

Report findings:

UCL Beacon School Quality Mark review, Oaks Park High School Feb 2024

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.

Oaks Park High School became a UCL Beacon School in 2022. In Feb 2024, it became the twenty-third school to be accredited as a Quality Mark UCL Beacon School. I offer them my very warmest congratulations.

Nicola Wetherall MBE
Feb 2024

Oaks Park High School in context:

Oaks Park High School (OPHS) is a mixed, 11-18, comprehensive school situated in Newbury Park, Ilford. The school community includes over 1800 students, with 19% of these students being FSM and 65% being recognised as EAL. The student body is 47% Muslim and 22% Christian. The most recent published Progress 8 score placed OPHS within the well above average bracket, with 59% of students completing the EBacc.

Updated from their application data in 2022, the 2024 summary data below, provided in advance of the Quality Mark review, provides some important context to OPHS and the community it serves.

School: Oaks Park High School					
Lead Teacher: Courtney Morton			Email: cmorton@oakspark.redbridge.sch.uk		
SLT link: Salise Hassan			Email: shassan@oakspark.redbridge.sch.uk		
Whole School Data					
Number on Roll:	1832	Number in Sixth Form:	343	Number of teaching staff:	108
P8	+0.59	A8 (school)	51.8	% of students recognised EAL	64.9%
% of students with EHCP	1.5%	% of students with identified SEND need (EHCP or other)	5.6% 171	% of students eligible for PPG	24.82%
% of students eligible for FSM	19.7%	% of students identified as G&T or most able	7.91%	Reading Age on school entry	10-11 approx
*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.					
% BAME	86%	% White/British	14%	% Jewish	0% (3)
				% Muslim	47%
				% Christian	22%
				% Sikh	5%
				% Buddhist	0% (4)
				% Hindu	14%
				% Other	2%
				%No Religion	4%
				%Not spec	6%
Beacon School focus year or target group (for example: Yr9)					
Year Group:	Yr8 September 2023	Number on Roll:	298	Hours spent currently on Holocaust education in primary subject	12 hours
% of students with EHCP	1% (2)	% of students with identified	18% (34)	% of students eligible for PPG	25%

		<i>SEND need (EHCP or other)</i>			
<i>% of students recognised EAL</i>	53.04%	<i>% of students eligible for FSM</i>	19.26%	<i>% of students identified as G&T or most able</i>	9.46%
<i>Reading Age (Av for Yr Group)</i>	13 approx	<i>Subject or primary focus of Beacon School Year (LT)</i>	History	<i>Other possible subject connections/ partnerships?</i>	English RE Anne Frank Trust
Other key information					
<i>Twitter:</i>	@OaksParkHighSch	<i>Constituency MP</i>	Mr Wes Streeting	<i>Teaching School?</i>	Yes
<i>Part of a TSA?</i>	No	<i>Part of a MAT?</i>	No	<i>KS3 provision: 2 or 3 years?</i>	2 years
<i>Have you UNICEF Rights Respecting Schools status?</i>	No	<i>School Type?</i>	Community School	<i>Latest Ofsted (year & grading)</i>	2019 Good

Other key information and links	
Fundamental British Values	https://www.oakspark.co.uk/docs/policies/2023/PSHE_and_SMSc_Policy.pdf
Prevent	https://oakspark.co.uk/docs/policies/2023/Preventing-Radicalisation-Policy.pdf
Safeguarding	https://oakspark.co.uk/docs/policies/2023/OPHS_Child_Protection_Policy.pdf https://oakspark.co.uk/docs/policies/2023/Anti_Bullying_Policy.pdf
SMSC	https://www.oakspark.co.uk/docs/policies/2023/PSHE_and_SMSc_Policy.pdf
Marking/Feedback	Curriculum Leaders to develop models that best fit their subject area <i>(shared at review, re History)</i>
Assessment	Assessment, Recording & Reporting policy PDF <i>(shared at review)</i>
Behaviour	https://oakspark.co.uk/docs/policies/2023/Behaviour_Policy.pdf https://oakspark.co.uk/docs/policies/2023/Disciplinary_Policy.pdf
Teaching and Learning	
SEND and inclusion	https://oakspark.co.uk/docs/policies/2023/SEND_Policy.pdf

Holocaust Education links closely with Oaks Parks High’s whole school priorities: its aim is to ensure staff inspire ambition, broaden horizons, promote civic duty and prepare learners for life in modern Britain. The schools comprehensive SMSC programme is highly effective in promoting the development of student character (confidence and resilience), their physical and mental well-being and building students’ cultural capital. The school’s commitment to Holocaust education is exemplified through whole-staff CPD aimed at addressing and challenging common misconceptions which are found within younger people – but also looking inward to develop staff as people and professionals. Additionally, Oaks Park have introduced a

number of new initiatives to further this commitment within the wider Redbridge borough. These initiatives not only contribute to safeguarding, by fostering a deeper understanding of the Holocaust, but also promote SMSC values by instilling empathy, tolerance and respect. Furthermore, Oaks Park High School's dedication is shown by these ongoing programmes, which are designed to share best practice with others.

This report aims to outline key strengths through 'What went well' – through the lens of Oaks Park Curriculum provision, Education, pedagogy and practice, Progression, assessment and impact, Behaviour, attitudes (wellbeing, civics and safeguarding), emotional literacy and personal development (PD), Leadership and management and Commitment to CPD, networks and research. The report concludes with 'Even better if' – identified areas of suggested development, future opportunities or areas for consideration.

What went well

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

Holocaust education within Oaks Park High School curriculum

The 2019 Ofsted report identified Oaks Park High School offered:

'A well-planned and well-implemented subject programme in Years 9 to 11 ensures that pupils achieve well in GCSE examinations, year on year.'

The report went on to recognise:

'Students in the sixth form get an excellent deal. The curriculum is extremely well matched to their needs and aspirations. The staying-on rate from Year 11, in academic and vocational courses, is high.'

In terms of the two-year KS3 curriculum, inspectors observed:

'Subject leaders have started to review the key stage 3 curriculum. Most think carefully about how to order topics so that knowledge builds on pupils' previous learning and on what is planned next', but went on to suggest 'Although the broad aims of the curriculum are covered over Years 7 and 8, the subject content is not taught in sufficient depth. In practice, this means that pupils learn about key ideas at a rapid rate, without enough time to bed down important knowledge. Pupils choose four options in Year 8 and start their GCSE subjects in Year 9. Although they study a range of subjects, pupils miss out on some subjects in Year 9. Leaders and governors have not ensured that all pupils have the opportunity to study a broad range of subjects, as exemplified by the national curriculum, in Year9.'

This UCL Beacon School Quality Mark review process focuses specifically on provision for and experience of Holocaust teaching and learning, so wider provision is not our focus, but we did find evidence of continued deep thinking and refinement regards curriculum design, especially across KS3. A two-year key stage three is a feature of the contemporary school landscape, and has its strengths and weaknesses. We do know from the Centre's research report 'Continuity and Change: Ten Years of Teaching and Learning about the Holocaust in England's secondary schools', published in 2023, which explored the development of Holocaust education in the decade following its landmark 2009 study *Teaching about the Holocaust in English Secondary Schools: An empirical study of national trends, perspectives and practice* that in some cases, teaching about the Holocaust within history was found to be occurring earlier in Key Stage 3. In 2009, only 4.9 per cent of reported teaching took place in Year 8 (when students are aged 12-13 years) compared to 20.7 per cent in 2019/20.

It is not for this report to comment on the merits of the overall curriculum model schools adopt, but what we can say is that there is an acute professional awareness among the history team and wider colleagues

regards the challenges and opportunities teaching and learning about the Holocaust in Year 8 poses. Colleagues were articulate and reflective in their discussion of both the cognitive and affective impact of such learning (the latter, explored in the context of personal development, safeguarding and duty of care). It also noteworthy that engagement with the Beacon School programme supported and facilitated some of that deep and reflective curriculum thinking, and these conversations are live, vibrant and ongoing within the history team and beyond.

- **The intent and implementation of the History curriculum, and, increasingly, across a range of subject areas, bares the hallmarks of deep thinking, planning, innovation and quality curriculum design.** Considerable time thought, planning and innovation has gone into a rich Holocaust curriculum offer within History 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 audit of provision document submitted as part of this reveal details some significant developments in opportunities to support Holocaust teaching and learning across the curriculum. The **‘Department Links’** work to map, encourage and understand disciplinary contributions provides the powerful framework, with the potential to reveal itself a skilful and significant piece of curriculum planning work. Such mapping tools speak 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. This framework provides a theoretical and pragmatic framework within which the curriculum can evolve and teaching about the Holocaust can thrive, based on careful planning and teacher preparation.
- **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’*. Ms Hassan was clear that at a strategic and SLT level the Holocaust provision and opportunities at OPHS are regarded as vital in the context of exposing young people to the wider world – that it is a human, civic and values focused event, that is aligned to the whole school curriculum intent: connections across and within the disciplinary curriculum, support personal development and a culture of belonging.
- **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 cutting edge 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 wider curriculum/personal development or enrichment offer – it would be some legacy component. Whilst the History scheme ‘ends’ with an exploration of surviving survival (which in part speaks to legacy and impact, particularly on the question of life going on), what is missing is a sense of the Holocaust imprint on the modern world today – perhaps in terms of International Law, human rights, antisemitism, art restitution, art and cultural representation - on the Jewish community and on their collective psyche/sense of identity - or of second or third generation). 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 RS opportunity if not possible to fit into the primary History scheme? It is certainly true, OPHS distinctive focus on Leon Greenman’s story provides a useful continuity given he is the hook at the start of the course and is a presence across the scheme and returned to at the end – but is one individual enough to reveal the political, social, and cultural ongoing impact and significance of the Holocaust? Such an addition, whether within a history scheme or addressed elsewhere, may also provide a powerful safeguarding, citizenship/PSHE or safeguarding opportunity given relevant links to right-wing extremism, nationalism denial and distortion.

- **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 Oaks Park learners. Longstanding partnerships and new opportunities alike are continuing to evolve and adapt and meet student’s needs, expanding horizons, providing both challenge and enrichment to the curriculum but also to pastoral and civic engagement. Examples such as, the Anne Frank Trust Link School Partnership, the King Solomon Holocaust Seminar and Remembering Leon Inter School Workshops enable young people to lead, to collaborate, share ideas and reflect upon the impact of racism, islamophobia, sexism, antisemitism in safe learning spaces. Participation in the local Redbridge Holocaust Memorial Day Service enables young people to actively engage, represent their school and lead in significant civic commemoration, and the KS4 Residential trip to various cities in Germany and the Netherlands offers some OPHS students the chance to travel, apply language skills, and build cultural capital and experience through visits a number of concentration camps and memorials. Such site visits add a further layer to the curriculum offer at Oaks Park. Curriculum time is at a premium and staff recruitment and retention can make ‘time off timetable’ for such workshops, visits, or trips, difficult – that OPHS senior leaders recognise the potential and impact of such opportunities and supports staff to learning experiences possible, speaks to a culture that recognises Holocaust education for its wider contribution to personal development, curriculum provision, enrichment and indeed values and culture. In challenging times in schools, where budgets and resources are precious, such a bold and sustained commitment to partnerships, networks, and opportunities to collaborate should be recognised. Thank you, Ms Hamill and colleagues for supporting this work.
- **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, in a relatively short period of time. Despite this deep thinking about curriculum progression, it is



pleasing that the Lead Teacher, SLT link 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 Miss Morton and Ms Hassan 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'*, making a meaningful, enriching and impactful learning experience to OPHS' young people.

- **History curriculum:** Oak Park's 'What happened to Jewish people in Europe between 1933 and 1945' scheme of work/learning is informed by the UCL Centre for Holocaust Education pedagogy and educational principles: humanising the history, respect for its Jewish 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. In terms of Curriculum planning – the development of such a strong, distinctive, and locally relevant History scheme of learning is a significant departure from previous scheme. Miss Morton and colleagues time and professional dialogue, expertise, passion, and disciplinary skill is evident in across this scheme (documentation is robust, detailed, and clear), that they remain 'working documents', speaks to a school and departmental culture of regular review, professional discussion, refinement, and best practice.
- **Drawing upon local history connections and making the history relevant is a particularly strong and innovative feature of provision.** Use of local history and regional storytelling – such as the Leon Greenman thread - humanises the history and makes the scheme innovative, relevant, engaging and builds the contextual narrative across the scheme in a powerful and compelling way. Student voice, and anecdotal reflections by OPHS teachers, confirm that this educational 'hook' is a powerful and memorable learning strategy, one that students invest in and respond to meaningfully.
- **Aligned to its locally agreed syllabus, Judaism is currently taught explicitly in KS3 at OPHS – and Religious Studies does make significant wider contextual and culturally significant contribution to existing Holocaust provision.** This review notes, that unlike in many Beacon Schools, students enjoy the benefits of a collaboration between History and RS which undoubtedly enriches students' understanding of pre-war Jewish life, culture, beliefs and traditions – religious and secular. The Year 7 and 8, Judaism: the beliefs and practices, identity and Evil and suffering each serve to make an important contribution to students' cultural capital and personal development and underpin the student's later study of the Holocaust. This key foundational work goes some way to ensuring OPHS 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, RS 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. It was evident from the student voice panel, foundational knowledge gained in RS supported understanding in the history Holocaust scheme. Pupils showed a good level of religious

literacy; were able to speak about worldviews, theology and philosophy confidently, with wisdom and sensitivity, aligned to the stated intent of RS at Oaks Park – one might though look at secular Jewish identity too and seek to explore opportunities to celebrate contemporary diversity of Jewish identity and experience.

- **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%.¹ Despite the many strengths of the OPHS Holocaust scheme of work, just 25.7% of the 106 students (albeit even this is above national average) 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? It is also noteworthy that students do struggle to explain why the Jews were targeted (and to distinguish between religious or racial explanations of antisemitism and the Nazis anti-Jewish hatred) and why atheistic Jews, or those who had converted to Catholicism years previous for example, were not exempt their ‘Jewish’ fate.
- **Antisemitism:** whilst nationally, only 37% of young people correctly identified what the term ‘antisemitism’ meant from a multiple choice survey question, 97.2% of the 106 OPHS 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 the school – but also reinforces the effectiveness of literacy and key term work undertaken at the school, and efforts to champion a student friendly and consistent understanding of the word, but also where work is still required in order to understand the terms evolution and diversity, historically. As noted in the EBIs – whilst there was very strong OPHS recognition of the term within the context of the multiple-choice survey, it is evident in work scrutiny and in the student voice panel that understanding of the term antisemitism varied significantly, indicating work still to do in terms of securing consistency in understanding and application of the term, both historically and within a contemporary context. Relatedly, that 76.2% of OPHS students who participated in the UCL survey, as compared to national figure, recognised the definition of ‘genocide’, which speaks well of Geography and PSHE work, regards the genocide of the Tutsi in Rwanda, the Uighurs for example, and exploration of contemporary incidents of identity-based mass violence around the world.

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

- **Other curriculum (subjects):** The Departmental Links document identifies a variety of disciplinary focused opportunities for students to experience Holocaust related educational opportunities across the OPHS curriculum. The richness and diversity of the curriculum offer is strength of provision. The contributions of History, Religious Studies, English, MFL and social science 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. In those subjects where ‘green shoots’ of Holocaust teaching and learning is evident, the Holocaust is not merely bolted-on, nor is it shoehorned into programmes of study for the sake of it. Instead, teachers give care and thought to how they can teach about the Holocaust at appropriate and relevant moments, in a way which does not compromise subject disciplinaryity but instead capitalises on disciplinary distinctiveness.
- **Inclusion in Oaks Park Supercurriculum:** As part of their Supercurriculum students in Yr9 have the option to become Greenman Ambassadors, where they spend time reflecting on their work in Yr8 and going into the wider community to share his story with others. This builds upon and extends young people’s engagement with Leon from the Yr8 scheme and supports oracy and leadership, civics and confidence – as students apply their learning and can reach out to their community through this locally relevant opportunity. Such enrichment projects that harness and apply Holocaust teaching and learning to the wider world, also enables students to demonstrate knowledge and understanding through their talents, innovation, and creativity. The Supercurriculum allow ensures the burden of Holocaust Education does not fall solely to History of the devoted scheme – we recognise curriculum time is precious and not all themes, concepts or stories can be covered or to the depth we might desire – so a Supercurriculum provides that enrichment and inter-disciplinary perspective that can also drive passion, a love of learning and foster new aspirations.
- **Reaching out across and beyond the curriculum:** Primary liaison/transition and networking opportunities – reaching out and forging connections with feeder schools and partners will, in the medium to long term, benefit Oaks Park. Outreach focusing on the Kindertransport and the experience of Anne Frank offers Yr6 students key foundational or contextual knowledge linked to the Holocaust, but also builds upon concepts of discrimination, prejudice, persecution, refuge. Whilst UCLs Centre for Holocaust Education work is focused within the secondary domain, we recognise increasingly such topics are addressed by KS2 age students and that when delivered well, these can enhance experience and outcomes for learners addressing the topic in KS3. That Oaks Park is facilitating this opportunity speaks of their desire and willingness to share best practice, reach out and partner. It also places the Lead Teacher in a position where primary colleagues can be supported and as a source of guidance. *(It is worth noting that the Centre is currently embarking on a 3-year research informed bespoke Kindertransport project, so there may be opportunities Oaks Park partnership work with primaries in this area could/might support that developmental process).*
- **Marking HMD as a whole school community:** In 2023 the school community spent Holocaust Memorial Day week remembering the millions of people murdered during the Holocaust, under

Nazi Persecution and in subsequent genocides in Cambodia, Rwanda, Bosnia and Darfur. Students across OPHS took part in events/activities to reflect on the 'ordinary people' theme.

- **'Theme of the Week'**, students spent their tutor considering why it is important for us as a community to mark Holocaust Memorial Day. They paid particular focus to Leon Greenman, a British citizen who survived 18 months in concentration and labour camps and made a promise to tell his story to the world - which he kept upon his return to Ilford after liberation until his death in 2008.
- Year 12 History students visited the **Interschool Holocaust Seminar** at King Solomon High School. In the session they heard from Hephzibah Rudofsky, the daughter of Holocaust survivor Lady Zahava. They heard a powerful and moving story of her family, who remarkably all survived Bergen-Belsen concentration camp through a combination of luck, perseverance and unshakable hope. Oliver said it was *"especially powerful seeing the range of artefacts, which made the whole session even more real"*.
- A group of students took part in the **National Literacy Trust** webinar with author Tom Palmer and Holocaust survivor Mala Tribich. Elina commented on the session, *"I found it interesting to listen to the experiences of Holocaust survivors, the conditions they were forced to live in and how this has impacted their later life."*
- Throughout the week, students engaged with the lives of different victims of persecution across the curriculum. This allowed students to engage with the theme for Holocaust Memorial Day, **'Ordinary Lives'** and to understand how ordinary people became victims of genocide.
- Staff were encouraged to engage with the Holocaust Memorial Day Trust's **'Light the Darkness'** campaign, by wearing purple on Friday 27th and school's main reception.

Such approaches combine commemoration and civics alongside curriculum and enrichment learning opportunities. Similar events and opportunities were taken up in 2014 and the 'Fragility of Freedom' leant into work to support various British values, citizenship, and safeguarding themes. That such time, planning and facilitation is supported by senior leaders and the wider school, reaffirms the school's commitment as a 'Beacon School' and speaks to culture, values and educational mission. This is epitomised by the innovative **'Remembering Leon'** initiative.

Our Quality Mark review process confirms Oaks Park High 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 meaningful outcomes.

Quality of Holocaust education, pedagogy and practice

- **The quality of Holocaust teaching and learning, and the outcomes for OPHS students, particularly, but not exclusively, within History, 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 spring term. For context, within the purposes of this review, alongside a document trawl and work scrutiny, two lessons were observed, one of which was a 2nd year ECT. We are grateful to both practitioners for welcoming us into their classrooms.
- OPHS' **'What happened to Jewish people in Europe between 1933 and 1945?'** 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 OPHS Holocaust scheme of learning, and both students and teaching colleagues found this pedagogical tool or device particularly compelling and effective.
- **Oak Park High 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, Being Human? (Who was responsible for the Holocaust, Lesson 11) and 'Surviving' Survival? (What was it like to survive the Holocaust? Lesson 12), 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. It is telling that the revised scheme of learning developed as part of the Beacon programme, makes explicit UCL research links (Lesson 2: What is antisemitism? [Over two thirds of students (68%) were unaware of what 'antisemitism' meant]. Who were they Nazis?) and the historical skills that lie at the heart of each lesson (evidence, explanation, causation, change and continuity). These small details are significant in that they ensure the scheme is rooted in research and offers clarity of disciplinary integrity.
- **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:

"It was a pleasure to work alongside Courtney on the Beacon School Programme and I am delighted that she has decided to pursue the Quality Mark. Her ambition to do so was clear from the start, and that she has managed to pull together an evidence base in such a comparatively short period of time very much speaks to her growth and development as an educator."

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

“Courtney, in collaboration and dialogue with departmental and curriculum colleagues, produced a history SOW which worked towards the enquiry question of ‘What happened to the Jews of Europe 1933-1945?’. As the Scheme evolved, it became more honed and refined, with clear objectives and outcomes. Importantly, the content of the Scheme was directly relevant for the overarching enquiry question and progression within and across lessons was enabled by focused thematic questions which build on previous learning and laid the foundations for subsequent learning. It is also of note that Courtney made a concerted effort throughout to humanise students’ encounter with the history, in particular through use of Leon and his story. Finally, a striking feature of the scheme was how each lesson was clearly pegged to key concepts, thus enabling students’ to holistically develop their substantive knowledge and second order conceptual understanding.”

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

‘A particular strength of the SOW is that it has clearly articulated aims, all of which are reasonable and realistic, and all of which are suitable for exploration within the context of the overarching enquiry. The enquiry question that you’ve formulated is appropriately balanced between being specific and intelligible, but also encouraging broad investigation.’

- **Ongoing commitment to quality provision for and experience of Holocaust teaching and learning.** From top down, Holocaust education continues to be built upon a foundation of OPHS’ constant pursuit for quality teaching and learning to ensure best outcomes and opportunities (cognitive and affective impact) for its learners, its investment in people, regard, and respect for the subject matter. From the evidence available, there were several positive indicators (aspects of which highlighted in remainder of this section) regarding the quality of teaching and learning in the school. Close examination of student work made available together with comments made by students in focus group discussions both showed students able to demonstrate secure knowledge and understanding and display other hallmarks of good teaching and learning. Elsewhere, data collated from assessment activities as well as the Centre’s impact survey instrument also indicated progression in learning and a quality in teaching provision.
- **Access for all.** The 2019 Ofsted report stated *‘Pupils with special educational needs and/or disabilities prosper in this school, as do those who are disadvantaged. This is because their needs are identified accurately, and the right support put in place. For example, visually impaired pupils are provided with larger text and picture cues to support them in remembering important information’*. In our Quality Mark review, it was clear throughout the process that the school 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. It is a notable feature within the review process to hear of the invaluable contribution and engagement of Teaching Assistants and the role of support staff in the context of Holocaust provision and opportunity across OPHS. Resources and materials are shared with TAs prior to their support of lessons, to afford them time and opportunity to prepare and plan their support for

individual or targeted student groups. In terms of inclusion and building a community of practice and belonging, it was also revealing that all TAs and support staff had been invited to survivor talks and visitor opportunities since becoming a UCL Beacon School – indeed actively engaged in the wear purple event to support Holocaust Memorial Day.

- **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 Oaks Park 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 school look to consider the implications of teacher talk and questioning openings.
 - Majority OPHS 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 OPHS, 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, Miss Morton 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, Oaks Park colleagues play this role too, challenging prevailing opinions within the context of Holocaust education and seeking to present an alternative view. In any setting, there is always a need to be careful not to present extreme views solely to provoke a reaction in discussion, and conversely not to present so many alternative interpretations that students are confused, overwhelmed or believe almost *‘anything goes’*. Oaks Park colleagues manage this pedagogical tightrope skillfully.
- 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 OPHS 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 OPHS 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, OPHS 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, and also to a culture of kindness within the school.
- **Quality questioning.** 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 effective questioning strategies and outcomes in Holocaust education through work scrutiny, student voice and 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. OPHS students' experience of and engagement with Holocaust education is fostered principally through effective

questioning and this is essential to evolving student understanding and consistency across the curriculum.

- 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.'
- 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 OPHS 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, we saw evidence of some OPHS teachers signalling 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 OPHS.
- Questioning is often progression linked or framed to capture AfL at Oaks Park. There is a routine and expectation for thinking discussions within the Holocaust T&L classroom context (though that degree of consistency in expectation and active rather than passive compliance could be an area for ongoing work and reflection).
- 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.

- Where questioning is at its most effective within Holocaust teaching and learning at Oaks Park, it is directly linked to the planning; clearly demonstrating clarity of teaching purpose and understanding of progression through careful targeting.
- Holocaust related questioning at OPHS 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 Oaks Park 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 Oaks Park bears 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 Miss Morton 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, OPHS 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, OPHS humanities teachers can 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. OPHS 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 OPHS learners: an excellent example of this is OPHS History staff leading whole school CPD based on challenging prevailing myths and misconceptions as revealed in the research. This was repeatedly highlighted and referenced as a powerful and compelling professional and personal learning opportunity and the resulting 'buy-in' of staff feeds into a developing 'Beacon School' culture.

- **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.
 - OPHS' 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 Oaks Park appreciate you can engage with the reality of the Holocaust without traumatising; an intrinsic respect for the learner and for people in the past.
 - Oaks Park 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 OPHS **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 Oaks Park Holocaust related curriculum offer, to support a range of disciplines/subject areas.
 - Oaks Park High 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.
 - The Socratic nature of the Centre's pedagogy, particularly regards questioning, has clearly influenced teaching and learning about the Holocaust at OPHS. 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 OPHS 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 – whilst the Greenman family provide continuity of focus, lessons exploring who the Jews of Europe were (Lesson 1), how life changed for German Jews in the late 1930s (Lesson 3), whether Jews fought back (Lesson 8) and who was responsible (Lesson 11), draw upon a range of sources, including testimony and personal stories. Story serves as a hook and means to explore responsibility, perpetration, agency and a variety of roles within the Holocaust experience. This personalises the history and, as Ms Taylor (History teacher) explained, they make big historical concepts of power, accountability, dictatorship, democracy and so on manageable and ‘real’. Across the review, OPHS 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 Oaks Park High School, that teachers approaches, ‘...the stories, the discussions and activities...made the Holocaust real and not remote’. Students in the student voice panel remarked:

‘Personal stories give us real examples of what the Holocaust was like and makes you realise the impact of laws taking away rights or the dangers people faced.’

‘I think I kinda knew stuff and had a good understanding of the events of the Holocaust... I knew some of the key events and things but when you learn about real people you kind of really understand if that makes sense? It kind of gives you a deeper insight into what life was like and how everything changed for Jewish people, their families and the community.’

‘...the stories of real people just made it more relatable and human, not just facts and figures.’

Ms Hassan also spoke of the SMSC and personal development importance of increased use of story, as in students encounters other peoples lived experience, a culture and awareness of compassion, kindness and empathy emerges. It supports work undertaken across the school to integrate and welcome people into the community, also for connecting OPHS to their local community (Leon link) and to tackle pockets of ‘banter’, homophobia and other related concerns. Personalising the history provides an important education component of the wider school behaviour/tariff system and supports resolution. Such stories help tackle the mindset that says ‘My world would be better without you in it’ – to flip the narrative to it being ‘OUR world’ and an inclusive message that that world ‘would be better WITH you in it.’

- **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 OPHS 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 Oaks Park – 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, OPHS 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: this was evident in lessons observed during this review process exploring responsibility and surviving the Holocaust – where case studies/personal stories and a range of source material were introduced and explored.
 - 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

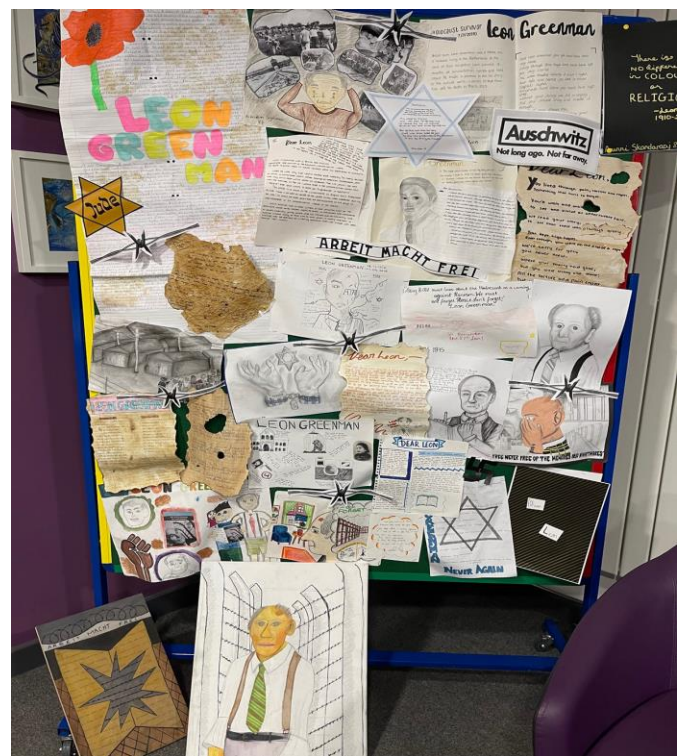
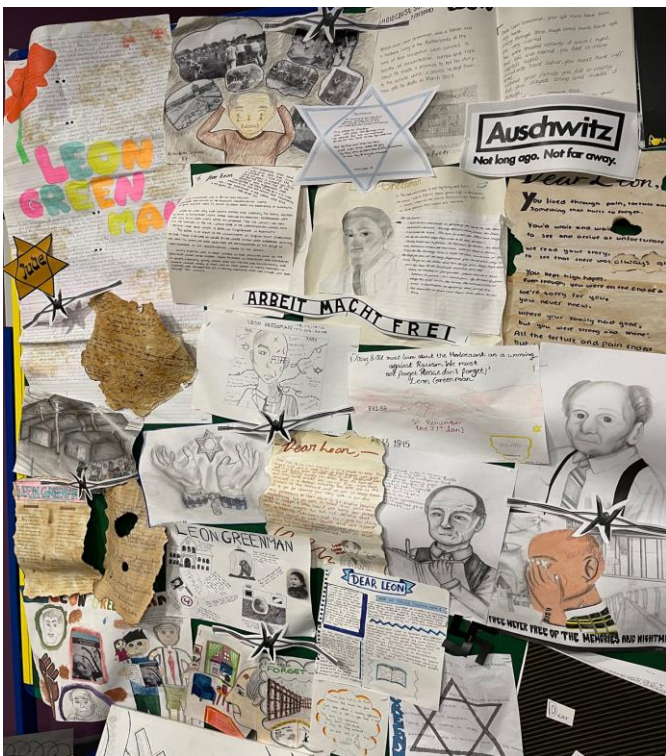
clues in the text (along with prior knowledge) to fill in gaps and to draw conclusions of offer hypothesis, was incredibly effective – both as ‘good history’, but also effective ‘literacy across the curriculum’.

- 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 OPHS, students immersed in Holocaust related curricula often have to read content in academic language, and efforts are made to support SEND and other learners, including EAL students, 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). OPHS 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 saw 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 OPHS 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.** Oaks Park 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, OPHS 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’, ‘Holocaust by Bullets’, ‘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 or from hearing text read aloud.

Oaks Park 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, along with terminology/vocab starters to lessons.

- 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.
- There has been a concerted effort to reflect upon the language used in lessons, in particular, pedagogical and moral imperative to identify and limit the use of perpetrator language. Miss Morton spoke passionately about how engagement with the UCL Beacon School programme and related CPD had led her to consider language and vocabulary in a different way – with a greater awareness of the associated sensitivities, colleagues now use ‘death’ not extermination in their teacher talk: the latter, dehumanising and linked to ideology.
- In the second year of teaching the revised scheme, ongoing refinement and careful review means that adaptations continue to be made: for example, initial activities in the ‘How did life change...’ (Lesson 3) sought to categorise events economic, social, political events, but the language of change was misunderstood by some students and ‘did not land effectively’. Instead, source-based activities and use of personal stories have been introduced to contextualise and layer the learning.
- Personal stories/testimony, in contrast to the language of the oppressor has been recognised as a moral and pedagogical shift. Ms Taylor (History) and Ms Khatun (Head of Social Sciences - RE and PSHE), Miss Morton and Ms Hassan, spoke independently of the power of story device as means to change we think, feel and act: ‘...students really attach themselves with the personal dimension and the knowledge or understanding seems to stick’. The level of student investment in people, like Leon Greenman, was evidenced internally in student voice where students acknowledging they were more like to revise and prepare for the assessment as they felt compelled or obliged to do the family/lies justice.
- **Student voice:** Students spoke of the importance of learning about the Holocaust’s ‘reality’. Oaks Park High School 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.

- 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, but also the use of creative opportunities within the History scheme for young people to express their understanding in a variety of ways. 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 ‘Dear Leon’ 2023 display. 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 Oaks Park 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 Miss Morton 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 several hallmarks of quality teaching, rather than just quality teaching about the Holocaust. OPHS staff work hard to create a positive learning environment built on trust and strong relationships, combined with responsive students and some gifted classroom practitioners, means learning can take place that is often meaningful, challenging, innovative and sometimes 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. OPHS students are broadly willing and able to wrestle with that which makes them uncomfortable, prepared to be challenged, and to apply disciplinary principles to their learning, whilst respectfully humanising a difficult, complex history. Most students are respectful, informed, empathetic and appreciate the opportunity to learn about the Holocaust alongside their teachers.

Progression, assessment and impact

- **Effective sequencing of Holocaust related history lessons secures OPHS student progression in knowledge and understanding.** As mentor Dr Pearce noted in his feedback:

‘Your lessons are thoughtfully arranged with your sequencing well measured and considered. The intention of each lesson builds on learning which has taken place in previous lessons, and your provision of materials online would ensure that if a student did miss a lesson, they would have access to the means to catch-up.’

Clear lesson aims, across the scheme, focuses upon learning outcomes that relate to the overall aims. Lessons within the scheme are well laid out and organised, and appropriately work towards the overall aims and objectives. This supports all teachers to plan and prepare through careful sequencing of the learning, but also supports progression as learning activities are engaging and accessible, enabling students to secure and deepen knowledge and understanding; though as Dr Pearce cautioned in his feedback ‘...you might consider whether some lessons are trying to do “too much” in the time available’.

- **Opportunities to assess student progress exist through summative and formative assessment within the scheme of learning.** Individual lessons within the History scheme offer plenty of opportunities for formative assessment that enables students to reflect upon their progress and teachers to adapt if/when necessary to meet need. This is encouraging, but, as the Quality Mark SWOT analysis noted, summative assessment within the scheme in an area of ongoing departmental reflection and deep thinking, particularly regards the timing and type of assessment currently used. Internal department and school discussions, have come to reflect Dr Pearce’s earlier feedback, in which he observed:

‘You have had to craft your SOW around the fact formal assessment needs to take place in the first third of your scheme. Whilst this is not ideal, the assessment question you have devised is realistic for students to be able to access in light of the learning that would have taken place in the first few lessons of the scheme. Your lesson plans show an awareness of how you will go about assessing progress formatively and within lessons. Your final “low stakes” assessment activity at the end of your SOW is suitably pitched to be accessible to everyone, whilst also inviting responses that will provide insight into students’ progression.’

But having run through the scheme now once, and having received initial data from the scheme’s summative assessment, plus internal student voice feedback, it seems the timing and form of assessment may need review or refocus. On the basis of evidence across this review process, including discussions with students and with Miss Morton, Ms Hassan and Ms Taylor, assessment within the UCL informed History Holocaust scheme will form a basis for EBI later in this report. That assessment and progression is being thought about and reflected upon so deeply within teaching and learning and curriculum conversations in this way at OPHS, is however an important thing to

recognise, speaking as it does to ongoing reflective professional practice and internal, inclusive departmental dialogue.

- **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. Evidence from work scrutiny, talk within the student voice panel and in meetings with key staff it is event that learners progress meaningfully. The collaboration between Lead Teacher and some department leads and her SLT link, 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, OPHS students are actively encouraged to encounter various perspectives within the History classroom and this surely makes both a disciplinary curriculum as well as a safeguarding, critical thinking and personal development contribution.
- **The quality of Oaks Park High School Holocaust teaching and learning can be evidenced in data.** In 2023, OPHS took part in a study to examine the impact of the Centre’s CPD programme on students’ core knowledge about the Holocaust. Students completed a short survey after they had learned about the Holocaust (11 key historical context and understanding questions) and their responses 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 (2023) for Lead Teacher stated:

‘Recommendations

On all questions the students at Oaks Park High School were 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. For example, over three-quarters of students at Oaks Park High School knew the meaning of the terms ‘antisemitism’ and ‘genocide’, they knew when the Holocaust happened, and how many were murdered, as well as understanding what Nazi ghettos were. This far exceeds the knowledge of students nationally.

In the case of questions such as what happened if the military or police refused an order to kill Jewish people and when the killing of millions of Jewish people began, Oaks Park High School students were less accurate in their knowledge (although still exceeding the students in the national study). These knowledge gaps reflect misconceptions that the Centre have also seen in schools

across the country. Thus, this information is valuable in highlighting areas where students continue to hold common misconceptions (for example that the military were shot for refusing to obey an order) even when teachers have spent considerable time covering this material in lessons. In short, it appears that some misconceptions are especially resilient, and this is something the Centre are keen to research further.

Overall, the findings 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.”

- **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 OPHS 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.

After learning about the Holocaust, 106 students from OPHS completed the survey. The resulting data (see Appendix 1), presents the percentage of students at the school who answered each question correctly and is contrasted with the percentage of students in the Centre’s national study who got the answers correct. Data generated for comparison from the survey, reveals something of the impact of OPHS’ 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.

- *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 OPHS, but it is not the only means to understand progression. Ms Hassan was passionate and articulate in her assessment of the contribution Holocaust teaching and learning makes to school improvement priorities and the variety of outcomes for OPHS students. Whilst recognising the assessments, GCSE and A'level results are the '*keys to the kingdom*' providing as they do the '*currency to access future courses*', personal developments and opportunities compliment, underpin and support those pathways and outcomes (whether that be the importance of enrichment, ensuing equality of access, supporting attendance post-pandemic, or within the context of transition points). Ms Hassan acknowledged that engagement as a Beacon School in UCL specialist CPD has enabled the school to move forward with research informed practice which has enhanced the curriculum teaching and learning experience across key stages and in the long will impact outcomes/results as '*... less misconceptions exist now to tackle at KS4*'.

- **The UCL Centre for Holocaust Education recognises that progression is not solely to be understood as cognitive:** whilst Oaks Park 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 Holocaust scheme and student work submitted for this review 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 Miss Morton, and colleagues for the development dual cognitive and personal development/values driven approach – which is both academically robust, but also recognises, celebrates and draws upon the affective domain. Whilst such

progression cannot be tailored to a colour code or numerical grade, this learning and development is recognised and valued by Ms Hassan and Ms Hamill 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.

- **Oaks Park 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)

The 2019 Ofsted report stated that:

‘Pupils confirmed that all areas of the school are safe for them to visit. They know that adults in the school care about them and want them to succeed. Pupils’ attendance is above average. Most behave well and work hard. Pupils know what to do if they have concerns, including on the rare occasions when bullying occurs. They know that staff will deal with concerns quickly, and they can report them on the school’s online system.’

Throughout the review there was good evidence of relationships among most Oaks Park High School 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 also continue to play a part in and benefit from the building of trust and confidence among parents and the community, and contributes to safeguarding and civics.

- **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 most 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 OPHS 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 Oaks Park High School SLT and middle leaders should be to ensure behaviour *for* learning is consistently expected and to consider how best to challenge and reach those of their learners who are passively complying, rather than actively engaging to thrive and flourish with self-efficacy and resilience, or supporting staff to ensure all learners are effectively challenged, stimulated and engaged in positive learning environments.
 - 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 Holocaust T&L, all create an expectation of student behaviour, engagement and speaks to creating a culture for respectful learning. By way of follow up – might some Holocaust related work or outcomes be showcased?
- **Relationships, emotional literacy and wellbeing.** OPHS 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 confirms 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 Oaks Park history 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 OPHS as an 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 some raised throughout the process regards Year 8 students engaging with this challenging and complex, emotionally demanding subject matter. Oaks Park High 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’*. Broadly student voice feedback confirms this to be so. Students do feel emotionally supported, intellectually challenged and safe to explore this history. The EBIs note some inconsistency in Holocaust definitions from Year 8, was point is not made to suggest students were not able to cope with the subject matter per se, rather it confirms some concerns regards maturity and emotional literacy (particularly given the post-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’.
 - In 2009, research conducted by the UCL Centre for Holocaust Education reported that an overwhelming majority of teachers chose to deliver content on the Holocaust in the final terms of Year 9, as they felt students needed sufficient maturity and to have developed

trusting relationships within classes to meaningfully engage with this complex and confronting history. However, ongoing analysis of comparative data collected in 2019 and 2020 indicates a marked increase in the proportion of teaching that now takes place with younger year groups.

- Teachers who took part in the most recent research described this change as a direct consequence of some schools' decision to deliver the full Key Stage 3 curriculum in two rather than three years to allow students to begin working towards GCSE specifications. They also outlined with concern the challenges this presents to their teaching, the compromises they felt needed to be made in terms of the content they could confidently deliver and ultimately, the negative impact this then had on the depth of their students' understanding.

As Professor Stuart Foster, Executive Director UCL Centre for Holocaust Education, explained:

“Evidence of the increasing tendency to teach the Holocaust to students at a younger age in Key Stage 3 (e.g., 11-13 years old) history represents a worrying trend. For the vast majority of students Key Stage 3 is the last time that they will learn about this profoundly significant history at school. It is essential therefore that they study the Holocaust at an age when they have the maturity and conceptual ability to understand how and why it happened and to consider its contemporary significance.”

The Centre's Ruth-Anne Lenga, noted such findings have significant implication, not only for classroom practice, but for how the Centre can best support teachers confronting this challenge:

“Teaching about the Holocaust needs to be handled with utmost care to ensure students wellbeing, but it also needs to tackle some of the most difficult and discomfoting realities of the human condition... If we are going to present our students with an honest, accurate, and serious study of the Holocaust – which we must do – students need to be as ready as they can be...

Although it is far from ideal for young people to be formally introduced to the Holocaust at a stage when many may just not be ready to grapple with its most challenging questions and emotional demands, the UCL Centre for Holocaust will do all it can to support teachers on the ground by adapting materials for age appropriateness and finding new ways to scaffold learning for younger students. At the same time we will continue to advocate for later teaching, in Year 9, wherever possible and for extended provision so that students can return to, expand and deepen their understanding of this important history in later years.”

Whether OPHS continues or reconfigures its curriculum over 2-3 years, remains an internal matter, but it is clear practitioners are aware of the complexities it presents within the context of Holocaust education and within the existing scheme and provision work hard to provide both, rigorous and challenging history content, honouring the reality of the period, but also upmost respect for their learners. It is an area of ongoing reflection, and the scheme and the learning outcomes are the richer for that careful analysis and deep thinking.



- **Across OPHS a respect both for victims, subject matter, students and each other remains at the forefront of professional considerations** – 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. OPHS 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, OPHS 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.
- **Addressing antisemitism through both sanction and education.** In the broader context of the schools' approach to safeguarding and wider behaviour policy, it is important to record that the school has in place a robust system and appropriate measures for dealing with unacceptable behaviours. This was evidenced in a historic case of a student who was on the receiving end of what appeared to be antisemitic behaviour, which - once it was brought to the attention of the school - was treated with the appropriate level of seriousness by the school, dealt with swiftly, and reflected the school's core values and its commitment to inclusivity. That this incident occurred in the first place is, of course, of concern, but it should not be viewed as a reflection on the school - who, on being made aware of it, responded efficiently and effectively. This approach is testimony to the school's engagement with the Beacon School Programme: an openness and willingness to work alongside the Centre and indeed other partners, such as Solutions Not Sides, to address misconceptions, to work proactively where possible to provide safe spaces for discussing controversial or sensitive issues. Such learning opportunities can be considered risky in that they make adults and young people alike, uncomfortable – but it is for those reasons they are necessary, contributing to PSHE and personal development curriculum, but also speaking to civics, safeguarding and inclusive values.
- **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 OPHS, 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. OPHS 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, pastoral or lesson time, cultural or specific DEI themed events.
- Young people today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust. Therefore, we need – as OPHS 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, Oaks Park High School 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. OPHS colleagues may like to familiarise themselves with the 2013 IHRA working definition of Holocaust Denial and Distortion.² This may prove to be a useful policy support for tackling wider safeguarding and media literacy challenges.
- **'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*', '*...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 that the reality of the Holocaust was indeed horror and '*...we should be in a way shocked and upset by it... as I'm not really sure you would be really understanding it and relating and thinking it about it properly if you didn't feel upset by it*'. Another said that although they didn't really want to see atrocity images that they are '*...sometimes necessary as they are important evidence or proof of what happened.*' This led to an impressive conversation about how the students felt about images

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

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'*. Another OPHS student echoed earlier sentiments when 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 Oaks Park learners engage, distinguishing evidence, fact or truth claim from opinion or belief.
- **Fundamental British Values.** Holocaust education plays a significant part in the development of fundamental British Values (FBV) across Oaks Park High School
 - 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.
- **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 OPHS. The 'layering' of information scaffolds learning and enables students. Key questions within the Year 8 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 Oaks Park 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 OPHS 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 within the context of a robust, broad and balanced curriculum, but also aligned to values and school culture. The below remarks by Headteacher Ms Joanne Hamill reflect on educational ethos and standards – not just in academic outcomes, important though they are, but to a school culture of inclusion, of education as a personal and collective journey of curiosity, constant evolution and reflection, to recognise success; yet not rest on laurels. This open, honest, principled leadership creates cultures of belonging, of pride in a school community, yet leadership that recognises the ongoing challenging work and opportunities ahead. No school or organisation is perfect: OPHS doesn't get every decision or policy choice right, meet every parental expectation without criticism or concern, nor is it a school community without its own challenge or problems, yet we found in Ms Hamill a spirit of hopeful, realistic leader. She allows colleagues and students to flourish, the school to adapt and thrive – meeting both new and emergent challenges, alongside opportunities and growth, and her support for the UCL Beacon School programme clearly speaks to her vocation:

“We are deeply honoured to be awarded this prestigious status and Quality Mark as UCL Beacon School for Holocaust education, underscoring our pride in the accomplishments that reflect our unwavering commitment to educational values and a culture of inclusivity. Our dedication to excellence permeates every facet of school life, integrating best practices from diverse sectors to uphold the highest standards subject pedagogy. The rigorous evaluation process, complemented by valuable feedback, has not only objectively assessed our achievements but has also nurtured a lasting ambition to continually enhance our educational ethos. As we express our gratitude for this recognition, we look forward with enthusiasm to further building upon our successes. With a steadfast commitment to inclusivity and a strong educational foundation, we are poised to achieve even greater milestones in the future.”

- **This review found in Oaks Park High 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 Ms Hamill and her team recognition that we are *‘humans first, professionals second’*. This means, where necessary, reflective classroom practitioner and school leaders can debate and discuss with radical candour because there is a high level of trust between colleagues, a spirit of critical friends. Staff can take the truth of *‘difficult’* or *‘tough’* conversations, because a professional and wellbeing climate exists whereby the person is distinct from the work. Colleagues throughout the review felt they *‘had a voice’* and would be heard

because as in the classroom, SLT had fostered a safe professional space of *‘high challenge, low threat.’*

- **Oaks Park High School senior leaders have a clear and ambitious vision for providing high-quality, inclusive Holocaust education and training to all.** This is realised through strong, shared values, policies and practice. Leaders focus on improving staff’s topic, subject, 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 Courtney Morton,** UCL Centre mentor Dr Andy Pearce commented:

“Courtney was exemplary in her conduct throughout the Beacon School Programme. Diligent and conscientious, Courtney was always hardworking and highly organised with an enthusiasm to improve herself and her practice. As a teacher at the beginning of her career, Courtney’s decision to engage in the Programme was admirable given the pressures that she was already contending with as a young professional learning her craft. However, what was especially impressive was how Courtney took the challenges very much in her stride and was at no point fazed by the demands of her programme. Indeed, in many respects she seemed to revel in the challenge, and visibly grew in confidence as the programme progressed.”

Additionally, Centre researcher, Dr Rebecca Hale reflected:

“Overall, I’ve been really impressed with Courtney. I got the sense that the Beacon School Programme seemed quite a huge and probably overwhelming endeavour when she took it on. But, on the contrary, despite within the ECT window, she has seems to have embraced the challenge, thrived and flourished with this opportunity, responsibility and investment in her. As a Lead Teacher, I have seen Courtney grow in confidence, the SOL she developed was excellent and she’s really dedicated to developing Holocaust education in her school. Her SLT link, Salise is very supportive, and it sounds like her history and wider school colleagues have been very responsive too. From what I can see, the school has embraced the programme and continue to keep it at the forefront of school priorities. Add to this that Courtney is extremely organised and nothing is ever too much trouble – it continues to be a pleasure to collaborate, support and work alongside such a dedicated an educator and to have a ringside seat through research engagement to watch her teaching journey unfold.”

- Whilst Miss Morton 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 History team** – whom she is rightly hugely proud of and grateful to, so it was entirely appropriate upon a successful Beacon School review a delighted Lead Teacher was full of praise for **#TeamOPHS**:

“As lead teacher on the Beacon School programme, and then for the Quality Mark process, I am immensely proud of my role in guiding the department and the school alongside my SLT link during this process. This achievement is a testament to the dedication and hard work of our colleagues who have supported this initiative. Additionally, recognition must be given to our students who spoke so insightfully during the student voice session, reminding us of the profound impact our educational efforts can have. This milestone reaffirms our commitment to teaching this crucial aspect of history and reminds us of the journey that working closely with UCL has provided us with.”

- **The passion, commitment and expertise of Lead Teacher, Miss Morton, 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 OPHS history provision for Holocaust teaching and learning is thanks to a supportive department. Her 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. Courtney’s evolving specialism brings with it opportunities for Oaks Park High School to furrow a towards excellence. Yet, repute also brings with it expectations and greater scrutiny. In these regards, it is welcome to find that both the school and Miss Morton 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, Salise Hassan** and senior colleagues always underpins successful and sustainable Beacon Schools. Mentor Dr Andy Pearce acknowledged:

“On visiting Oaks Park I was made very welcome by Courtney and her SLT link, and it was apparent that the school were strongly committed to the programme. This extended to facilitating Courtney’s engagement in case study research with the Centre led by Becky Hale - something which was both testament to Courtney’s own passion for the programme and the cause of research-informed Holocaust education, and to the school’s support of Courtney.”

- **Throughout the review process OPHS staff and leaders were open and reflective**, they listened and engaged meaningfully, in a shared, purposeful professional dialogues. 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. Salise stated:

“We take great pride in achieving the UCL Beacon School status and Quality Mark for Holocaust Education. This significant accomplishment not only fills us with joy but also serves as a guiding light, inspiring us to move forward with an unwavering commitment to continuous growth and excellence in our educational endeavours. We recognise the collaborative effort that has brought us to this point and how the lead teacher role,

undertaken by Courtney, has facilitated this. Being a Beacon School signifies not only a remarkable achievement but also a commitment to an ongoing journey of development. We understand that this designation marks a milestone in our pursuit of educational excellence, and we remain dedicated to the continuous improvement that this honour represents.”.

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 OPHS cannot meet its bold and brave curriculum intent and aspiration/expectation for quality outcomes for learners (inc. 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. Beacon School status is supported by OPHS senior leaders and increasingly embedded within and seen as integral to the schools' values, educational vision, and culture. Senior leaders are rightly proud of all that has been achieved to date, but acknowledge the Quality Mark is not a destination, but an ongoing journey. That Beacon School status facilitated and embedded Holocaust education CPD as an integral element and participation has been embraced and valued at OPHS, not simply as quality specialist support for teachers teaching about the Holocaust, but for providing research informed best pedagogical advice and practice – those benefits support school improvement.
 - 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 Oaks Park High School 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' – Ms Hamill, Ms Hassan, Miss Morton (and her History colleagues) 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. History colleagues have developed and led impactful and high quality, specialist CPD through innovative engagement and use of prevailing myths and misconceptions. Since embarking on the Beacon School 'journey', staff now 'look forward to' annual training and embraced online CPD opportunities, and as a result of last year's highly successful and impactful INSET 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 – which each teacher or discipline having a contribution to play. Engagement with UCL research and pedagogy continues to inform, inspire, and enrich OPHS 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.

- **Reflective senior and middle leaders are forward looking.** They recognise the need for continued professional development to invest in staff and thereby further equip their community of practice and build capacity to ensure this work embeds, adapts, and flourishes over time. It remains clear that commitment to ongoing, research-informed specialist professional development opportunities, underpins the contributions of Oaks Park High School success: whether via the Centre’s online, self-guided UCL CPD, ‘live’ online modules, the MA or MOOC, or in terms of wider reading, OPHS 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 Oaks Park 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 Miss Morton and colleagues History Holocaust scheme is doing significant heavy lifting 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. But OPHS students’ engagement with the Centre’s research and impact study demonstrates the outcomes that are possible when these ideas are explicitly and safely challenged in our classrooms.

- **Investing in people: Engagement with research** as means to develop professional practice and to shape educational programmes like ‘Beacon Schools.’ The Centre’s Dr Becky Hale offered the following insights that speak volumes about the regard for research and professional practice at the school, and embodied in the Lead Teachers active engagement will all the opportunities within the programme and relationship with the Centre:

“In addition to supporting the impact student research (discussed previously), Courtney has very kindly been doing some case study work with me, although at present all I’ve done is collect data with little opportunity to analyse it (that will happen in the spring/summer). Last year she did some interviews with me, talking about her experience of the Beacon School Programme and the process of developing and delivering her SOL. She also shared her ‘before’ and ‘after’ SOL. This year, we’re just in the process of setting up some focus groups with her students, and I hope to interview her again... this is always revealing, informative and her openness to reflect and share, speaks of the trust cultivated within the programme, but also of her ongoing desire to grow and develop as a professional, and of a commitment to help the Centre in its ongoing research and professional development mission.”

- **Growing local reputation, emerging specialism and willingness to share best practice.**
- **Lead Teacher’s support for colleagues.** It is abundantly evident that Miss Morton has a passionate commitment to ensuring quality provision for and experience of Holocaust education for Oaks Park young people, but within that she has understood that that is necessarily underpinned by support and investment in people – her dept and wider school colleagues. In the teacher Quality Mark focus group staff spoke of the support, sign-posting, emerging specialism and growing confidence she offered them: *‘...she’s absolutely committed to this and goes above and beyond to ensure I am supported, confident, comfortable and able to tackle this’*. Miss Morton would be well placed to do more of this important developmental work (not just in the department, but in other subject areas to enrich and support their Holocaust related curriculum links or cross-curricular/inter-disciplinary or enrichment opportunities), were the school able to be creative and innovative in her future work-loading – or affording her some time to take her Quality Mark Lead Teacher role in this direction, perhaps 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.** Oaks Park High School continues to regard participation in the UCL Beacon School programme as important of itself, but also recognise its opportunities to serve other whole school, educational policy agendas and curriculum, such as PSHE/personal development. The review evidenced ways in which Beacon School status has supported wider school improvement regards enrichment, SMSC, citizenship and safeguarding. CPD dates for additional specialist-led CPD or modules can be calendared annually by Miss Morton, Ms Hassan and the SLT, in liaison with UCL Centre’s Dr Andy Pearce. This will enable more OPHS 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, and key to building a sustaining capacity and culture. In

addition, the range of UCL online twilights now on offer could also be of interest to colleagues at colleagues new to OPHS or among local/regional partner schools. All this enables succession planning as the school continues to build a community of practice. A couple of possible areas of CPD focus for future development are identified in the EBIs.

- **Respect for learners.** All work undertaken as part of Oaks Park 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 post-pandemic context, 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 – underpinned by research and investing in people through specialist CPD. There is 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 Oaks Park High School learners, teachers, UCL and other partners.

Even better if...?

Areas for future development, further consideration.

- Consideration to be given to building upon the impressive work of thinking about the curriculum and its department links 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 the detailed curriculum maps and provision documents are accessible to and understood by middle and senior leaders: each with a comprehensive understanding of Holocaust related curriculum and opportunities, it was less clear from the students where (beyond their Humanities provision) Holocaust related opportunities exist. 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. In other words, over time, consider building a community of practice in which students have an awareness of their learning journey across their time at Oaks Park, not just with teacher references to prior learning or signposting to the future (*'...In English where you studied 'x' or '...next term in History you will...'*, or *'remember during Holocaust Memorial Week when we talked about 'y'*), and what their time at a UCL Beacon School means for them.
- Working towards consistency in Holocaust teaching and learning provision through investment in people: all aspects of ECT support, ongoing professional development, mentor and coaching and engagement of Teaching Assistants and support staff.** Teaching about the Holocaust is a challenging endeavour - even for experienced, specialist teachers who have taught it for a number of years. From our work with schools over the past sixteen years we know that teachers who possess good subject knowledge are both more confident in their practice, and able to deliver more dynamic and responsive teaching. With this in mind, and taking into account that Oaks Park has a large history department staffed by colleagues of varying experience (including some non-history specialists), we would recommend that measures remain to ensure that all staff have continual access to ways of updating their subject knowledge and understanding. This could include asynchronous and in-person CPD workshops, led or developed by the Beacon School Lead Teacher and/or by the UCL Centre for Holocaust Education. Making this provision will go some way to helping teachers to feel as equipped as possible to deliver high-quality teaching, but more than that, access for all to coaching, mentoring, peer support, research informed CPD around pedagogy and classroom practice will refresh, reinvigorate, provide challenge and innovation that will ultimately enhance opportunities and outcomes for OPHS' young people.
- Opportunities to enrich the DEI curriculum through Holocaust teaching and learning (and genocide).** Whilst significant and impressive curriculum thinking is taking place and the curriculum connectives an emerging strength to understanding existing provision, OPHS 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. The experience of 'The Boys' or the Kindertransport may speak to issues of space, place, migration, refugees and so on – or there may be merit or opportunity to connect with history on the Leon Greenman case study in terms of just what is in the OPHS locality? What is OPHS demographic today and how has they changed historically – what are those determining push and pull factors in your community (what brought the Jewish community to this area, and how has that changed over time)? English might explore scenes from '*Dr Korczak's Example*' 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'.

- **Placing the lives and culture of pre-war Jewish communities at the heart of studies** is both a strength and a potential area for development. That the scheme explicitly focuses on the Jewish experience is a deliberate choice and the scheme explores its inquiry question powerfully and meets its stated intended aims/outcomes (Understand why Jews faced persecution and prejudice before the 20th century, Know what happened in Europe that made the process of the Holocaust possible and Consider the importance of the Holocaust in terms of what has been lost) – but in what ways can students come to understand the distinctiveness of those Jewish experiences, if they are not also exposed to opportunities to explore the nature of Nazi persecution of political opponents, homosexuals, the Roma, Jehovah's Witnesses? It is true to say the victims of Nazi persecution is a feature of students OPHS experience across various curriculum but wonder if there could be strengthening of these curriculum connective opportunities, so as students can indeed reflect on the question of what happened to Jewish people in Europe between 1933 and 1945, its similarities, peculiarities and distinctiveness from other groups experiences. This is not a question of a hierarchy of suffering, rather and opportunity to collect prior and future learning, speak to DEI and would respond to findings of the Centre's 2016 research.³
- **We would recommend consideration of 'The Holocaust, their Family, Me and Us'** - a national enrichment project led by Royal Wootton Bassett Academy and supported by the Centre. This extra-curricular could fit nicely within Supercurriculum support cross curricular, values, outreach and aspirational opportunities – learn more via <https://www.htfmeus.co.uk/>

³ The UCL Centre for Holocaust Education's 2016 research showed that serious gaps exist in students' knowledge about the experiences of non-Jewish victims of the Nazis and these gaps have significant implications for their understanding of this important history as a whole. While UCL Centre for Holocaust Education uses the term 'the Holocaust' to refer specifically to the genocide of 6 million European Jews, we know that the Nazis and their collaborators also committed mass violence against many other groups. A full understanding of this complex history depends on recognising both the similarities and also, crucially, the differences between the experiences of these victim groups. There were distinct reasons why each group was targeted, and they experienced persecution in tellingly different ways. And while understanding the differences is important, victim experiences should not be considered in isolation, either. This is because a deeper comprehension of the experience of each group can contribute to a greater overall understanding of the broader system of Nazi violence, mass murder and, ultimately, genocide.

- **Student voice was largely positive and informed:** OPHS 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.
- **Addressing antisemitism through both sanction and education.** Sadly, it is impossible to expect a school or organisation to be able to prevent there ever being instances of discrimination, intolerance, or prejudice within its community. Similarly, it is important to recognise that the capacity of a school to respond in an effective way to such occurrences is largely dependent upon it being aware that these instances are taking place. Major obstacles to achieving this awareness include a culture of so-called "banter" which persists among many groups of teenagers as well as disclosure on the part of the person/s who is experiencing this unacceptable behaviour. Whilst Oaks Park is to be commended for how it acted in response to the isolated incident described earlier, it - like every other school - should naturally do its utmost to continue to ensure that it continues to provide safe spaces where students feel able to disclose anything untoward, that there are clear reporting mechanisms in place which students and teachers alike are able to access, and that policies exist for any instances to be prioritised and dealt with as quickly as possible. There are robust systems in place to respond, through sanction and education – and measures being developed through PSHE, personal development and relationship building will, over time, go some way to ensuring safe and inclusive cultures for all.
- **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 Antisemitism⁴. 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 (particularly in tropes, stereotypes and through conspiracy theories and the online threat) 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>. There is a key piece of safeguarding, civics and curriculum potential innovations and connections that could be explored here.
- **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 itself. Some

⁴ See: <https://www.holocaustremembrance.com/node/196>

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 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 Miss Morton 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 Miss Morton leave, OPHS 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 Oaks Park currently provides, so what mitigations can be actioned?
- **Secure ongoing governor expertise and engagement:** What further steps be taken 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 /Development 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 OPHS, loss of key staff, whether in terms of internal promotion/progression or staff turnover would be particularly impactful upon its ongoing engagement as a Beacon School– 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. We would encourage any gestures and commitments of this nature, regards protected time, facilitating opportunities, 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 OPHS 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 – and colleagues, teachers, TAs and interested support staff (or governors) can at anytime access the Centre's asynchronous, self-guided short courses: <https://holocausteducation.org.uk/online-cpd/>. Two courses or materials may be especially useful in terms of future development – one, would be related to antisemitism, the other 'British Responses to the Holocaust' – as this would connect and compliment the local focus on Leon, support citizenship, empathy and safeguarding. English colleagues may also be interested to explore our 'After the War' materials and guidance.
- **Be better at showcasing your emerging specialism in this area** – you have far more strengths than your SWOT analysis showed – so, use the schools' website, social media and parental newsletters or local media to celebrate this Quality Mark achievement, and thereby use that opportunity as a catalyst to raise awareness of the importance and impact of Holocaust education. Accreditation is a journey, not a destination, there will be ongoing areas to refine, innovate, and aspects of the schools Holocaust related provision or experience that can be improved – but your commitment to that journey is something which all in your school community should be proud of.

Concluding remarks:

The Centre commend all at Oaks Park High 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, a rich curriculum, pastoral care and safeguarding, civics and leadership and pursuit of inclusive values.

Becoming a Beacon School at any time, is a significant undertaking at any time – to do so within a context of a tough and ongoing post-pandemic world, and a time of immense challenge and stress within the education system, and to pursue, successfully, is even more impressive and commendable. Successful accreditation to our 23rd Quality Mark, Oaks Park High School, is testimony to sustained hard work and innovation.

Quality Mark Reviewer, Nic Wetherall concluded:

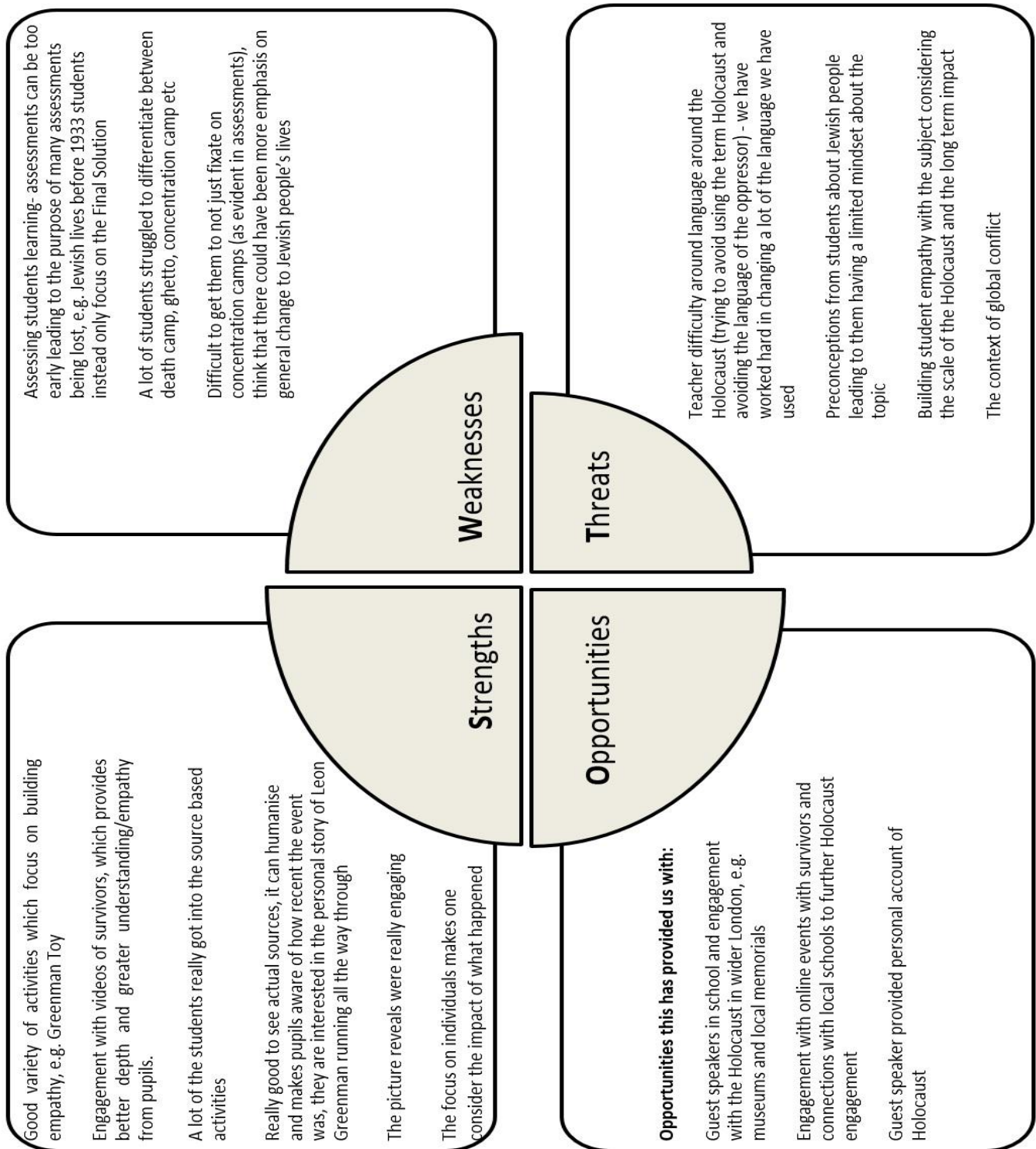
“Remembering, teaching, talking and learning about the Holocaust is uncomfortable. However, as individuals and as a community we must, today and every day, build social courage to ensure “Never Again”. Oaks Park High Schools’ successful Quality Mark process offers a timely reminder of what a school, 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 and reflective committed leaders 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, February 2024.

Appendix 1

Oaks Park High School SWOT analysis submitted by Lead Teacher Courtney Morton in advance of the Quality Mark Review, a document that informed several key review conversations.



Appendix 2

Findings

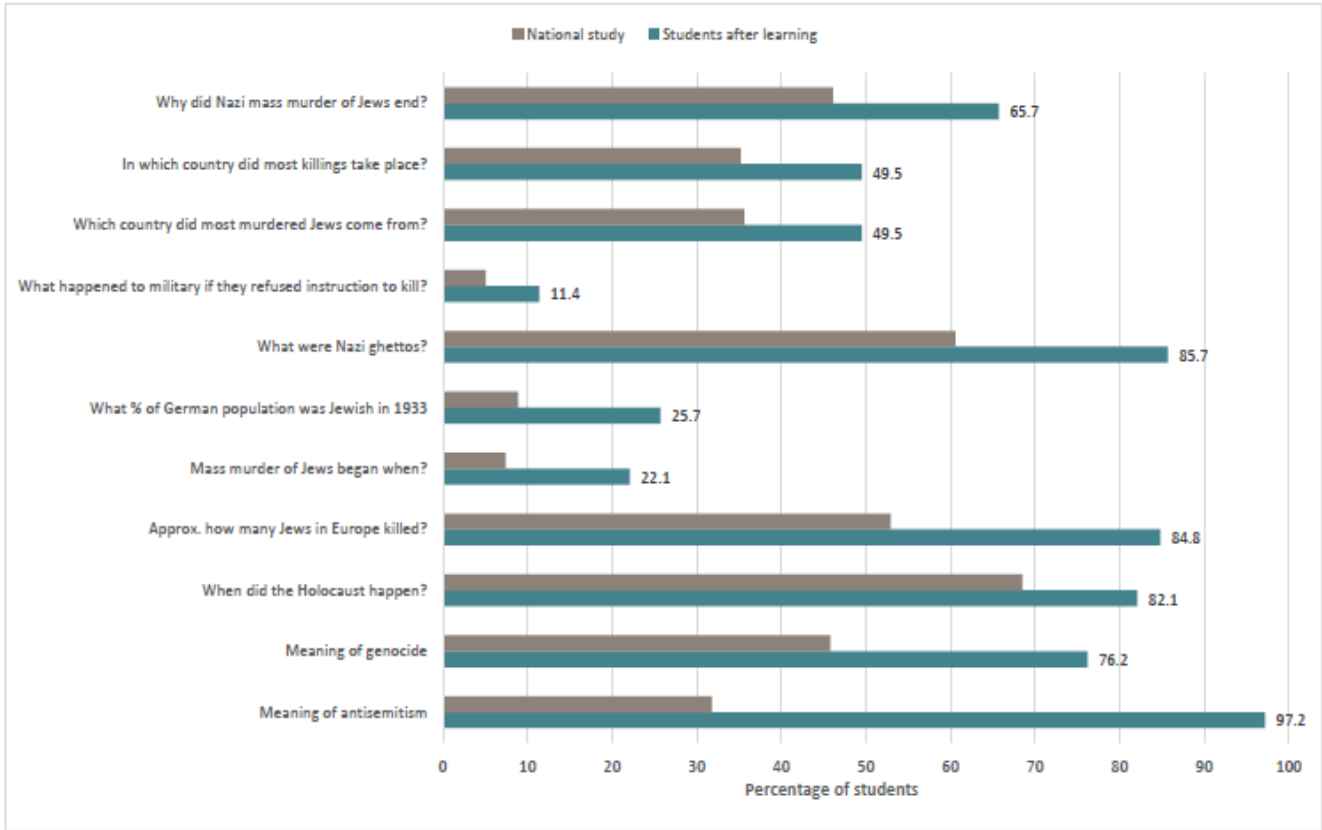


Figure 1: Percentage of students who answered each question correctly (teal bars) compared with the percentage of students in the CfHE's national study who answered each question correctly (grey bars).

Appendix 3: Sample of Oaks Park High School students Holocaust related outcomes (History)

Results of German federal elections 1919-1933

Date	SPD	DNVP	DDP	USPD	NSDAP
January 19, 1919	33%	20%	17%	20%	10%
June 6, 1920	37%	23%	17%	19%	4%
May 5, 1924	30%	27%	17%	20%	6%
December 7, 1924	38%	22%	17%	19%	4%
May 29, 1928	33%	23%	17%	20%	7%
September 14, 1930	33%	23%	17%	20%	7%
July 27, 1932	33%	23%	17%	20%	7%
November 6, 1932	33%	23%	17%	20%	7%
November 13, 1932	33%	23%	17%	20%	7%
March 5, 1933	33%	23%	17%	20%	7%
April 19, 1933	33%	23%	17%	20%	7%

Handwritten Notes:

- Under the leadership of Adolf Hitler...**
 - (1933) the Nazis were chosen for the position of Chancellor.
 - (1933) German Reichstag stopped due to Nazi terror.
 - 6 million German people lost their lives.
 - German banks and businesses were forced to close.
- From invasion of Ruhr:**
 - In 1923, Germany missed a reparations payment.
 - France invaded Ruhr area.
 - German government took Germany out of the Reichstag.
 - Hitler became Chancellor.
 - Hitler became Chancellor.
 - Hitler became Chancellor.
- Hitler Party:**
 - In January 1933, Hitler was asked to form a government.
 - Despite the Reichstag vote, he was asked to form a government.
 - An other party were banned.
- Reichstag fire:**
 - On 27th February 1933 the Reichstag building (German parliament) was burnt down.
 - Parliament were closed.
 - This allowed Hitler with more power in his election of March 1933.
 - Votes went from 33% to 44%.
- Hitler Party:**
 - By 1932, Hitler became leader of the Nazi party.
 - In 1932, Hitler attempted to make a coalition of the Nazis and Communists.
 - He believed the Nazis had enough support to succeed.
 - Gained support from workers.
 - Hitler tried to get in prison but was kept out.
 - He wrote a book 'Mein Kampf' in prison.

What was the 'Final Solution'?
Chelmno Sources

Source A - Understanding the Holocaust. Educational Textbook.

On 8 December, a group of nearby Jews were rounded up and driven to the mansion in Chelmno. They were told they were being sent to work, but needed to shower. They undressed, left their valuables and were then pushed into the back of a van. The doors closed and gassing began. After around ten minutes, the van drove to a forest where the bodies were buried or burnt.

Source B - What does this show about the 'Final Solution'?

Source C - Look at the map of Chelmno. What does this show about the locations chosen to be death camps?

Source D - Reuven Dath, 'Final Letters' - From the Yad Vashem Archive, London 1991.

2 April 1943

This note is written by people who will live for only a few more hours. The person who will read this note will hardly be able to believe that this is true. Still, this is the tragic truth since place your mothers and sisters stayed, and they too, died the same death! The name of this locality is Koło. At a distance of 12 km from this town (Chelmno) there is a slaughterhouse for human beings.

Source E - A group of Jewish men to be members of a labour squad at the mansion in Chelmno, between 1941 and 1943.

Source F - View of the village of Chelmno, taken between 1933 and 1943. The mansion where the murders took place is visible on the left.

Assessment: 19/20

1) One feature of Jewish life before 1933 was that they had very ordinary lives as well as not much wealth, however they still had big aspirations for the future. There was no one way to be Jewish - whether orthodox or reformed or somewhere in between Jews always enjoyed the simple things in life.

Another feature of Jewish life was the fact that all Jews faced some sort of anti-Semitism even before Nazi Germany. Although they just accepted criticism and didn't let it affect their day to day life.

2) One way the lives of Jews living in Germany changed was when the Germans introduced the Nuremberg law. This law was put into place in 1935 which meant Jews with German citizenship born in a different country were stripped of their citizenship. For example, a German who could've lived in Germany their whole life would have to move back to their birthplace. This law also prevented Jews from marrying German citizens which meant German and German Jews who wanted to start a family couldn't. This highly affected their official status as they did not belong to a country anymore.

3) Another way the lives of Jews living in Germany changed was when all Jewish-German children were expelled from their schools. They no longer had an education and they were forced to abandon those long-forgotten dreams and aspirations for the future. This also made employment a lot harder for that generation of Jews. In Nazi Germany not only were the Jewish students expelled but also the Jewish teachers. Many Jewish teachers were

One feature of Jewish life before 1933 was that they were ordinary people. This was shown as the children had high aspirations in what they wanted to become. Another feature of Jewish life was they were content with what they had. This was shown in the Jewish communities they had built all over Europe.

Jewish people's lives changed immensely in the 1930s. One way their lives changed was by their legal status; in September 1935, the Nuremberg laws were introduced. This meant that Jewish people in Germany were no longer considered as German citizens. This changed the lives of German Jews as they were no longer to be considered as people of their country.

Another way Jewish people's lives changed in the 1930s was due to economic issues. Many Jewish people were unemployed and in November 1938 Jewish people were not allowed to own or run businesses. This meant more Jewish people in Germany were unemployed. This changed the lives of German Jews as they were now not receiving any income. In addition, in 1939 Jews had to hand over all their valuables, without compensation. This now meant they had become poor and left without valuables.

Another way Jewish people's life had changed in the 1930s was their social status.

Another way Jewish people's lives had changed in the 1930s was their social status. Firstly, the running party at the time, (Nazi party), had a core belief that Jews were the main reason as to why Germany had lost WW1, causing disgrace amongst them. Nazis were very antisemitic and believed in looking and believing in certain things.

HW - What happened to Jews at the start of WW2?

Below Expectations | Satisfactory | Good | Excellent

LITERACY: EXTRACT
Avraham Levin, From the 'Notebooks of the Teacher from Yehudiya, 1969

"...One of the most surprising side-effects of this war is the clinging to life, the almost total absence of suicides. People die in great numbers of starvation, the typhus epidemic or dysentery, they are tortured and murdered by the Germans in great numbers, but they do not escape from life by their own desire. On the contrary, they are tied to life by all their senses, they want to live at any price and to survive the war. The tensions of this historic world conflict are so great that all wish to see the outcome of the gigantic struggle and the new regime in the world, the small and the great, old men and boys. The old have just one wish: the privilege of seeing the end and surviving Hitler."

"I know a Jew who is all old age. He is certainly about 80. Last winter a great tragedy befell the old man. He had an only son who was about 52. The son died of typhus. He has no other children. And the son died. He did not marry a second time and lived with his son. A few days ago I visited the old man. When I left - his mind is still entirely clear - he burst out crying and said: "I want to see the end of the war, even if I live only another half an hour!"

RESEARCH: WARSAW GHETTO

Everyday Life
<https://www.youtube.com/watch?v=jk-SJADfW/U>

Day to Day Life
<https://www.youtube.com/watch?v=pMEB4Nf278>

Welfare
<https://www.youtube.com/watch?v=mcEQHLk-RQ>

Watch the research links above on life in the Warsaw Ghetto. As they play, use the space below to summarise the information shared with you.

The mind map has 'Life in Warsaw Ghetto' at the center. Branches include: 'trapped inside a prisoners', 'chaos of life and death', 'sawg kitchen', 'hunger and starvation', 'mutual assistance societies', 'cut off from food supplies', 'struggling to survive', 'businesses were taken', and 'smuggling Jews outside ghetto'.

Read through the literacy extract and answer the questions below:

- Describe the conditions of the Warsaw Ghetto.
People were dying from typhus or dysentery. They were tortured and murdered and tied to life.
- How did Jews keep hope after being forced to live in these conditions?
They just wanted the war to end and kept close and kept their spirits up.
- From this extract, what were the Nazi Party trying to achieve by forcing Jews to live in ghettos?
They wanted Jews to not exist and far from those hope.

How did the Holocaust end?


Activity 1: Read through the sources and answer the following questions.

What do the sources tell us about what German civilians knew about those kept by the Nazis? How does it suggest about how they were treated on the 'death marches'?

German and the local Hitler Youth Groups refused to lodge them in stables. They called the Jewish people as "Jewish Devils".

Why might some German civilians have taken photographs like Source A in secret?

The Germans secretly photographed death marches as they passed through their towns.



Source A: Death march from Dachau. German civilians secretly photographed death marches as they passed through their towns.

The area was German, and the local Hitler Youth groups threw stones at them [the prisoners] ... as they passed through the townships. The German peasants refused to lodge them [the prisoners] in stables. They are afraid of the 'Jewish devils'; the girls had to sleep in the field, in the snow. In Christiansstadt German women tried to give us bread. But the women guards wouldn't permit it... The brutal woman guard yelled: 'What are you doing, pitying Jews?'

Source B: From the testimony of Aliz (Frunka) Besser.

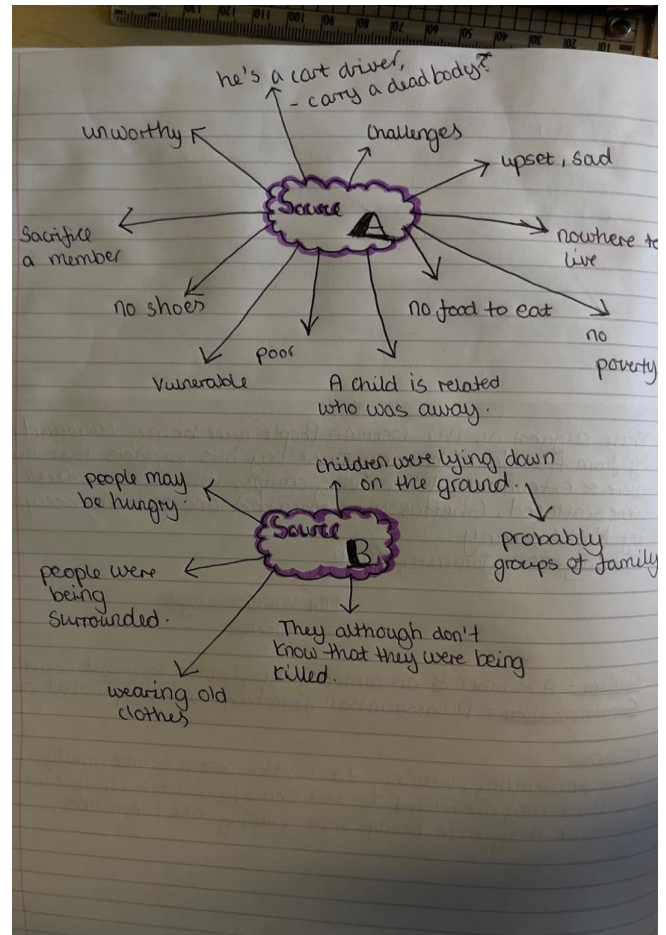
Source D: Leon Greenman, *An Englishman in Auschwitz*.

I thought it looked funny somehow; like a lot of cattle or sheep we were being herded along. No one knew where we were going. On and on we went, throughout the night. One man near me fell out to the side; I saw the SS guard take off his boots so that he would freeze to death more quickly.

Source C: From the testimony of Elisabeth Herz

For nine days I had been walking completely barefoot in the snow... The transport commander selected all the bare-footed and put them in the carts with the sick. Calmly he told us that we would be shot within half an hour... We were not shot... We were put into open cattle cars for three days and three nights... On the way, 75 per cent of us were frozen.

and shocked
felt depressed of what the German people
trying to make the Jews to die with a lack
wedge.
suggests from what Elzabeth had



Who was responsible for the Holocaust?
Starter: Key Word Retrieval

Key word	Definition	Use the key word in a sentence
Antisemitism	<input type="checkbox"/> A person who shows hate towards others. <input checked="" type="checkbox"/> Hostility against Jewish people. <input type="checkbox"/> Avoiding spending time with someone.	Between from Antisemitism, the Jews were reincarnated the Germans.
Persecution	<input type="checkbox"/> To treat someone badly by not taking care of them. <input type="checkbox"/> Someone who treats another person in actual or unfair way. <input checked="" type="checkbox"/> Persistent hostility and ill treatment.	The Jews were persecuted by from the Germans to sent another country.
Assimilation	<input checked="" type="checkbox"/> The process whereby individuals or groups of differing ethnic heritage are absorbed into the dominant culture. <input type="checkbox"/> To make something last longer. <input type="checkbox"/> Being protected by the law.	The Jews Germans assimilated the Jews from the grave.
Resistance	<input checked="" type="checkbox"/> The act of trying to make people take part in protest. <input checked="" type="checkbox"/> The refusal to accept and comply with something. <input type="checkbox"/> The act of showing in a peaceful way that you oppose something.	The German soldiers were at the resistance to plan from the Holocaust.

Finished? Push Yourself:
Select a key word of your choice, write a definition and use the word in a sentence.

Perpetrator = a person who carries out a harmful, illegal or immoral act.
 Collaborator = a person who works together with others for a special purpose.
 Bystander = a person who present at an event or incident but it does not take part of it.
 Rescuer = a person who saves something from harm or danger.