contributor to a curriculum that informs, engages, empowers, and inspires its learners and supports wider school improvement.

- **Access for all.** It was clear throughout the review process that the college and its staff take duty of care, safeguarding and its statutory and non-statutory obligations for vulnerable learners seriously; this includes SEND students and a commitment to access and opportunity for all.
- **Teacher talk.** The Quality Mark accreditation process revealed a difference in the amount and type of teacher talk deployed during study of the Holocaust; with references to students being ‘less talked at’, less didactic approaches. This is a revealing trend. The dominance of teacher talk, directed **at** students, is often control and content driven, whilst teacher led learning is typically framed with the teacher primarily talking **to** pupils. Instead, Holocaust education at Oakmoor has adopted the Centre’s approach of maximising opportunities for student owned learning made possible when the teacher talks primarily **with** students. The ratio of teacher talk was varied not static, clearly impacting student perceptions of how they were encountering the Holocaust in school and often spoken about in terms of a positive change in pedagogy and classroom experience.
  - Students link the framing of teacher talk to the type of learning taking place; for example, group discussion work enabled greater opportunities to talk **with** the teacher and effectively a chance to learn together. Students experienced a learning environment filled with ‘choice’, where a variety of options were presented, and students controlled or took ownership of the direction of their learning or of the form their learning outcome would take. The change in teacher talk within context of Holocaust education meant more meaningful questions could be asked and explored, whether in one to ones, paired, small group activities or in class debates. These insights are revealing, and it is this reviews suggestion that those responsible for developing teaching and learning across the college look to consider the implications of teacher talk and questioning openings. This could be an area for ongoing CPD and a chance for Mrs Sutehall and her colleagues to share best or innovative practice within their own departments, or across the school, or indeed a chance for small scale action research in terms of its impact upon student outcomes via assessment or other tracking/monitoring.
  - Oakmoor teachers can unpack complexity through talk. Much of this is due to skilful explanation. It was clear from lesson planning documents, the scheme of work/learning and related Quality Mark documentation that teachers were successful in making complexity accessible by breaking down explanation within Holocaust work. The History scheme of learning, and quality of Holocaust teaching and learning across the schools ensures complexity is embraced and that simplistic, reductive answers where possible are avoided. Evidence suggests teachers routinely checking students’ understanding through talk and effective questioning, intervening, when necessary, with notable impact on learning and outcomes.
  - Teachers involved in Holocaust education at Oakmoor, extend the learning by asking students for detailed explanations, rather than accepting simple short answers. Staff clearly have effective techniques for involving all students in discussion work, thereby successfully

challenging students, expanding answers and clarifying and developing the understanding as the lesson or learning series progresses.

- The variety of teacher talk stance evidenced throughout the review process is significant in terms of sharing best Holocaust pedagogy and practice more widely, for it has generic teaching and learning relevance. At one level, Mrs Sutehall and colleagues have a declared interest – students understand the Lead Teachers passion for Holocaust education and colleagues rightly recognise her specialism – but at times colleagues adopt the role of a neutral facilitator (*enabling the learning to unfold, posing questions, impartially empowering students to discover and uncover the significance of the toy themselves, for example, through a layered approach*). While it might appear common sense that teachers should be neutral, indeed in line with teachers’ standards and principles of classroom ‘impartiality’, the reality is that this is almost impossible to achieve. For this reason, it may be better to aim to take an impartial stance. However, teachers will always reveal our perspective through the tone we use, the language we use, body language – curriculum choice, text/sources used, narratives told all reveal the power dynamic at play, no pedagogic decision is value free. Neutrality is difficult to achieve, particularly if teachers have very strong views on a topic or are emotionally invested; so, it is always worth reflecting on your stance – are you, colleagues within your departmental team, neutral or advocate and what are the challenges and opportunities for either position? After all, as survivor Elie Wiesel wrote:

*“We must take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented. Sometimes we must interfere. When human lives are endangered, when human dignity is in jeopardy, national borders and sensitivities become irrelevant. Wherever men and women are persecuted because of their race, religion, or political views, that place must - at that moment - become the centre of the universe.”*

- Reality dictates that in many schools, teachers are expected to present the official view. In some cases, this can be very useful, providing teachers with a foundational position to present to students. There also will be times when students’ views need to be challenged and teachers should act as devil’s advocate—particularly when the class appear to hold the same view. In this case skilful teachers can deliberately inject controversy to ensure that students are exposed to a wide range of perspectives. In talk with individual students or with small groups, Oakmoor colleagues play this role too, challenging prevailing opinions within the context of Holocaust education and seeking to present an alternative view. However, there is always a need to be careful not to present extreme views solely to provoke, and conversely not to present so many alternative interpretations that students are confused, overwhelmed or believe almost ‘anything goes’.
- Most telling through the review process was efficacy of using teacher talk when deployed as ally – this was most revealing in terms of the classroom

teacher essentially showing support for an under-represented, unpopular interpretation, or indeed by validating an under confident students view: perhaps in regards to a 'quiet', underconfident, student encouraged to actively engage and participate in the lesson – such encouragement results in noteworthy confidence building, oracy, engagement and ultimately, progress and achievement. Key to this success is Oakmoor staff ability in relationship building and their awareness of the 'room', ensuring these students, other SEND or vulnerable learners in classroom feel safe and empowered to engage and contribute– and the recognition of their Oakmoor teacher's as 'allies'.

- This speaks to students recognising integrity and care and consequently that plays itself out in the classroom where all students are prepared to try in lessons, as they've an advocate, champion in the 'room' who believes in them and has the highest respect for and expectation of them. To ensure progression and holistic flourishing the authenticity of these relationships is vital for building trust at an individual, class, school and community level, Oakmoor colleagues recognise this and work hard to deliver it every day to every student. It speaks to the principles of respect, empathy and inclusion, to strong relationships and a regard for both duty of care and investment in emotional literacy and wellbeing.
- **Quality questioning.** Having seen a range of Holocaust teaching and learning across the Humanities Department there is an appropriate balance between closed and open questioning. When open questions are deployed within context of History, teachers are seeking longer, perhaps '*many*', '*possible*' answers. At their most effective, students are provided 'thinking time' to force students to think and give reasons or justify their answers. By encouraging equal teacher/student participation in the learning conversation, more opinions and ideas can be explored; this demands and helps develop student and teacher listening skills.
  - Where closed questions are deployed, they quickly and easily elicit fact, single word or short phrase answers. The questioner controls the 'online'/'remote' classroom conversation to test current knowledge, recall and basic comprehension of the learning.
  - This review found questioning strategies and outcomes in Holocaust education lessons to be effective in the lessons observed. Effective questions are key to teaching for understanding. The Centre recognises that students cannot be given understanding by the teacher, rather students develop their understanding by comparing their previous experiences with what they currently know, feel, and are living. This review confirms, that where teaching leads to good or better achievement, skilful questioning and varied used of teacher talk encourages pupils to develop deep and rich understanding. Oakmoor students' experience of and engagement with Holocaust education is fostered principally through effective questioning and this is essential to evolving student understanding.

- Teachers recognise when student has not yet contributed to a lesson, with talk that notes '*... X, you've been a bit quiet so far in the lesson, so I will be coming to you next...as would love to hear what you think*'. Such forewarning ensures that student X contributes, but provided time to prepare, again evidence of creating the conditions in which all learners thrive and participate, an environment of high challenge but low threat – even when online.
- Questioning with Holocaust related schemes challenge students existing thinking and encourages reflection. *e.g. 'why would you say 'A,B,C'?*' The quality of such Holocaust related questioning results in an answer that creates change.
- The review saw range of evidence related to effective 'minimal encourager' skillsets utilised in Holocaust teaching and learning. It demonstrates Oakmoor staff draw upon a range of simple but effective strategies for encouraging students to 'keep talking'. Within the classroom when the Holocaust is being explored you can expect to see that accompanied by use of *nods, eye contact and the verbal cue of 'go on...'*. As questioner and facilitator, Oakmoor teachers signal their active listening skills, whilst being non-judgemental, implying no agreement or disagreement necessarily, whilst at other times making a personal observation and connection to act as an ally to a student or vulnerable, disenfranchised voice, or offer an alternative viewpoint. Where Holocaust learning is most evident and effective, this approach enables students to take control of the learning conversation in the classroom and, at times, has potential as a mechanism to extend student thinking – the class dialogue becomes open and warm, and a true learning conversation because of the classroom culture, expectation and the strength of relationships established over time.
- Questioning that is paced such so as active listening to the answer is necessary for all learners is a key feature of Holocaust teaching and learning at Oakmoor.
- Questioning is often progression linked or framed to capture AfL at Oakmoor. There is a routine and expectation for thinking discussions within the Holocaust T&L classroom context.
- Questioning that encourages higher order thinking was evidenced throughout the review process. Questioning and teacher talk ratio assures pace and facilitates quick and effective challenge to students and addresses misconceptions. Skilful questioning sees open, closed and targeted engagement, allowing constant assessment of pupil's understanding, vital to understanding and demonstrating progression.
- There is a recognition that young people's questions are '*seeds of learning*' within the Holocaust learning classroom. When reading, students are encouraged to self-question '*stop and ask yourself questions... that will help you make sense of the text*'. Teachers spoke of urging students to reread passages of text (to self or others/paired reading) to check understanding of to identify if more information or support is needed to understand/comprehend.

- Where questioning is at its most effective within Holocaust teaching and learning at Oakmoor, it is directly linked to the planning; clearly demonstrating clarity of teaching purpose and understanding of progression through careful targeting.
- Holocaust related questioning at Oakmoor is purposeful. This review finds that it serves at least three functions; eliciting information, building understanding, and encouraging reflection:
  - Eliciting information to confirm – this was most evident when teachers used their questioning for recall and clarifying knowledge. Teachers at Oakmoor use direct questions to establish expectations (*for example, 'Did someone get a different answer?'/ 'Can someone else offer another view? 'X' do you agree with what 'Y' said?' Can anyone help 'Z' expand or develop her answer?'). Student voice revealed the use of questioning to connect learning by eliciting prior experience, this was especially evident in their reflections.*
  - Building understanding through probing questions enables the Holocaust to be explored appropriately. Such questions are being deployed across the scheme of work/learning to help construct or build new understanding. This is enabling learners to express their ideas in alternative ways. This promoted students' 'learning to learn' attitudes when thinking about the Holocaust, 'as historians' – with a distinctly disciplinary lens.
  - Encouraging reflection as teachers seek to provide opportunities for students to deepen understanding. Centre pedagogy is clearly encouraging students to access and consider multiple perspectives, and at its best, modelling and enhancing evaluation skills by challenging students to think critically and creatively.
- We found a range of evidence that points to questioning, instruction and teacher talk to be purposeful and effective; has reason, focus and clarity, and that engaged student feeling, as well as thinking.
- The quality of questioning with the scheme and across the Holocaust related curricular and provision, encourages, expresses, and fosters genuine curiosity; behind every question there must be an intention to find out/discover/explore or answer.
- Questioning is part of an ongoing dialogue which involves relationships between speakers. Teacher-talk and questioning is supported by tone and non-verbal signals that demonstrate interest and builds a relationship within the classroom that is collaborative and supportive.

- A strength implicit in all Holocaust related curriculum planning and evident throughout the review process is the impact and clarity of teacher talk, particularly regards instruction, much of which at Oakmoor bares the hallmarks of Rosenshine's principles of instruction. Often lessons began with a stimulus image ('ordinary things') and new material is presented in small steps accompanied by lots of quality questioning in which teachers checked comprehension and student responses. The pedagogy mirrors the Centre's 'authentic encounters' approach and Mrs Sutehall and colleagues present activities and use a photograph to ensure understanding, before class, group or independent work begins with regular checking for misunderstanding, myths or misconceptions, to obtain a success/progression rate. When appropriate, Oakmoor teachers have the confidence to pause the lesson and provide more scaffolding, revisit key concepts and deploy additional modelling to consolidate understanding and support mastery. This 'I do, we do, you do' approach empowered students during the lesson: at the beginning, when new material was being introduced, the teacher had a prominent role in the 'I do' phase, in the delivery of the content and modelling the approach. As lessons develop and students began to acquire the necessary new information and skills, the responsibility of learning shifts within the scheme and individual lessons from teacher-directed instruction to student-led processing activities. In the 'We do' phase of lessons' learning, Oakmoor humanities teachers model, question, prompt and cue students – Holocaust education, like all good learning, becomes a collective endeavour; but as students move into the 'You do' phase towards the end of a lesson or sequence of lessons, they become more self-reliant, applying what they knew to independently complete or attempt the task at hand: resulting in skilful demonstration of progression and confidence within a learning episode/lesson.
- **Pedagogical integrity.** The Lead Teacher has encouraged and enabled disciplinary and professional autonomy and integrity. Oakmoor staff continue to feel empowered to embed research informed pedagogy and practice, concepts and learning opportunities whilst maintaining core curriculum content and disciplinary integrity – as a result, the Holocaust provides a hook, link or lens to revisit prior learning, develop current learning or signpost to future learning. This learning, irrespective of discipline, is imbued with a regard for historical accuracy, a respect for the victims and survivors and the needs and context of Oakmoor's learners.
- **Research informed, pedagogically sound Holocaust curriculum.** Whilst the Holocaust SoL is annually reviewed and refined, it continues to include a range of UCL Centre for Holocaust Education materials.
  - Oakmoor's approach to Holocaust teaching and learning is consistent with the pedagogical principles of the Centre. For example: an abundance of individual narratives are used, within the lessons observed and across the scheme, including witness testimony. This is a powerful way of engaging students and opening questions and humanising understandings of the



Holocaust. It is also a clear vehicle for supporting literacy across the curriculum – a variety of effective strategies and exemplar practice was witnessed during the review process.

- Staff can and are reflecting carefully on what constitutes an ‘atrocious image’ and carefully consider their ethical use with young people. Little/no use of graphic imagery – in line with IHRA guidance and the Centre’s pedagogic principles regards the ethics of representation, whilst also not denying the evidence and horrific reality of the Holocaust. Teachers at Oakmoor appreciate you can engage with the reality of the Holocaust without traumatising; an intrinsic respect for the learner and for people in the past.
- Oakmoor SLT and middle leaders are implicitly and explicitly considering how Bruner’s ‘spiral curriculum’ can be a helpful tool in thinking about how Holocaust education can be delivered to different groups.
- Oakmoor has successfully embedded the UCL Centre for Holocaust Education’s pedagogical principles for Holocaust education. Students and staff affirmed throughout the review process the importance of powerful knowledge – that to know something alone, in isolation, out of context is not enough; rather understanding, questioning and critical thinking are the means to meaningful knowledge, especially of self-knowledge. Broadening and embedding such skills and understanding across a range of subject areas and schemes of learning could help support school improvement through achievement and challenging the progress gap and should be encouraged for the many.
- Holocaust related schemes at Oakmoor **do** include a range of UCL Centre for Holocaust Education materials – but there are opportunities where greater use could be made of the existing suite of Centre materials or even case studies across Oakmoor’s Holocaust related curriculum offer, to support a range of disciplines/subject areas.
- Oakmoor School is research-informed regards its Holocaust teaching and learning and has built curriculum and learning episodes to respond to student and societal myths and misconceptions. For example, Oakmoor students do gain awareness of the impact of Nazi persecution and murder upon minority groups such as Roma, Sinti and homosexuals whilst also building knowledge and understanding of acts of resistance from within the Jewish community and minority groups across the Holocaust curriculum and provision offer. This aims to enable students to appreciate the distinctiveness of the reasons for persecution of groups of victims and aspects of their specific experiences and seeks to counter misconceptions highlighted in UCL research briefing 1.
- The Socratic nature of the Centre’s pedagogy, particularly regards questioning, has clearly influenced teaching and learning about the Holocaust at Oakmoor. Such approaches aim to unearth misconceptions and contradictions and at times can cause cognitive conflict or dissonance. Within this tension learners are encouraged to question themselves, their assumption and bias, challenge their initial responses and wrestle with complexity, uncomfortable truths. In this Socratic space can the most meaningful teaching and learning about the Holocaust take place as responsibility for the Holocaust conversations and evolving understanding is both individual and collective within the classroom.



- The Holocaust related curriculum at Oakmoor is increasingly adept, along with teaching staff, at avoiding stereotyping and generalising without acknowledging caveats and nuance. Whilst upholding the teacher standards and fulfilling legal requirements and safeguarding duties, there is little or no pre-packaging of simple moral meaning and lessons, within Holocaust lessons and thus teachers enabling challenge and meaning making, having created a safe learning environment build on trust, respect and strong relationships.
- **Narrative, literacy and personal stories:** Extensive engagement opportunities exist across the Holocaust scheme of learning – beginning with the Gumplich, Voos and Greenman families, but also to explore a range of persecution and Holocaust experiences (pg 9 student workbook). In lesson 7 case study cards – essentially personal stories – are used a hook and means to explore responsibility, perpetration, and a variety of roles within the Holocaust experience. This personalises the history and, as Ms Haga (ECT History teacher) explained, makes big historical concepts of power, accountability, dictatorship, democracy and so on manageable and ‘real’. Humanities colleagues spoke about the power of story to illustrate key conceptual knowledge, bring ‘events to life’ and ensure young people appreciated the significance of events, turning points in the chronology in terms of how they impacted with ‘real people’. It is worth noting, students cited among the significant characteristics of their Holocaust education experience at Oakmoor, that teachers approaches, ‘...the stories, the discussions and activities...made the Holocaust real and not remote’. One student in the student voice panel remarked:

*‘I knew the Holocaust happened, but you know, kinda on the surface...but when we learned about real people it kind of made it more, I don’t know, feel genuine and real...today there is so much noise and fake stuff so even though I knew the Holocaust wasn’t a lie, you have a bit of a doubt, not about it actually happening, but maybe its been exaggerated or summat and you kinda ask how we know its real...but the lessons we did we used evidence and personal story cards and that is a reality check. We looked at testimony and evidence, and when you take it together and have time to discuss it the reality of the Holocaust is even more terrible than what you first knew it to be at the start. ...Its sounds stupid to say, but before I though of the Holocaust as any old history, happening years ago and in black and white kinda, but when you get caught up in the stories and ask who killed Barney you make it colour and like you feel invested in learning more and these real peoples stories... its hard to listen and read them case studies sometimes... and there can me a lot to read and long works, but you want to get to the end and learn what happened to them. I don’t think I would have understood or cared as much if we had just learned about the dates and events as without the stories you don’t get what that history really meant to them, or the chance to think about what it means today...’*

- **Developing literacy and oracy within Holocaust teaching and learning: Reading.** There is a clarity of understanding about the importance and nature of reading – and what students do when they read – among some staff. The act of reading is a complex process combining language comprehension and word recognition; if just one of the strands of brain’s processing for reading is missing or less developed than another, skilful reading is compromised – and so Oakmoor teachers (including within Holocaust T&L) are looking to develop/foster, equip and encourage skilful readers (fluent execution and coordination of word and text recognition). This demands language

comprehension (and this is support by ensuring students draw on background knowledge – facts, concepts, vocabulary – breadth, precision and links, language structures -syntax and semantics, verbal reasoning skills – inference, metaphor and equipped with literacy knowledge of print concepts and genres across the various disciplines).

- This work is embedded in best practice generic teaching and learning at Oakmoor – although some staff, and documentation, reveals varying confidence to articulate *how* they are teaching, honing or developing confident, skilled readers in their various subject areas. Some regard a confident, skilled reader being one who *'adjusts how they read...they don't always read continuously like perhaps when they read a story or novel but might also flick backwards and forwards in a text if they are unsure or are checking own understanding'*.
- Elsewhere a reader is someone who can *'...choose or identify a style of reading appropriate to task or class context... they know the purpose of the reading being asked of them in the lesson, whether its skimming, scanning or reading closely and sometimes that also translates to their recognising different text types...'*
- Some related Quality mark documentation articulated understanding for and examples of types of reading that could/should be modelled – especially, skimming, scanning, close reading and continuous.
- Both within the Holocaust scheme and in generic teaching, Oakmoor colleagues were making effective use of activities to get students to interact with a range of texts. Whether in text marking opportunities, cloze exercises, text sequencing activities or text restricting (timelines, card sorts, testimony narrative) the aim is clear to improve students' reading comprehension and to make them critical readers. Where completed by individual students, pairs or in groups, the disciplinary reading and subject knowledge and understanding is improved.
- Disciplinary reading is encouraged and supported in range of subject areas and across Holocaust teaching and learning experiences. For example – we saw encouragement for reading aloud and reading together, in the observed lessons. We saw extended reading within lessons that invited students to infer and to predict. This use of the 'Being human?' case study cards, layering techniques or 'reveal' of personal stories and use of testimony – where students are asked what they think will have in the text/story/narrative, or to use the clues in the text (along with prior knowledge) to fill in gaps and to draw conclusions of offer hypothesis, was incredibly effective – both as 'good history', but also effective 'literacy across the curriculum'.
- Colleagues understand that whilst good/strong/confident readers gain new skills very rapidly, quickly moving from learning to read in primary contexts to reading to learn, weaker/less confident readers become increasingly frustrated with the act of reading and try to avoid reading where possible. For some SEND students this gap is widened – not least impacted by the pandemic. At Oakmoor, students immersed in Holocaust related curricula often have to read content in academic language, and efforts are made to support SEND and other learners so they can understand key texts, terms and so on. Teachers strive to support

learners with their reading skills by helping them piece together their comprehension (even when the prior knowledge needed for this may be poor – such as vocabulary gaps etc – or less secure). Oakmoor teachers do recognise that active reading is so difficult for students who have little or no background knowledge to draw upon and thus where possible use their data and knowledge to ensure reading is both accessible and challenging (not necessarily tied to age, but stage in their reading), but also through creating a safe space in the classroom for students to ‘risk’ reading aloud, in front of others. Much of that trust comes from creating a climate for learning that is resilient, supportive and values and models reading. During this review we see several examples of this skillful literacy work at play within the teaching of the Holocaust. We would hope such best practice be shared elsewhere across the school.

- **Developing literacy and oracy within Holocaust teaching and learning: Writing.** Within a variety of Oakmoor Holocaust related curricula, the principles of ‘Think-aloud’ strategies are being deployed effectively – namely the modelling of reading practices by teachers/teaching assistants. Rather like the eavesdropping on another’s thinking process, ‘Think-aloud’ approaches see not just the reading taking place, but the reading process itself verbalised – this is valuable as both an instructive delivery tool (reading a given text, extract and so on), but also a metacognitive modelling of readers own comprehension. This approach, or versions of it, models for students how skilled readers construct meaning from a text – e.g., ‘*This made me think of...*’, ‘*So far I have learned that...*’, ‘*I need to re-read that part because...*’, and ‘*I need to use a dictionary/look up...*’
- **Language matters.** Oakmoor staff aspire to using language precisely and expect students to do likewise. This reiterates that language, our words, terms and labels (if we use them) matter and is a possible cross curricular literacy opportunity.
  - As revealed in curriculum planning documents, lesson materials and in student outcomes, Oakmoor staff understanding of the importance of language comprehension, namely keyword or specialist vocabulary, is strong. They recognise the significant role disciplinary terminology plays in understanding of the Holocaust (often in other languages or euphemism: Roma, Sinti, Treblinka, ghetto, ‘final solution’, Arbeit Macht Frei’, Umschlagplatz’). *There is recognition that a learner with good language comprehension but poor word recognition – will benefit from support of a visual stimulus of from hearing text read aloud. Oakmoor students are often given key learning vocabulary for a unit of study in advance, as a glossary or with literacy prompts and supports and there is strong use of dual coding to support learners.*
  - *Reference was made during the review process to increased instances of learners with perhaps poor language comprehension and word recognition, given the pandemic context, and their benefitting from overviews of text to be explored in advance of their peers – in a sense such support/‘pre-teaching’ enables access for all, whilst remaining challenging. This will be of ongoing importance as schools across the country respond to the emerging legacy of the past two years. Ensuring supportive, regular questioning that students can engage with and use complex specialist terms, will remain a priority and can but enhance quality first teaching and learning.*

- **Creativity and innovation:** As Sir Ken Robinson said: *‘The real role of leadership in education...is not and should not be command and control. The real role of leadership is climate control – creating a climate of possibility. If you do that, people will rise to it and achieve things that you completely did not anticipate and couldn’t have expected... Creativity is as important as literacy’*, with this in mind this review commends the work of **the Art and Design Department**. Its contribution to and celebration of Beacon School status across the school is impressive and an area for future fertile disciplinary collaboration. Holocaust related displays, creative art opportunities for students to expressively reflect and demonstrate their Holocaust learning are innovative, informative, inspiring, engaging and stimulate curiosity, pride and relevance: for example, the Leon 110 artwork and poetry. Such school displays *‘matter’*, because they *‘...effectively change the mood of the school or corridor... they aim to create a wow factor or provide a point of reflection, provoke curiosity, awe or wonder... some showcase the students work but visitors, pre-covid, and the students and staff themselves tell us they are impactful, give goosebumps and reflect our values as a school community...’* It is this reviews contention that these school displays and exhibited Holocaust related work are not to be overlooked, rather this reveals who Oakmoor are, the identity, heart, ambition, and values of the school. The visibility of the programme is there for all to see daily, and regularly revised, reframed or replaced to ensure relevance and interest.

It was apparent throughout the review process that pedagogy and classroom practice, in terms of Holocaust education, has meaningfully improved because of Beacon School status. It is also clear from talking to Lead Teacher Mrs Sutehall and her colleagues that CPD input from the Centre for Holocaust Education has moved departmental and wider school practice forward. The lessons observed for the purposes of review bore the hallmarks of quality teaching, rather than just quality teaching about the Holocaust. Oakmoor staff work hard to create a positive learning environment built on trust and strong relationships, combined with responsive students and with a team of gifted classroom practitioners, mean learning can take place that is meaningful, challenging, innovative and risk-taking. The quality of questioning, ratio of teacher talk, critical thinking, interpretation, comparison, and sequencing of learning was exceptional in both planning and delivery, with duty of care for the students, victims, subject-matter evident. Students are broadly willing and able to wrestle with that which makes them uncomfortable, and to apply disciplinary principles to their learning, whilst respectfully humanising a difficult, complex history.

### Progression, assessment and impact

- **The quality of Oakmoor Schools Holocaust teaching and learning can be evidenced in data.** In 2022, after learning about the Holocaust (even within the context of COVID-19 and online learning) 86 students from Oakmoor completed UCL's survey as part of a study to examine the impact of the Centre's CPD programme on students' core knowledge about the Holocaust. Oakmoor students responded to 11 key historical context and understanding questions were contrasted with the data from the Centre's 2016 national study with almost 8,000 students. Centre's researcher, Dr Rebecca Hale's report (2022) for Lead Teacher stated:

#### ***'Recommendations***

*Overall, students at Oakmoor School were far more likely to select the correct answer compared to the national sample, showing the students had developed core knowledge about the Holocaust. This is excellent and a testament to the hard work of the teachers and students at the school. On some questions the difference between the two groups was more pronounced than on other questions, indicating areas where students' knowledge was secure and areas where students were less likely to identify the correct answer. There were several questions where over 75% of students identified the correct answer, which is excellent. Some of the results also reflect misconceptions that appear especially resilient (nationwide), even when teachers have spent extended periods of time covering the material in the lesson. The team at the CfHE are aware of these challenges and plan to conduct targeted research to determine why some misconceptions are so persistent. For example, similarly to the data for Oakmoor School, 'what happened to the military if they refused an instruction to kill' and 'what percentage of the German population were Jewish in 1933', continue to be especially tricky for students across the country to answer.*

- **Identifying and exploring what young people know about the past and how they use this knowledge is not a straightforward matter.** The UCL Centre for Holocaust Education recognises that the use of survey-based, multiple-choice 'knowledge' questions will never be able to address all the complexities associated with uncovering every aspect of students' historical knowledge and understanding of the Holocaust. However, it is vital for students to be able to draw on certain historical knowledge to understand the Holocaust in meaningful ways. Overall, the findings of the national survey, and the Oakmoor comparison survey data, can be used to inform future lesson planning. As outlined in the sections below, it is crucial to maintain and build on this with future cohorts of students and ensure that in addition to being able to answer these core questions, students can draw on this historical knowledge to develop deeper understanding and be able to frame, interpret and make meaning of the Holocaust.

Data generated for comparison from the survey, reveals something of the impact of Oakmoor's Holocaust teaching and learning in the context of knowledge and challenging prevailing myths and misconceptions provides evidence of student progression and speaks to effective pedagogy and practice.



## Findings

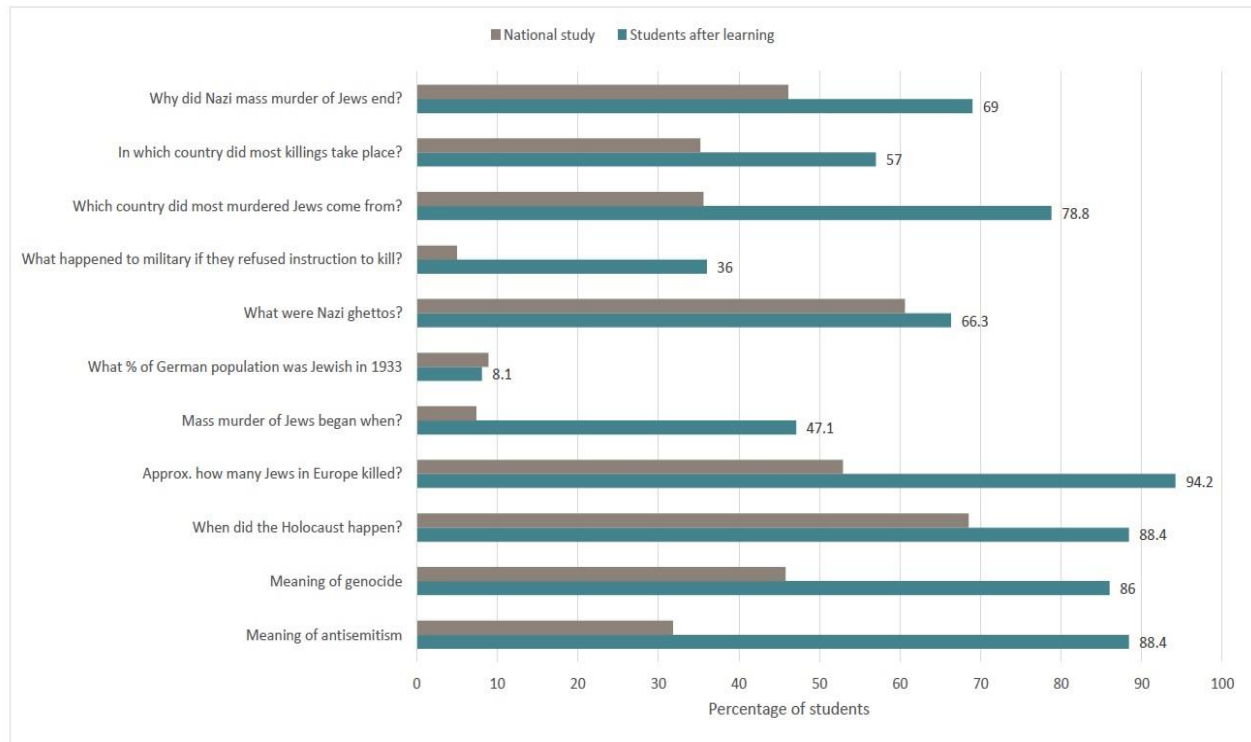


Figure 1: Percentage of students who answered each question correctly (teal bars) compared with the percentage of students in the CfHE's national study who answered each question correctly (grey bars).

➤ *Understanding what genocide refers to*

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

➤ *Understanding what antisemitism refers to*

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

➤ *Understanding the 'spaces of killing'*

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

➤ *Understanding what Nazi ghettos were*

To fully appreciate the scope and scale of the Holocaust, students' understanding of the geographies of the Holocaust should also be underpinned by substantive knowledge of ghettos; the killing actions of the Einsatzgruppen (mobile killing squads that murdered some 1.5 million Jews by mass shooting in the East); and the development of the concentration and death camps. Popular knowledge and understanding of the ghettos has incorrectly framed the nature and purpose of these sites.

To address this, students should understand that ghettos were established in different places, at different times, for different reasons. Understanding this will help students to comprehend how anti-Jewish policy developed over time, and to see that what we have come to call 'the Holocaust', and the Nazis termed 'the Final Solution' (the intended murder of every last Jewish person), was not an aim from the beginning of the Nazi regime, and nor was it inevitable. It was the outcome of choices and actions by a range of individuals, groups and agencies, closely linked to changing contexts as the Second World War unfolded.

➤ *Understanding the timeline of the Holocaust*

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

➤ *The pre-war Jewish population of Germany*

It is essential that students can identify the size of the pre-war population of Germany. This matters because a central plank of the Nazi propaganda was the claim that Jews were a powerful, dominant group in Germany intent on destroying the country from within. Understanding that, in June 1933, just 0.75% (505,000) of a total German population of 67 million was Jewish, is therefore paramount if students are to recognise the absurdity of Nazi propaganda for what it was, and that for all their positive contributions to German society, culture and the economy, German Jews remained a very small and, ultimately, a vulnerable and powerless minority. It is all the more critical in light of the misunderstandings which can arise from misconceptions about the size of the Jewish community in Germany, as illustrated by the Centre's focus group findings. Here, students who overestimated the pre-war Jewish population were more likely to speculate on the role of a large Jewish population being a causal factor for the Holocaust and thus having a sense that Jews themselves were partly to blame for their persecution.

➤ *Understanding responsibility and perpetration*

It is important that students understand that no record has been discovered of any German soldier, police or member of the SS being shot or sent to a concentration camp for refusing to kill Jews, whereas we do have documented evidence that people refused such an order and were simply assigned other duties. This misconception is prevalent in public discourse, and appears especially tricky to address with students. Teachers often find that despite explaining that the police or



military would not be shot, students still maintain this belief. These misunderstandings have important consequences for how students make meaning of the Holocaust. For example, a commonly held and widely articulated goal of learning about the Holocaust is that students should 'learn the lessons of the Holocaust' by understanding how and why people acted in the past. That understanding will be deeply flawed if students incorrectly believe that the perpetrators faced a real risk to their lives if they did not carry out orders from above.

- Engagement with the Centre's Impact Survey provides useful trend metrics to assess impact of the Holocaust teaching and learning at Oakmoor, but it is not the only means to understand progression. **Work scrutiny** reveals pupils can identify significant events within the context of the Holocaust (chronology, timelines, turning points etc), make connections, draw contrasts through insightful and appropriate comparison, and analyse trends within periods – and do make good progress. Mrs Sutehall shared that the current Year 8 (188 students) as a whole, average target is a 5/6. Overall, within Humanities at least making steady progress. 'We monitor this through reports x 3 a year. Each student is given a +, -, = in relation to their GCSE target in that subject. + meaning likely to do better, - meaning not likely to achieve and = means on target.' Evidence from work scrutiny, talk within the student voice panel and in meetings with key staff it is evident that learners progress meaningfully. The collaboration between Lead Teacher Mrs Sutehall and Head of History, Ms Sygrove, has resulted in a disciplinary respectful, robust and innovative scheme of learning that enables all learners to effectively engage with second order concepts change and continuity (cause and consequence; diversity; and significance) informing the types of questions they as historians can ask about past events, people and situations, chronological understanding (providing a structural framework for students comprehending the past) and interpretations of history, which encourages learners to analyse how and why the past has been interpreted in different ways. The sample of student work shared with the review evidenced opportunities to embed and enrich understandings of first order concepts like power, authority, democracy, but also engagement with a range of historical sources, evidence and interpretations. As a result, Oakmoor students are actively encouraged to encounter various perspectives within the Humanities classroom and this surely makes both a disciplinary curriculum as well as a safeguarding, critical thinking and personal development contribution.
- **The UCL Centre for Holocaust Education recognises that progression is not solely to be understood as cognitive:** whilst Oakmoor students can use historical terms and concepts in increasingly sophisticated ways – in written work and demonstrated in oral contributions – so too is their emotional literacy and their ability to reflection, shift their own thinking and perspective – and their encounter with the 'other'. The Year 8 workbook supporting the Holocaust scheme evidences this powerfully – with regular opportunities for students to reflect on their learning (*'I have learnt that...'*) and how they *feel* about that learning – this has elicited some incredibly insightful, moving and compelling student sharing and speaks to progression in a holistic sense. This review again takes this opportunity to commend Mrs Sutehall, and colleagues for the development of this resource and approach – which is both academically robust, but also recognises, celebrates and draws upon the affective domain. Whilst such progression cannot be tailor to a colour code or numerical grade, this learning and development is recognised and valued by Oakmoor staff and was clearly understood as important by students themselves: in the **student voice panel**, students were able to articulate how their knowledge and understanding of the Holocaust had improved, but also how some had misconceptions challenged by the scheme, how some of their assumptions were

based on prejudice or ignorance, or that now through this learning the Holocaust felt *'more real'* and the stories, case studies and history now was more present and relevant.

- **Oakmoor students are genuinely interested in and enthused by teaching and learning about the Holocaust, as well as other genocides and human rights issues.** In short, they 'enjoy' studying these subjects, and want to know more. This can only be the result of good teaching practice, which – of course – is itself dependent upon curriculum design, adequate training, and strong leadership, to name but a few prerequisites.

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

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

- **During the review evidence presented that showed students to have high levels of respect for each other.** We recognise the review had limited access to classes – but feel it worthy of note that all students, encountered (particularly in context of student voice panel) held themselves appropriately and, in every case, were wonderful school ambassadors (this is especially notable given the online nature of the review visit, where they engaged safely using e-safety protocols, with confidence, warmth and respect). It is clear the school has high expectations for learner’s behaviour and conduct and there was a sense from most students that these were applied consistently and fairly. This review finds most Oakmoor students are actively engaged in their Holocaust related learning, but a few remain passively compliant. Criticality and independent thinking is fostered in some learners; where this is most effective it is thanks to a teacher’s ability to unpack complex or challenging issues through sound explanation and good questioning – thereby students are working hard and actively engaged in their learning, but for most learners there is greater passivity and more reliance on teacher support, rather than stretching themselves. Moving forward a priority for Oakmoor SLT and middle leaders should be to ensure behaviour *for* learning is consistently expected and to consider and challenge and reach those of their learners who are passively complying, rather than actively engaging to thrive and flourish with self-efficacy and resilience.
  - Students encountered during the review process exhibited largely positive attitudes and demonstrated learning habits that embraced their educational or training opportunities – including for Holocaust education provision and experience. They seemed committed to their learning, knowledgeable about how to study effectively (being resilient to setbacks and taking pride in their achievement), but also thoughtfully aware of some key Holocaust education pedagogical principles that underpin their learning. Some did note other students could be a little negative or passive in their learning, but felt this was less likely regarding Holocaust teaching and learning.
  - Letters and parental/career communication prior to, during and when Holocaust work booklets are sent home, all create an expectation of student behaviour, engagement and speaks to creating a culture for respectful learning.
- **Relationships, emotional literacy and wellbeing.** Oakmoor staff do not shy away from feelings of discomfort and the disquiet that may emerge when and where they will in teaching about the Holocaust. School staff were found to be concerned to make every effort to ensure that *‘Whilst it is unavoidable that learning about the Holocaust will rightly be upsetting for some if not most, and evoke feelings of rage, anger, incredulity, great empathy, it should never be traumatic or exploitative of suffering. Students must feel safe and supported in their study of the Holocaust. They must feel confident to ask questions and have plenty of opportunities to share their thoughts and*

*apply their learning*'. Students confirm this to be so: they do feel emotionally supported, intellectually challenged and safe to explore this history. There is a climate of what Mary Myatt terms *'high challenge and low threat'* in the Oakmoor Humanities classroom, which is based on creating the conditions in which learners thrive, feel safe; thereby encouraging teaching for depth and impressive student outcomes, both academic and holistic – this review was focused on specific areas of schooling, and limited in scope, but we have no reason to suppose this observation would not be true elsewhere across the school.

- **Duty of care.** There does exist a tension between the clear principle of Holocaust education providing demanding, rich and challenging work (understood at the college as entitlement for all) and a duty of care sensitivity. In many ways the UCL Centre for Holocaust Education's pedagogical approach can creatively engage with this tension, particularly in it recommending a story, object, or personal story as the 'hook' to engage learners or introduce complex concepts – this approach is now embedded within Holocaust related schemes of learning and beyond. This review recognises the duty of care concerns that both Mrs Sutehall and Mrs Conley-Harper raised throughout the process regards Year 8 students engaging with this challenging and complex, emotionally demanding subject matter. Oakmoor School staff make every effort to ensure that *'...whilst it is unavoidable that learning about the Holocaust will probably be upsetting for most, it should never be traumatic or exploitative of suffering. Students must feel safe and supported in their study of the Holocaust. They must feel confident to ask questions and have plenty of opportunities to share their thoughts'*. Student voice feedback confirms this to be so. Students do feel emotionally supported, intellectually challenged and safe to explore this history. The previous point regards inconsistency in Holocaust definitions from Year 8, was not made to suggest students were not able to cope with the subject matter per se, rather it confirms some Oakmoor staff's concerns regards maturity and emotional literacy (particularly given the context of the pandemic and our growing understanding of its impact) – but this should be considered carefully alongside student voice input to be outlined later regards their capacity for encountering the Holocaust's 'reality'. It is evident in the powerful introductory remarks of Mrs Sutehall and Mrs Moral in the students workbooks that a respect both for victims, subject matter, students and each other is at the forefront of consideration – this has explicitly manifested itself in the adaption of pedagogical principles that are both research informed and pedagogically sound (no use of atrocity images for example), but also rooted in an ethical practice – there is also recognition of the value of ongoing discussion at home and the importance of empathy, self-reflection and care, along with a link to expectation of respect across the scheme. Colleagues may also like to consider if some of this thinking regards imagery, pedagogical principles or ethical and empathetic guidance is rolled out and similarly modelled and experienced in the context of other potentially challenging, sensitive or controversial histories?
- **Safeguarding and civics.** Students today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust, the prevalence of fake news, power of conspiracy theories, myths and misconceptions. Oakmoor are aware of the urgent need to equip students with substantive, conceptual and disciplinary knowledge about the Holocaust, as well as the capacity for critical thinking to weigh truth claims made about this complex and traumatic past. As part of wellbeing, behaviour and ensuring safety, Oakmoor continue to recognise the necessity to develop critical thinking, independent thinking to prevent radicalisation, denial, endangerment in all senses, and the need to promote positive values, provide counter narratives and reinforce both rights and responsibilities to self and others. Holocaust education continues to play a valuable role in this vital

work and offer valuable learning opportunities to develop these life skills. In the local context this is highly recognised, vital work, and Beacon School status continues to make a considerable contribution to these enriching and vital opportunities for those who are perhaps otherwise most vulnerable or exposed to the threat.

- **Media literacy and safeguarding.** Given the vulnerable nature of some learners in an ‘alternative facts/fake news’ era, attempts to increase students’ ability to interrogate sources (not accept at face value), identify bias, think for themselves, develop criticality are of vital importance. It is key to safeguarding, as well as to students’ ability to engage in the world of work; not be at risk (in any sense); and to become active, responsible global citizens free from harm or exploitation. Holocaust education, through the History scheme and the wider personal development approach of Oakmoor, makes a significant contribution to safeguarding.
  - Such an approach helps with the school’s fulfilment of the Prevent duty, the FBV agenda and feeds into aspects of the school’s personal development programme, encompassing PSHE, SMSC and wider holistic and social skills across the curriculum. Oakmoor’s pastoral system and personal development work means that students are regularly exploring modern British culture, considering their rights as UK citizens, local, national, and global environmental concerns and developing themselves as individuals during assemblies or in class time.
  - Young people today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust. Therefore, we need – as Oakmoor middle and senior leaders recognise - to equip students with substantive, conceptual and disciplinary knowledge about the Holocaust, as well as the capacity for critical thinking to weigh truth claims made about this complex and traumatic past. Thus, as part of wellbeing, behaviour and safeguarding commitment to ensuring students leave the school as informed, empathetic and active citizens, Oakmoor colleagues understand the necessity to encourage and develop critical and independent thinking to prevent radicalisation, denial, and endangerment in all senses; and the need to promote positive values, provide counter narratives and reinforce both rights and responsibilities to self and others. Whilst it is entirely reasonable and indeed, necessary, to provide young people with ‘unbiased’ coverage of the contemporary world, such as in the current affairs programme, we must also navigate carefully that space as educators whereby, not all views are equally valid or acceptable. Oakmoor colleagues may like to familiarise themselves with the 2013 IHRA working definition of Holocaust Denial and Distortion.<sup>2</sup> This may prove to be a useful policy support for tackling wider safeguarding and media literacy concerns.
- **‘Reality’ and atrocity images: as referenced previously, there is a balance between respect and duty of care, age or stage appropriateness and so on – but student voice offered insight into a range of opinion that may further hearten but also challenge colleagues thinking - Pupil voice revealed learners trusted their teachers wouldn’t use ‘...dehumanising images to shock or upset us’,**

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<sup>2</sup> See: <https://www.holocaustremembrance.com/resources/working-definitions-charters/working-definition-holocaust-denial-and-distortion>

*'...they really respect us, care about this history, the victims and survivors'* and maturely reflected upon issues of representation, importance of provenance and intent of images, but also noted:

- *'...I don't want to be protected from the horror of the Holocaust's reality and horror, but I guess I think there are lots of ways to come to understand that and atrocity images is just one way... I prefer how Mrs X has shown us the horror in what she didn't share with us, in the personal testimony or documents we looked at or even in the silence...'*

Another said:

- *'...I've seen graphic images of the Holocaust in documentaries and on the internet, and my teacher didn't show us those. In a way I agree with that as no victim agreed their photo could be taken in that way and no one would want to be remembered as a body among dead bodies... but I don't think the Holocaust can be kind of sanitised too much to protect us either, as it was horrifying and it was murder on a huge scale so if you are going to teach it you have to be honest... Some people kind of have to see things to believe them, so may be some photos could be used. I don't necessarily agree with a blank ban on the images, but I do think we were taught well and sometimes seeing less makes you think more...'*

This led to an impressive conversation about how the students felt about images and of how the Holocaust was taught – their insights, questions and variety of views were illuminating and capturing or engaging in that may, in future be a departmental or faculty development opportunity. Recognising this history was upsetting, challenging and difficult, students were articulate and in agreement that learning about the Holocaust was *'necessary', 'essential' and '...important to wrestle with, even when its hard'*. One student said: *'...I wonder if you aren't sad, frustrated or angry when learning about the Holocaust if you have really understood it'*. There was a regard for the teaching about the Holocaust that combined cognitive knowledge and emotional literacy, with a religious and civic duty, to learn, remember and to think about action, both individual and collective, because of that learning experience.

- **A safe learning environment that enables freedom of speech and expression, must also preserve truth and evidence.** Holocaust education can play a valuable role in this vital work, such as in claims to deny or minimise the Holocaust. In this way, teaching and learning about the Holocaust offers valuable learning opportunities to develop important life skills and epistemological questions about truth claims and how it is we know what we know. Beacon School related work has made a considerable contribution to these enriching and vital opportunities in which the Oakmoor learners engage, distinguishing evidence, fact or truth claim from opinion or belief.
- **Fundamental British Values.** Holocaust education at Oakmoor plays a significant part in the development of fundamental British Values (FBV).
  - Democracy i.e., students examine democracy and dictatorship in Germany 1918-1939. As a result, students can define democracy and dictatorship. They can give examples of right- and left-wing groups and describe their political views. Students can describe

concepts such as proportional representation and coalition. They can analyse reasons for the growth of dictatorship in Germany

- The rule of law i.e., the contrast between the rule of law in contemporary Britain and antisemitic Nazi legislation and links to contemporary protected characteristics, the Equality Act and school values.
  - Individual liberty i.e., Students examine the impact of Nazi dictatorship upon individual liberty, Nazi rescinding of Jewish rights and persecution of minorities/opponents.
  - Mutual respect and tolerance i.e., Jewish life in pre-war Europe and the rescinding of rights, personal development and UNCRC links and opportunities.
  - In addition, students gain knowledge and understanding of **British responses to the Holocaust** to enable them to gain contextual information and to inform discussions regarding British values. This seeks to counter misconceptions highlighted in UCL research briefing 6.
- **Criticality and curiosity.** Holocaust education plays a significant role in the development of critical thinking skills and enquiry-based learning.
    - Criticality and independent thinking, so championed in UCL Centre for Holocaust Education pedagogy and materials, is an area for ongoing development at Oakmoor. The ‘layering’ of information scaffolds learning and enables students. Key questions within the Year 9 History scheme of work are analytical in focus and enable students to consider issues which lend themselves to the development of critical thinking skills. Middle leaders recognise the benefits of embedding such principles and authentic student led learning opportunities in other schemes of learning and departments, not just for curriculum, academic or cognitive challenge, but also a vehicle for safeguarding. Throughout the review process we found Oakmoor teacher’s and SLT to be keenly aware of need to provide a high level of challenge to the most able pupils, including the most able disadvantaged pupils, so that they reach the higher standards of which they are capable.
  - **Personal development.** In the best schools the mission and ethos of the school is deeply embedded in the curriculum. Such schools do not have a narrow view of curriculum as merely the teaching of a syllabus or academic programme but moreover that it is inclusive of all aspects of a child’s learning experience and development as a human person. Whilst the impact of the school’s provision for personal development will often not be assessable during pupils’ time at school, the ‘curriculum’ provided by schools extending beyond the academic, technical or vocational aim to support pupils to develop in many diverse aspects of life. This review finds that Oakmoor School understands and delivers personal development in these terms. The school’s intent is clear: to provide for the personal development of all, by implementing high quality teaching and learning, values, role models and enrichment opportunities which equip them, holistically for life-long learning, wellbeing and to understand how to engage with society (as local, regional, national and global citizens).

## Leadership and management

- **Ambitious and reflective school and leadership.** Senior leaders and teachers alike are committed to the principle that all learners have the right to access quality Holocaust education. We would like to take this opportunity to thank Mr Hemmings for supporting the Beacon School application and his commitment to Holocaust teaching and learning at Oakmoor – whilst outgoing – he has much he can be proud of regards his time at Oakmoor– not least this Quality Mark achievement. We wish him well for the future and UCL look forward to welcoming and working alongside the incoming headteacher in due course.
- **This review found in Oakmoor School leadership, several indicators of a healthy organisation,** particularly in terms of its values being lived and not laminated. This revealed itself in the welcome and hospitality afforded visitors, both in person and virtually. There was a sense of the school creating a safe space for its community to flourish. There is a shared sense of pride in and gratitude towards the school and sense of belonging to a community.
- **The Headteacher, senior and middle leaders notice the small things and in doing so honour self and individuals whilst valuing the work;** there is in Mr Hemmings and his team recognition that we are *‘humans first, professionals second’*. This means, where necessary, reflective classroom practitioner and school leaders can debate and discuss with radical candour because there is a high level of trust between colleagues, a spirit of critical friends. Staff can take the truth of *‘difficult’* or *‘tough’* conversations, because a professional and wellbeing climate exists whereby the person is distinct from the work. Colleagues throughout the review felt they *‘had a voice’* and would be heard because as in the classroom, SLT had fostered a safe professional space of *‘high challenge, low threat.’*
- **Oakmoor senior leaders have a clear and ambitious vision for providing high-quality, inclusive Holocaust education and training to all.** This is realised through strong, shared values, policies and practice: *‘ambition, courage and excellence’*. Leaders focus on improving staff’s subject, pedagogical and pedagogical content knowledge to enhance the teaching of its Holocaust and genocide curriculum and the appropriate use of assessment. The practice and subject knowledge of staff continue to be invested in and are improving over time. Leaders aim to ensure that all learners complete their Holocaust programmes of study as part of their school ethos, as previously discussed.
- **Of Lead Teacher Anne Sutehall,** UCL Centre mentor Dr Andy Pearce commented:

*“Anne was an absolute pleasure to work with on the Beacon School Programme. Her dedication to developing professionally and to enhancing the provision of Holocaust education in her school was always first-class, and her willingness to think creatively and go above and beyond is illustrated by the progress that has been made at Oakmoor in recent years. Anne’s desire to make learning about the Holocaust more than just a classroom topic was aptly illustrated by the extracurricular activities she has initiated and by her determination to support her colleagues in their own professional development journey.*”



*From an early stage she made no secret of her ambition to achieve Quality Mark status and that she has now done so, is testament to her hard work."*

- Whilst Anne has led and driven the schools' Beacon work – the success of the programme and its impact upon student knowledge, understanding, experience and outcomes, is thanks to a **dedicated humanities team** – whom she is rightly hugely proud of, so it was entirely appropriate upon a successful Beacon School review a delighted Lead Teacher was full of praise for **#TeamOakmoor**: *"We are delighted to have been recognised by UCL for our work on Holocaust Education. The Humanities department and colleagues across the school have worked together to ensure that the students get a thorough understanding of the outcomes of hate and prejudice. I would also like to recognise the continued support of Dr Andy Pearce, who started us on this journey as our Beacon School mentor as well as Dr Nicola Wetherall MBE, a constant guide and support."*
- **The passion, commitment and expertise of Lead Teacher, Mrs Sutehall, is widely acknowledged as the driver of the project**, particularly regards the pedagogical care afforded the subject and her strong disciplinary, scholarly and values driven, civic and humanising approach. She is quick to recognise the success of Oakmoors's humanities provision for Holocaust teaching and learning is thanks to a supportive department. Her experienced teacher colleagues collectively believe in the importance of Holocaust education, and through engagement and investment in UCL CPD and research informed opportunities have transformed provision and practice. Anne's evolving specialism brings with it opportunities for Oakmoor School to furrow a leading path as a regional centre of excellence. Yet, repute also brings with it expectations and greater scrutiny. In these regards, it is welcome to find that both the school and Mrs Sutehall do not rest on its achievements but strives to further develop as a Beacon School – always recognising areas for improvement, opportunities to partner and enhance provision.
- Colleagues buy-in from across the school and with the support of **SLT Link, Claire Conley-Harper**, and in early days of Beacon engagement, **Mrs Moral**, and senior colleagues always underpins successful and sustainable Beacon Schools. It was evident throughout the review that senior and middle leaders understood the potential rich benefits of integrated curriculum opportunities for Holocaust teaching and learning in supporting ongoing school development. Claire stated: *"We are delighted to have achieved the Quality Mark for Holocaust education at Oakmoor School. This work is such a valuable part of our students' curriculum, their understanding of the world and their personal development"*.



### Commitment to CPD, networks and research

- **The regard for and level of access to, continued professional development is outstanding.** The Lead Teacher, with SLT link support, has fought hard to secure a range of opportunities to lead, develop and support staff in the delivery of Holocaust related curriculum and learning. That investment in continued professional development speaks to the leadership and a recognition the school cannot meet its bold and brave curriculum intent (curriculum connectives) and aspiration/expectation for quality outcomes for learners (its Holocaust teaching and learning), without investing in its people, formally and informally.
- **CPD plays a central role in ongoing school improvement;** a teacher's appraisal right to developmental growth and investment, but also key to recruitment and retention. That Beacon School status facilitated and embedded Holocaust education CPD as an integral element and participation has been embraced and valued at Oakmoor, not simply as quality specialist support for teachers teaching about the Holocaust, but for providing research informed best pedagogical advice and practice.
  - In terms of Holocaust teaching and learning, the school have embraced the notion that provision and opportunity does not solely lie with history – as such, CPD opportunities have been provided across the college, because it is understood, disciplinary lens' can enrich Holocaust knowledge and understanding, that as a whole school approach the impact of such work can be most lasting, valuable and enriching, and that within the CPD there is both generic and specific learning for colleagues (which support efforts to drive school improvement), and potentially *'feeds the soul'* or *'develops our staff as people and reflective practitioners'*. Non history colleagues who have engaged in various Centre CPD opportunities have reported to Oakmoor senior leaders that they *'felt included and valued for their contribution'*. Others were initially surprised to be invited and *'...didn't see what it had to with me or subject...'* but then felt or saw a *'jaw dropping'*, *'realisation in the session that this related to me...very, very powerful.'* This seems to have been key to ensuring a collective spirit of endeavour as the school embarked on the Beacon 'journey' – Mr Hemmings, Mrs Moral (in initial Beacon year), Ms Conley-Harper and Mrs Sutehall deserve much credit for this vision, commitment and insight, as it has gone a long way to securing sustainability and a sense each teacher, subject and faculty has an investment in this project.
- **Commitment to ongoing professional development and engaging in research informed practice.** Partnership with UCL Centre for Holocaust Education in its role as mentor and critical friend has been continued to be rewarding, positive and productive. Colleagues have, since embarking on the Beacon School 'journey', 'looked forward to' annual training and embraced online CPD opportunities, especially in the context of the pandemic. Staff are *'enthused'*, *'intrigued'*, *'curious'* and *'absorbed'* by the history and there remains an openness and desire to ensure the subject matter is respectfully handled, appropriately challenging and meaningful, authentic, and truthful, whilst accessible and engaging for all learners. Engagement with UCL research and pedagogy continues to inform, inspire, and enrich Oakmoor classroom practice – the Beacon School project continues to be instrumental to staff and college engagement with wider academic and educational research, and ensures there is much within Holocaust provision and practice that is cutting edge

and exemplary. It is clear from the pre-accreditation documents submitted that UCL Centre for Holocaust Education pedagogic principles *'opens eyes'* and profoundly shapes and influences teaching and learning. Evidence submitted to this review found numerous examples of UCL's research and pedagogy footprint. The History SoL reflects this in its use of slow reveal, in the quality of questioning and explanation and recognition of the need to identify and tackle prevailing myths and misconceptions as part of teaching with curiosity, challenge and embracing complexity.

- **It remains clear that commitment to ongoing, research-informed specialist professional development opportunities, underpins the contributions of Oakmoor's success:** whether via the Centre's online, self-guided UCL CPD, 'live' online modules, the MA or MOOC, or in terms of wider reading, Oakmoor School continues to invest in its people, and its reflective practitioners look to embrace courses and opportunities that will enhance knowledge, confidence and skill, provision and professional practice.
- **Research informed.** Teaching and learning about the Holocaust at Oakmoor has been significantly influenced by the 2016 findings of the UCL national student survey and research findings in terms of appreciating young people's myths and misconceptions, but also illuminating regards the shifting cultural influences which contribute to that understanding, and how many students are now exposed to a degree of Holocaust education at primary school. The Centre do not consider the national findings in the context of teachers or students failing, rather a result of the *'common knowledge'* of the Holocaust which circulates widely within British society today, and the wide acceptance of myths and misconceptions about this complex past. Popular culture is full of representations of Hitler and the Nazis, a shorthand for 'evil' now so common that people widely believe they know about the Holocaust without having studied it – but Mrs Sutehall and colleagues History Holocaust scheme of work is going some way to tackle such simplistic understandings. We know that nationally students' ideas appear to draw heavily from that popular culture. This is borne out by the certainty with which many students held incorrect ideas about the Holocaust. Wrong answers in the Centre's survey were not just guessed at: often students said they were confident that they were correct; so, providing a scheme of work/scheme of lessons that is responsive to internationally recognised research is both empowering and innovative.
- **Growing local reputation, emerging specialism and willingness to share best practice.**
- **Lead Teacher's support for colleagues.** It is abundantly evident that Mrs Sutehall has a passionate commitment to ensuring quality provision for and experience of Holocaust education for Oakmoor's young people, but within that Anne has understood that that is necessarily underpinned by support and investment in people – her faculty and wider school colleagues. In the teacher Quality Mark focus groups, staff in a range of departments and school roles spoke of the support, sign-posting, emerging specialism and growing confidence she offered them: *'Anne's absolutely committed to this and goes above and beyond to ensure I am supported, confident, comfortable and able to tackle this'*. Another colleague said: *'... as a non-specialist, teaching about the Holocaust is daunting... I wanted to do it well, but was sure I wouldn't do it justice... but Anne gave me the time and space as I taught it'*. Mrs Sutehall's support for colleagues in this regard takes a variety of forms but includes the innovation of a 'Teachers support pack', securing school Padlet access for staff completion and engagement with '6 things', careful staff pairing and more – all of which takes time, and again, Anne would be well placed to do more of this important developmental work (not just in

the faculty, but in other departments to enrich and support their Holocaust related curriculum connectives), were the school able to be creative and innovative in the work-loading for Anne – or affording her some time to take her Quality Mark Lead Teacher role in this direction in the future with a PPA or equivalent to ensure this on-going investment in people, not just to improve Holocaust teaching and learning, but enhance a range of best practice across the curriculum whilst also offering specialist support.

- **Beacon School's: a model of partnership, opportunity and innovation.** Oakmoor continue to regard participation in the UCL Beacon School programme to be important of itself, but also recognised its opportunities to serve other whole school, educational policy agendas and curriculum, such as PSHE. The review evidenced ways in which Beacon School status has supported wider school improvement regards enrichment, SMSC, citizenship and safeguarding. CPD dates for additional CPD or modules can be calendared annually by Mrs Sutehall, Ms Conley-Harper and the SLT, in liaison with UCL Centre's Dr Andy Pearce. This will enable more Oakmoor teachers' access to specialist provision – which can only support quality Holocaust education provision and consolidate school improvement – whilst also enabling network opportunities and sharing of best practice. In addition, the range of UCL online twilights now on offer could also be of interest to colleagues at Oakmoor among local/regional partner schools. All this enables succession planning as the school continues to build a community of practice.
- **Respect for learners.** All work undertaken as part of Oakmoor's Beacon School commitment offers a powerful reminder of need to take young people seriously – as Korczak said: *'Children are not the people of tomorrow, but people today. They are entitled to be taken seriously. They have a right to be treated by adults with tenderness and respect, as equals.'* Perhaps in the context of the COVID period, this is even more telling and resonant?

This review confirms there is a real appreciation for Holocaust education and that Beacon School status has stimulated reflective teaching and learning. Students spoke of the importance of learning about the Holocaust's *'reality'*. Oakmoor students, even if unaware of the Beacon School status, are insistent within lessons that what they understood as the *'reality'* of the Holocaust should not be hidden from them (by that they meant the horror or true nature of genocide and mass violence) and recognise that by learning about the Holocaust, that they be respected by not being given a *'sugar coated version'*. Most students felt their teachers had done a 'very good job' with a 'difficult topic' – and this is best practice that can be shared and further developed through effective ongoing professional development.

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

***Even better if...?***

Areas for future development, further consideration.

- **Consideration to be given to building upon the hugely impressive ‘Curriculum connectives’ by way of mapping a student’s Holocaust education journey.** Many schools are investing time and thought into narrating, visually mapping and articulating a year, subject or key stage journey. Whilst its evident the staff at Oakmoor have a comprehensive understanding of Holocaust related curriculum and opportunities, it was less clear from the students where (beyond their Humanities provision) Holocaust related opportunities existed. Whether a leaflet, poster, perhaps even a display board – communicating the learning experiences for students, visitors and perhaps parents and carers would raise awareness and build sense of expectation. It would also serve to reinforce the importance of the schools Beacon status within the school’s culture and community.
  - **Opportunities to enrich the DEI curriculum through Holocaust teaching and learning (and genocide).** Whilst significant and highly impressive curriculum thinking is taking place and the curriculum connectives a real strength of existing provision, colleagues may like to consider that whilst whole new schemes of work may not be necessary or desirable to achieve the whole school culture and approach you strive for, how might the DEI lens provide opportunities to ensure Jewish life, voice or cultural contributions be recognised and celebrated? For example, is there a Jewish artist, musician, sports person/team, scientist, linguist, or author who could be a case study or acknowledged in varied disciplines? The story of the SS Monte Rosa/HMT Windrush could be a story/case study could bring geography/migration links, combining key historical narratives. English might explore scenes from *‘Dr Korczak’s Example’*, MFL an extract from *‘Un ac de billes’* or music the experience and perspective of Alice Sommer-Herz *‘The Lady at Number 6’*. These are included here merely as suggestions for consideration but may be useful in short-, medium- or long-term plans – likewise consideration of pursuing the UNICEF Rights Respecting Schools status which would highlight and support the schools right-based approaches and engagement with the Stanton ‘Ten Stages of Genocide’
  - **We would recommend continued reflection and ongoing discussion regards maximising assessment for learning or formative assessment opportunities across the Holocaust scheme – but also across departments** to understand how students’ rich experiences via the curriculum connectives are supporting cognitive, skills and SMSC outcomes. What new whole school learning might result or this reveal that would be beneficial internal dialogue and CPD?
  - **Student voice was largely positive and informed:** Oakmoor students, although initially quiet and reticent, were found to be articulate, informed, empathetic and engaged. Student substantive knowledge and use of subject specific terminology sound. But how might student insights be more broadly captured and learned from? The students are the school best ambassadors regards the impact of Holocaust education so is there a way to harness that or support student leadership in this area.
- As middle leader, Lead Teacher and, in partnership with your Humanities Team and SLT link, **revisit Mentor Dr Andy Pearce’s notes regards your scheme of learning**, in particular, think about:

1. *'Your SOL intent of students' applying their knowledge of the past to today, could perhaps be surfaced more explicitly in the Scheme's overarching question. 'What should we know about the Holocaust?' is a question which raises another – namely why should we have this knowledge. You could add this onto your overall question by simply adding 'and why'. This would not significantly alter the direction of the overarching enquiry you are looking to conduct.*
  2. *If you wanted to add urgency to the overarching question you might consider alternatives to 'should': so, for example, 'What do we need to know about the Holocaust?'*
  3. *Your overarching question clearly invites students to provide an answer – to indicate what they think 'we' should know. You might think on whether you could factor this in to the final reflection task. Currently, the task gives them ample space to respond to their learning, but it does not direct them to necessarily think on the enquiry question; either as they reflect, or as part of the 'output' of reflection.'*
- **As in many schools across the country, there is not yet common use and understanding of the term antisemitism**, for example, as defined by IHRA's Working Definition of Antisemitism<sup>3</sup>. Whether adopting IHRA's or another simplified definition, a consistency in message would be useful both for substantive reasons but also for safeguarding and policy. Perhaps this is something the students can themselves work on - an agreed school wide definition via the student council, parliament or other student voice forums – in doing so various myths and misconceptions can be identified, explored and addressed and you move the community forward in terms of a consistent understanding of what antisemitism means, in the same you might have for homophobia or racism. The RE departments contribution to this work could provide a template or structure for such learning opportunities given their comparing and contrasting antisemitism to islamophobia. Raising staff awareness of antisemitism, and its diverse history as well as contemporary manifestations would be an important first step: direct staff to the Centre's 'Nazi antisemitism: where did it come from?' CPD course or explore: <https://www.osce.org/odihr/120546>
  - **Terminology, language and vocabulary matters:** in a similar vein to the above, this review noted among some students encountered, a variety of understandings of the term Holocaust. Some students used the Holocaust interchangeably with genocide, few presented an understanding that was uniquely based on the Holocaust as a singularly Jewish experience, whilst others presented the Holocaust as effecting a range of victim community groups. This is not problematic given a range of historians, academics and well-respected global Holocaust programmes have differed in their use and understanding of the term. However, potentially suggesting the Holocaust is all-encompassing, or even so encompassing a phenomena as to have lost specificity or distinctive meaning, could be problematic and impede learning or understanding – an agreed definition may be necessary. Where that may be the case already, some work needs to be done to secure the specificity of a) the Jewish experience, but b) to recognise and validate the experiences of those persecuted by the Nazis. It is apparent from this review, that the lesson plans and aims and intended outcomes for these sessions is to capture students' initial thinking regards the term, and present a variety of evidence, case studies and interpretations – it may be that with Year 8 students this level of complexity and nuance comes too early, that in some sense students may fail to see the wood from the trees with so much information available. It could be that the definitions students come to at the end of the

<sup>3</sup> See: <https://www.holocaustremembrance.com/node/196>



unit of work do indeed demonstrate key historical skills in their analysis, but you may need to consider a basic definition – or even core elements of that basic definition that you as teachers, department or even as a school adopt. This is something Mrs Sutehall and others may reflect upon in coming years, hone and refine accordingly – or could be that a diversity in interpretation and analysis is precisely part of the scheme’s intent. This point is merely raised for the school’s internal considerations as part of your ongoing commitment and development of Holocaust education provision. It may also be linked to wider, innovative engagement with RE and Geography to address genocide since the Holocaust and possible genocides ‘today’.

- **Continue to ensure the Lead Teacher’s developing specialism is recognised and acknowledged** through the school’s Appraisal/performance management system. This could be a formal identified target, or – minimally – a standing agenda item for discussion/recognition at the appraisal meeting and review. Is there an emerging role for the Lead Teacher across the region, within independent sector, history partnerships to advocate for Holocaust education and share best practice?
- **Consider succession planning.** Beacon school status resides with the school, not the Lead Teacher, so it is essential to ensure that the principles and opportunities are shared widely so should Mrs Sutehall leave, Oakmoor School will have a group or individual ready to step up and continue this important work. Being mindful of all schools’ risk in changes to personnel (national issues regarding recruitment and retention) could be crucial to sustaining and further developing the strong and evolving Holocaust education provision and opportunity that Oakmoor currently provides, so what mitigations can be actioned? Similarly, what steps can be taken to ensure the incoming headteacher/principal continues to advocate, champion and support Beacon School status and a commitment to quality provision for and experience of Holocaust teaching and learning? What steps can Mr Hemmings, and named SLT link, Mrs Conley-Harper take to ensure the incoming head is briefed and engaged in Oakmoor’s Beacon status and ambition for the future?
- **Secure and develop governor expertise and engagement:** What steps can the incoming Head, SLT and Lead Teacher do to develop links within governance – and how could a governor’s engagement both support and celebrate best practice but also cultivate ‘critical friendship’, accountability and encourage innovation and development to the Lead Teacher and colleagues as your Beacon School status evolves?
- **Commit to ensuring Beacon School status is referenced and retained in the school’s Improvement Plan** and documentation for the duration of the Quality Mark Award. Including the status in the schools’ plans serves to help protect the development and reflection time; embed and share best practice as indicated during visit. This could be as a stated target, or as an example or reference point regards holistic aims.
- **Inevitably, educational policy decisions, increasing pressure on time, curriculum development challenges, floor standards, specification changes and examination outcomes, are potential threats and considerations for any school to navigate and manage: in terms of Beacon School and Quality Mark schools, how best to embed and future-proof Holocaust teaching and learning?** Mitigation planning and innovations are possible, can and should be considered as part of whole school strategic thinking. At Oakmoor, loss of key staff in the Humanities Dept, whether in terms of internal promotion/progression or staff turnover would be particularly impactful – so what

strategies could/should be in place to ensure this work is secure and sustainable? Whilst recognising the tight demands of teaching loads, staffing and the precious commodity of time – this review recognises the value of time or space for the Beacon Lead Teacher to embed research informed practice, support staff, innovate or indeed commit to the administrative and logistical work necessary to build and retain networks, arrange visits, trips and CPD. Where possible, whether weekly, devoted time, or am/pm termly dedicated time and space for the Beacon Lead to plan and reflect, would be an invaluable support and recognition of the not inconsiderable work, effort and commitment of Mrs Sutehall. This was recognised within the SWOT analysis as something that would be much appreciated and valued; and itself signals the value of the work she is undertaking, alongside a variety of curriculum and whole school roles. We would encourage any gestures and commitments of this nature, however infrequent to support the Lead Teacher to ensure Beacon status is maximised and its potential contribution realised.

- **Continue to embed CPD opportunities in conjunction with UCL Centre for Holocaust Education within your professional development calendar.** Aim to schedule at least one CPD event linked to Beacon School status a year to ensure capacity and critical mass opportunities across the school. This will ensure a thriving hub is focused upon Oakmoor School and go some way to embedding the 'Beacon' 'culture' across the school and be a means to open eyes that other departments can offer a disciplinary distinctive lens to Holocaust teaching and learning. The UCL Centre for Holocaust Education stands ready to assist with ongoing CPD opportunities and specialist support.
- **Be better at showcasing your evolving specialism in this area** – you have far more strengths than your SWOT analysis showed – so, use the schools' website, twitter and parental newsletters or local media to 'shout about' this Quality Mark achievement, and thereby use that opportunity as a catalyst to raise awareness of the importance and impact of Holocaust education.



### Concluding remarks:

The Centre commend all at Oakmoor School for their evolving innovative and engaging provision and practice in Holocaust education, their desire to embed research informed practice, commitment to ongoing professional development, pastoral care and safeguarding, civics and leadership – their pursuit of values of ambition, courage and excellence is lived, not laminated.

Becoming a Beacon School at any time, is a significant undertaking at any time – to do so at a time of global pandemic, and to pursue, successfully within a context of a tough and ongoing post-pandemic world, and a time of immense challenge and stress within the education system, it is even more impressive and commendable. Successful accreditation to our 22<sup>nd</sup> Quality Mark, Oakmoor School, is testimony to sustained hard work and innovation.

Quality Mark Reviewer, Nic Wetherall concluded:

*“Whilst promoting and embedding quality Holocaust teaching and learning in schools and classrooms, is difficult, challenging, often uncomfortable, important and vital work, this successful Oakmoor School Quality Mark process offers a timely reminder of what a school, a teacher, and a community can do. It was a pleasure to see all that has been achieved to date, but also refreshing to hear reflective, ambitious and innovative educators consider next steps to ensure provision and practice continues to meet student and community evolving needs. Many congratulations to all involved.”*



Report by reviewer, Dr Nicola Wetherall MBE, July 2023.

## Appendix

Oakmoor School SWOT analysis submitted by Lead Teacher Anne Sutehall in advance of the Quality Mark Review, a document that informed several key review conversations.

### STRENGTHS of Holocaust Education at Oakmoor

- All Hums staff have been trained in teaching, and are now into their 3<sup>rd</sup> year.
- All Hums staff teach the subject the same way using the same resources to ensure that every pupil gets a consistent experience
- Student booklets are used effectively and will be sent to parents after the unit to engage in discussion if possible
- Holocaust teaching is a whole school task. Using the curriculum connectiveness document, you can see that currently MOST of the school have links to the teaching
- HMD2023 was commemorated with our evening ceremony for the first time which was amazing
- SLT have been supportive of the work we have done
- We have engaged in other secondary schools to support their Holocaust work
- We have followed up the teaching with a visit to a museum for all years to date. In 2021 we took Yr9 to the Jewish Museum and in 2022 we changed and went to the IWM and the Holocaust Galleries
- We have also taken Yr10/11 to Krakow/Auschwitz in Feb 2023 and February 2020, The planned next visit would be Feb 2025
- In 2023 we have our first outside speaker coming to talk to Year 8 at the end of their Holocaust Unit. We have used GEN2GEN and are excited about this new development of the Unit.
- Considerable preparation beforehand including letter to parents has meant that Year 8 generally are focused on what they are learning about and behaviour is mostly good
- Staff at Oakmoor engaged well with the CPD, Authentic Encounters. I have planned the second session '6 things' and it is on the school Padlet for access, Staff have been asked to complete this over the next 7 weeks, possibly during gained time.
- CPD for new staff includes Holocaust Education: we explain what we do, how we do it, how to be involved.
- Where we have new Hums staff, we ensure that they are prepared well. Those less confident are paired with an experienced teacher and learn from them



## **WEAKNESSES of Holocaust Education at Oakmoor**

- Individual behaviour can be a challenge at times. We have developed ways to deal with this
- Range of abilities and prior knowledge depends on engagement with their History lessons pre Holocaust teaching
- Mixed ability teaching is always a challenge!
- Need to support less experienced teachers which means other teachers give up free time to co-teach
- Whole school curriculum not entirely completed
- RE does not specifically cover Judaism but links with another religion
- Need to ensure that the History Yr8 curriculum is taught at the right pace through the year to ensure that Yr8 have reached Nazi Germany and the rise of Hitler to give them some prior knowledge of German politics



## **OPPORTUNITIES for Holocaust Education at Oakmoor**

- Start working with other Chichester Trust schools to develop programmes there. They are all Primary so this would need consideration
- Outreach to other secondary schools that would like support
- Want to expand the teaching into 10 hours next year to be able to incorporate some more ideas. We have considered and agreed as teachers to lose another lesson from their curriculum time
- HMD2024, would like to have more departments involved next year as well as more students
- We are rapidly increasing school size. Over the next couple of years we will be reaching 1200 with new buildings being planned and built. Whether this we make our planning more difficult is yet to be seen but it could. One the other hand it can be seen as an opportunity! More young people going through our Holocaust programme!

### THREATS to Holocaust Education at Oakmoor

- School has not found any time or recognition that we have totally transformed Holocaust Education at Oakmoor. It will be difficult to carry on with a lot of the work we want to achieve without some support regarding time. Especially outreach and supporting other schools.
- We are rapidly increasing school size. Over the next couple of years we will be reaching 1200 with new buildings being planned and built. Whether this we make our planning more difficult is yet to be seen but it could. One the other hand it can be seen as an opportunity! More young people going through our Holocaust programme!
- There can be a lack of empathy among students. This is due to their limited background/family life/lack of cultural capital
- Keeping school staff motivated to do CPD and involve the Holocaust in all areas
- Time to keep resources up to date and being able to prepare assemblies, events, trips and speakers