

## UCL Beacon School Programme

### QUALITY MARK AND RE-DESIGNATION REVIEW, WRITTEN REPORT

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DATE OF LAST OFSTED INSPECTION AND GRADE	30 April – 1 May 2014 (graded OUTSTANDING).
DATE OF QUALITY MARK AND RE-DESIGNATION REVIEW	12 March, 2020
QUALITY MARK AND RE-DESIGNATION REVIEWER	Nicola Wetherall MBE, UCL Centre for Holocaust Education



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## Review context

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

The programme seeks:

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

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

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

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



opportunities. It enables UCL to be confident of the quality output of its named Beacon Schools and to further champion and develop schools' work. It provides verification that our CPD and programme is having an impact on staff confidence, substantive knowledge, pedagogy and practice and that this ultimately is making a positive contribution to the Teaching and Learning (TandL) in the Beacon school.

It allows us to ensure the pedagogy and principles of the UCL Centre for Holocaust Education's approach is embedded and for us to access ways in which our pathway of professional development, CPD offers and materials are responsive to need. It seeks to answer the question of whether the Beacon School programme is working or not, and hence assist in improving this programme and developing further work. We, like schools, want to know why and how a programme works, not just *if* it does.

## School overview

- The school is much smaller than the average-sized secondary school and, at the time of the review has 662 students on roll, and 112 in sixth form.
- Nishkam High School opened as a free school in September 2012. The school forms part of the multi-academy trust of schools known as the Nishkam School Trust.
- Nishkam High School Birmingham is a Sikh ethos, multi-faith school.
- The school has its own principal, in addition to the executive principal who works across other schools in the trust. There are no unqualified teachers in the school and all teachers are specialists in the subjects they teach.
- At the time of the review visit there were 662 students on roll, and 112 in sixth form. The proportion of pupils considered to be disadvantaged, or PPG eligible, is above national averages. At the time of writing, 28 % (186 pupils) of students are PPG eligible and 15.8% of students access FSM. At the time of writing Nishkam's cohort are above the national average in terms of recognised EAL, with 42 % (282 pupils). The proportion of pupils who have special educational needs and/or disabilities (SEND) is below the national average. At the time of writing, 5.8% (39 students) of students have identified SEND need, whilst 0.6 % (4) of students have a statement or EHCP.
- Almost all of the school population are from minority ethnic backgrounds, which is well above average. The largest ethnic group is Indian which makes up almost 90% of the school population.
- About 42% of Nishkam's students speak English as an additional language, which is above the national average.
- Most recent DfE published final data (2018/2019) regards Nishkam High School reveals:<sup>1</sup>
  - Progress 8, 0.99 (well above average)
  - Attainment 8, 56.1 points (school; as compared to 46.6 points in local authority and 46.7 England average)
  - Entering EBacc, 95% (school, as compared to 30% in local authority and 40% nationally)
  - EBacc average point score: 5.28 (school; as compared to 4.1 in local authority and 4.07 in England)
- Nishkam High School meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at key stage 4.

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<sup>1</sup> Headline figures and reporting taken from: <https://www.compare-school-performance.service.gov.uk/school/138586/nishkam-high-school/secondary>

Key Stage 4 Examination Results			
	2017	2018	2019*
A8	55.14	54.75	55.68
P8	0.975	0.739	0.944
English and Maths 5+	51.1%	55.6%	59.8%
English and Maths 4+	79.8%	79.8%	80.4%
Ebacc Grade 5+	34.0%	35.4%	28.9%
Ebacc Grade 4+	28.7%	51.5%	53.6%
EBacc APS	4.61	5.20	5.28%

- The school does not make use of any alternative or off-site provision, apart from where sixth form students have requested a work experience placement.
- Nishkham High School was last formally inspected by Ofsted in 2014, and adjudged outstanding.<sup>2</sup> The quality of provision was adjudged by Ofsted in 2014 as:

<b>Overall effectiveness</b>	<b>1</b>
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

- Ofsted's 2014 report recommended Nishkham High School should do more to improve further to
  - Sustain students' exceptional achievement, and the outstanding quality of teaching, as the school grows in size and new teachers join.
  - Make sure that all teachers consistently use the high quality information available on students' attainment in planning to build on what students have already learned.
  - Refine the school development plan to include more detail so that:
    - monitoring activities are undertaken more frequently to gauge the impact of the school's actions
    - school leaders know who is responsible for leading the actions and priorities for further improvement.
- There is a smaller than average proportion of disabled students and those who have special educational needs supported through school action and a very small proportion who are supported at school action plus or with a statement of special educational needs.

<sup>2</sup> See <https://files.ofsted.gov.uk/v1/file/2396941>

### Further context

- Nishkam High School's senior leadership are well supported by governors, teachers and other staff, and together have created an effective culture and a caring community that keep pupils safe and well looked after. Pupils and sixth-form students are fully involved in creating and maintaining this. Effective procedures ensure that safeguarding welfare and all-round development of pupils prepares them well for the next steps in their lives.
- Duty of care is utmost –as much for students' sense of well-being and value as their own Nishkam staff. Safeguarding protocols and principles are implicit, explicit and effective. E-safety, given the amount of effective ICT driven learning undertaken, is also very evident.
- There is an ethos and visible climate of celebrating diversity and difference throughout the school, epitomised, as Ofsted repeatedly observed: *'Students' spiritual, moral, social and cultural development is promoted outstandingly well. Students and teachers worship and dine together as a 'family'.* It was evident throughout the Quality Mark review process that students do feel safe at Nishkam High School and that relationship building was key to the success of the personalised curriculum, which in turn led to behaviour for learning and positive outcomes.
- Nishkam High School are blessed with a highly professional, positive and hospitable, reflective staff body, middle and senior leaders who know their school well; aware of areas of strength and understanding of *what* and, tellingly, *how* to improve.

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

Not applicable, as 12 March was Nishkam High School's first re-designation/Quality Mark visit.

### Phase 1: Non-negotiables

To remain part of the UCL Beacon School Programme the following MUST be achieved: **YES / NO**

- Has the Lead Teacher attended one-day UCL CPD course? Y
- Has school hosted one-day UCL CPD course for network/local/regional schools? Y
- Has the school identified a named member of SLT to support Beacon School Status? Y
- Did Lead Teacher and member of SLT attend UCL residential? Y
- Did school submit initial Scheme of Work? Y
- Has the Scheme of Work been refined/edited in light of UCL mentor feedback? Y
- Did school send representative on Poland study visit? Y
- Has the Scheme of Work/Learning been shared with at least five partner schools? Y
- Has Beacon School Status been prominently included in the SIP plan and acted upon? Y
- Has teaching and learning about the Holocaust been observed by UCL? Y
- Has a SWOT analysis been provided by either Lead Teacher, SLT or both? Y

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

Not applicable as Nishkam High School met the expectations.



## Phase 2: Summary of review visit methodology

### Prior to review

- Copies of Nishkam High School's school improvement plan, most recent Ofsted report, along with other relevant internal school policy documents were sent to the reviewer.
- A copy of the scheme of work and range of UCL and Beacon School related documents were requested, collated and reviewed, along with links to related policy documents on the school's website.
- A SWOT analysis was completed, and a rich and impressive range of supplementary evidence was offered, along with an itinerary prepared for the pre-arranged one-day review visit.

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

- A 'virtual' tour of the School site
- Phone meeting with SLT link, Mr Damien Kearns (Principal).
- Online meeting with and extensive email correspondence with Lead Teacher, Miss Hannah Moody (UCL Beacon School Lead Teacher, History Teacher)
- Work scrutiny undertaken, sample lesson plans and resources from various subject areas and documentation including UCL scheme of work in History, plus assessment samples and data reviewed and discussed. Copies and photographs of examples and displays submitted (see Appendices).
- No lesson observation was conducted: owing to COVID-19. Instead, more detailed analysis directed upon the scheme of work and attention paid to online student voice and work scrutiny.
- Student voice panel evidence: with 6 current students, Year 9-13
- Online meeting with range of staff who have experienced and engaged with UCL Centre for Holocaust Education CPD and the school's engagement with the programme, Mr William Popplewell (Subject Leader for History), Miss Francesca Jones (Subject Leader for Religious Studies), Mr Andrew Vaughan (Subject Leader for Geography), Mr Paul Blackburn (Faculty Leader for Humanities) and Mrs Susan Laddher (Director of Faith)
- Review debrief with Miss Hannah Moody (UCL Beacon School Lead Teacher, History Teacher)

### After review

- Follow up questions or clarification sought via email.
- Letter of thanks sent via Miss Hannah Moody to acknowledge time and insights of students participating and contributing to the Student Voice panel, and those in the lesson observation and staff meetings/debriefs.
- Drafting and publication of a news item article for UCL Centre for Holocaust Education website announcing Quality Mark visit and outcome.
- Drafting and posting on Centre Twitter feed regards announcement of school's Quality Mark visit and outcome
- Drafting of e-newsletter acknowledgement of the Quality Mark visit and the school's outcome.



- Drafting and sending a letter to Mr Shabana Mahmood, constituency MP for Nishkam High School, raising awareness of the school's visit and outcome, with copies sent to Mr Damien Kearns and Miss Hannah Moody.
- Drafting and sending a letter to Nishkam High School chair of governors in order to congratulate the school on its achievement, raising awareness of the review visit and outcome, with copies sent to Mr Damien Kearns and Miss Hannah Moody.

### Phase 3: Key findings

#### 1. Holocaust education within Nishkam High School curriculum (intent and implementation)

How Holocaust education sits within the wider curriculum offer reveals much about Nishkam High School teaching and learning experience and the wider context within which the curriculum itself sits.

Since opening, Nishkam High School has developed and maintained a broad curriculum through the wide range of subjects and qualifications offered. Additional depth is provided through tutor times, assemblies and whole-school study themes. This helps to ensure that pupils have their own well-developed opinions about politics and social issues, such as poverty, inequality and human rights.

It is worth acknowledging that the bulk of the 'traditional' academic Holocaust content of Nishkam High School's curriculum offer is focused principally upon Year 9. As a History department Miss Moody and the team have taken a stance that Holocaust teaching and learning should form a key part of all students' history education, so they have chosen to teach this unit before students have been split into their GCSE option classes.

Despite the appropriate caution and reflection upon age and stage appropriateness, when Nishkam High School Year 9 students engaged with UCL Centre for Holocaust Education research<sup>3</sup> in 2018/2019 it was evident that Holocaust teaching and learning does not exist in a vacuum – either as the preserve of History or a specific subject discipline, or even within a specific school – rather, Holocaust knowledge and understanding emerges contextually and is encountered in a range of contexts, within which students can engage meaningfully. With the right support, strong relationships and sound pedagogical practice, younger learners can flourish whilst exploring the Holocaust. Dr Hale's report and analysis at the time noted Nishkam's students are encountering Holocaust representations in and out of school: *'...many of them had already come across the topic in history and in school assemblies, a small number had learned about the Holocaust in English, drama, and religious education. This highlights the issue of what students are learning in relation to the historiography of the Holocaust in different subjects, and the extent that this is contributing to their understanding (and/or misunderstanding) of what happened.'*

Therefore, to appreciate the standard and place of Holocaust teaching and learning within Nishkam High School's curriculum, it is vital to understand the context within which it sits, a recognition of the pre-learning/knowledge that students have from wider society, the media and such like, along with the Sikh ethos, civic values and principles of the school.

The school's values and educational mission is clearly documented – *'lived and not laminated'*. Senior and middle leaders are explicit about the purpose of the curriculum – and indeed the disciplinary distinctiveness – of the offer, along with identifying the holistic, enrichment, whole school and cross-curricular or inter-disciplinary opportunities.

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<sup>3</sup> See Dr R Hale report 'Nishkam High School: research findings 2019', UCL Centre for Holocaust Education

- In 2018 the Beacon School application documented how embedded Holocaust education already was – it described its then rationale for teaching about the Holocaust:
  - *‘As we gain more and more chronological distance from the events of the Holocaust, those that experienced it first-hand and have been able to tell of their experiences, are becoming fewer in number. I feel it is very important that we keep sharing their stories, so that their voices are not lost. This is of particular importance when we consider recent laws that have been passed in Poland in regard to Polish involvement in the Holocaust, and those who continue to deny that the Holocaust happened - whose ideas are freely available for students to read on the internet, and are absorbed by students without question.’*

The document would go on to speak to contemporary relevance and of the demographics and specific context in which the school sits:

- *‘The contemporary relevance of the Holocaust is what makes it of vital importance in the school curriculum. The rise of right-wing ideology across Europe, racism and persecution of immigrant groups in Europe, and the numbers of refugees seeking asylum has increased nationalism, racism and xenophobia in recent years. It is important that we teach students the consequences of this and that they are able to understand that they have a role to play in preventing another event like the Holocaust.’*
- *‘We also serve a multi-cultural community in the heart of a very diverse city, home to refugees some with first-hand experience of genocide and war; learning lessons from the holocaust will help future generations to challenge and work hard at preventing something similar from happening again’.<sup>4</sup>*

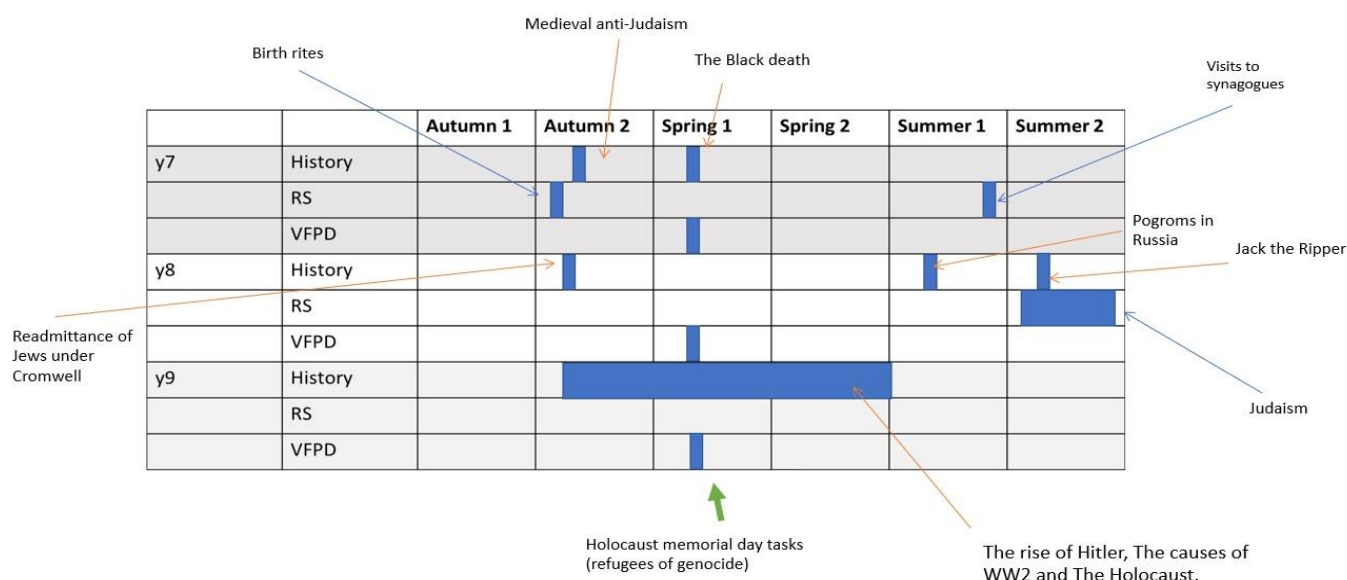
These factors will be revisited in more detail later, but from application, there was a clarity of intent regards Holocaust education at Nishkam High School.

- During their Beacon School year, Nishkam High School have built upon their existing provision to develop a clear rationale for their approach to Holocaust education that speaks to affective and cognitive outcomes for learners – in keeping with the pursuit of truth and personal growth dimension. As a result, the provision for and impact of Holocaust education at the school has significantly improved from its 2018, 2x50mins history lessons a week during a half term (approximately 5 weeks within the Spring Term) coverage, and its Values, Faith and Personal Development (VFPD) programme’s exploration of the Holocaust in terms of conflict, forgiveness and reconciliation to an integrated, cross curricular, aspirational spiral curriculum offer. Throughout, the clarity of intent and purpose is clear; but the implementation, strategic, appropriate, creative and engaging, across History, RS and VFPD.

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<sup>4</sup> 2018-19 UCL Beacon School application

## The development of the Holocaust curriculum so far...



- During their Beacon School year, Nishkam High School have developed a clear rationale for their approach to Holocaust education that is a blend of **mission/values and ethos**, **research** informed pedagogy and **content**.
  - In terms of **mission/values and ethos**, the Sikh character of the school is epitomised by the vision: faith-inspired, virtues led, aspiring for excellence.



At Nishkam Schools, our pupils explore the divine context of humanity and wonder of all creation. They not only learn about, but also learn from, the wisdom of religions and in so doing explore the infinite human potential to do good unconditionally. We support pupils to develop aspects of their own religious, spiritual or human identities. They learn about serenity through prayer and humility in service and in so doing, they deepen their own respective faith, and respect the common purpose of all religious traditions, as well as respecting the beliefs of those with no faith tradition. They explore the unique divinity of the individual, and our common humanity.

At Nishkam Schools, we believe that the fostering of human virtues forms the foundation of all goodness. Our curricula are carefully enriched to allow experiences where our pupils, teachers and parents alike learn to grow through a conscious focus on virtues. Our virtues-led education approach helps to provide guidance to enable pupils to understand their choices in order to help lead better lives. Our pupils become self-reflective and flourish; they are able to build strong, meaningful relationships and understand their responsibilities to the global family and all creation, founded in faith.

At Nishkam Schools, our pupils and staff alike aim to become the best human beings they can possibly be, in all aspects of spiritual, social and academic life. We foster a school culture which inspires optimism and hope, as well as determination and confidence, for all to achieve their best possible. This is accomplished through a rich and challenging curriculum, along with excellent teaching to nurture awe and wonder. Pupils gain a breadth and depth of knowledge and a love of learning to achieve their full potential.

This means the school lives out its educational vision by appreciating, celebrating and developing the *‘whole child, whole person’* and by embracing the holistic approach to support each learner to become the person they are/aspire to be; in turn this shapes curriculum design. Holocaust education opportunities within the curriculum ensures that young people experience sensitive, challenging and profound learning opportunities within which they can grow. The Sikh values of the school mean that character education is implicit and explicitly embedded in the curriculum and in the experience of being part of Nishkam’s community. The dignity, respect and value of the individual, is foregrounded and thus Holocaust teaching and learning is an imperative for it demands reflection on the nature of being human, the role of human rights, an exploration of suffering (theodicy) – that reflection is both academic and self-reflective. There is clearly a civic, Sikh and virtue’s driven underpinning to the approach taken at Nishkam High School to Holocaust education – but this is not to be mistaken for a ‘simplistic lessons’ from approach or curriculum offer. Nishkam has developed strong disciplinary distinctive approaches to Holocaust teaching and learning that are underpinned by authentic values. There is clearly a hope that with quality provision for and experience Holocaust education, students can themselves reflect on their values and ultimately their choices – ideally contributing to a more tolerant, respectful, peaceful world. It was telling that in the History scheme of work/learning regards the Holocaust, the Lead Teacher was explicit regards how the Beacon School project and Holocaust teaching and learning fit into the broader school ethos: *‘Nishkam High School is committed to virtues led education, which aims to produce lifelong learners, confident individuals, responsible citizens, and compassionate contributors to society. Being part of the Beacon Schools project we hope our students and staff will reflect on our virtues and consider our role within society, as well our thoughts, reflections and actions as human beings.’*<sup>5</sup> Nishkam High School has a virtues based approach to learning; concepts such as justice, forgiveness and reconciliation, pertinent to this work, amongst others are explicitly taught and unpicked through our Values, Faith and Personal Development programme, through our reflection at the end of each school day and through assemblies and collective worship. Together with the scheme of work, such is the embedded sense of mission and educational purpose at Nishkam that it is this reviews judgement that the school is a beacon of exemplary practice in many areas – Holocaust teaching and learning being just one.

This is epitomised in the school’s participation in the Echo Eternal project and partnership with the Birmingham REP. They have been gifted the UKHMF testimony of Zdenka Fantlova.

- The role of **research** is credited as being the *‘...bedrock upon which we have constructed lessons and our Holocaust curriculum’*. This has principally been engagement with the UCL Centre for Holocaust Education’s 2009 and 2016 national studies, the resulting research briefings – but not exclusively so. The school also prides itself on proactive engagement in educational research that it championed and explored in internal and regional staff training. In terms of the Holocaust in the curriculum, research has brought an explicit awareness of prevailing myths and misconceptions (both of students, staff and wider British society) and,

<sup>5</sup> See Nishkam High School UCL Centre for Holocaust Education Scheme of Work Template 2018-2019.

from the Lead Teacher and her team's perspective, with that has come '*...greater confidence to challenge those...we feel more equipped thanks to research and resulting strategies.*' As a UCL Beacon School, Nishkam High School's curriculum draws upon the Centre's distinctive research informed pedagogy heavily – whether in using directly its research informed materials or adapting its own with greater emphasis on key research themes. Whilst History and the programme Lead Teacher have driven this approach, it is impressive to see schemes from RE proactively engaging with research, developing materials and distinctive disciplinary approaches that challenges misconceptions, encourages criticality, independent thinking and a respect for scholarship, fact and evidence. This last point is also reinforced by the conceptual thinking that is identified and focused upon within each lesson and across the scheme. (E.g. lesson 1. The Ring: Zdenka and her story, whilst an adaptation of the Centre's 'Ordinary Things' focuses upon using evidence.)

- As with research, Nishkam High School champions disciplinary **content** and integrity are important. As a result, the Holocaust's place within Nishkam is not niche, remains integrated and holistic on the one hand, whilst remaining in distinctive, but related, subject contexts, with History taking the lead. This links to the research point – for example, the adapted 'Timeline' lesson addresses misconceptions regards victim groups and indeed the definition of the Holocaust itself. The groups of victims identified enables students to both make explicit links to the shared experience of persecution and the distinctiveness of that suffering. This has led to interesting teaching and learning opportunities and moments of reflection regards homosexuality for example – illegal in Germany, and until relatively recently, here in the UK. Perhaps more telling is the content link to the Sikh ethos or character of the school, despite its diverse school community; the scheme adheres to school wide policy by examining/referencing/exploring "sikh" and human values such as justice and compassion and the consequences of their presence or absence in a real historical context of the Holocaust. Allowing students to reflect on the Holocaust using this whole school framework enables them to reflect more on the moral implications of the Holocaust and the importance of Holocaust education (see examples of students work in the report Appendix)
- The school's rationale for Holocaust teaching and learning speaks to affective and cognitive outcomes for learners. The curriculum intent was clear: to make the Holocaust's history relevant to the context and community the school serves:
  - *'Birmingham is a diverse city where students from many faiths, ethnicities and cultures come together. Nishkam High School is a microcosm of this and with its Sikh ethos and values led approach is a perfect setting for a Beacon school. With the support of UCL, I would like to make our own Holocaust curriculum at Nishkam represent the diverse nature of our city and more directly relevant to the students we teach. By sharing this approach to teaching the Holocaust with other schools and across our school trust I would hope to improve the quality of Holocaust education in Birmingham and beyond, and inspire others to do the same.'*<sup>6</sup>

<sup>6</sup> 2018-19 UCL Beacon School application



- The spirit underpinning the intent for Holocaust teaching and learning spoke to the values of respect, empathy and inclusion that underpinned Nishkam's holistic approach:
  - **Respect** for the victims of the Holocaust, the subject matter. Respect in terms of duty of care to the past, to survivors, students and staff. Respect for one another and a regard for what happens in relationships and societies where respect for the humanity of an individual or group breaks down. Respect for the craft of the historian. Respect for the truth. Respect for the truth, however inconvenient, challenging or complex. Respect for young people and their right to such knowledge.
  - **Empathy** for the victims, understanding of the perpetrators, collaborators, rescuers, liberators and bystanders. Empathy as fundamental to human relationships. Empathy for each other, for students and for staff in dealing with this complexity. Empathy for those case studies and human stories told within the scheme.
  - **Inclusion** for Jews and all victims of Nazi persecution. Inclusion in that all young people can access the scheme and Nishkam's provision for Holocaust education. Inclusion of potentially 'uncomfortable' learning episodes – based upon established classroom relationships of trust, where respect and inclusion flourish.
- Nishkam High School leaders and teachers are committed to the principle that all learners have the right to access quality Holocaust Education. This is particularly relevant given the focus on closing the gap between the disadvantaged and advantaged as emphasised in the School's Improvement Plan along with its commitment to personal development and quality enrichment opportunities.
- Beacon School status and the working towards Quality Mark status is included in the School's improvement/development plan, and is linked to the designated Lead Teacher's, appraisal and performance management targets.
- Whilst Beacon School status and pursuit of the Quality Mark is embedded in the School Improvement Plan, it is recommended that throughout the Quality Mark designation period, 2020-2024, Nishkam High School includes reference to the Quality Mark process in such strategic and developmental plans; this serves to secure it as an ongoing focus, ensure continued senior leadership support for access to specialist UCL Holocaust CPD to continue developing a critical mass of staff able to innovate and work collaboratively. Annual reference to Quality Mark Beacon School status should serve to ensure some of the EBIs of this report are adopted or considered over the coming years. This review would also recommend, where appropriate (principally History), Quality Mark status is included in subject or department plans or equivalent; this would serve to ensure substantive knowledge and subject specific skills are further developed in some of the identified EBIs. This is especially relevant in the context of succession planning, given the Lead Teacher is moving on to senior leadership outside the Nishkam Trust.
- The review demonstrated Beacon School status has stimulated or provided further space and opportunities for pedagogic and assessment conversations among Nishkam High School staff. This



can only be beneficial to wider reflections upon the future development of assessment and achievement and supporting and sustaining quality teaching and learning.

- There is clear senior leadership team support to ensure time and opportunity to review teaching and learning and outcomes across the school including Holocaust education, and middle and senior leaders accurately judge and assess their provision, strengths and weakness. Such reflective practice ensures developmental innovative practice and a sense of constant striving to move forward and progress.
- Miss Moody, as Beacon School Lead Teacher, has a clear sense of what worked well and why, but equally can identify areas for improvement. She recognises that senior colleagues have supported reflection, discussion and planning time for the scheme of work and stated, she felt confident to ask for that time and positive that whenever possible SLT would support or enable it. The school has enabled, wherever possible, the Lead Teacher to share her growing expertise with colleagues regionally and nationally. It is worth noting that this review fell in Miss Moody's final term at Nishkam – we wish her well in her exciting new SLT role – she was supported throughout by Mr Popplewell, who will be taking the Quality Mark Beacon School work forward.
- At Nishkam High School, staff with an idea and initiative are, by and large, supported, encouraged and enabled where budgetary and staffing compliment considerations allow. This is true within the context of Holocaust teaching and learning.
- The History scheme of work (developed across the year of the UCL Beacon School programme and constantly reviewed and refined) takes as its title 'How and why could the Holocaust happen, and what were the experiences of, and reactions to, those who suffered persecution?' Its overall rationale clarifies its approach to Holocaust education and links directly to the school ethos, presenting a comprehensive statement:
  - *'In the long term we wish to have a multi-disciplinary approach to teaching about the Holocaust at Nishkam High School. In this approach we see subject areas making contributions to the understanding of the Holocaust using their expertise; mapping, understanding migration, understanding of faith, representations in literature etc. We do not see all subject areas teaching about the Holocaust explicitly, but we do believe that all can contribute meaningfully to Holocaust Education in some way. We hope to give students a deep understanding of the Holocaust and other genocides, whilst also developing our core virtues including compassion, tolerance, respect and justice amongst others.'*<sup>7</sup>
- Both Miss Moody and Ms McSorley, along with colleagues, were fundamental to the successful Beacon School application in 2018, and strategically astute in the staging and roll out of such an ambitious plan, with short, middle and long-term goals. They recognised within the scheme and planning documents that they could not achieve everything at once and confined their Beacon year to focusing '...on improving the History scheme of work and introducing a SOW in RS about

<sup>7</sup> See Nishkam High School UCL Centre for Holocaust Education Scheme of Work Template 2018-2019.

*Judaism.’ Whilst also noting, ‘We have also begun to embed Holocaust, Genocide and Hate crime into our VFPD lessons (values, faith and personal development lessons). At this stage this is very much a work in progress, but we are planning to...’<sup>8</sup>*

- For the purposes of this review it was the 13 hours of the History scheme of work lessons that was a key focus. However, the review also seeks to acknowledge the wider related curriculum offer in History and RE, and the excellent SMSC, enrichment and extra-curricular that makes Nishkam’s provision and practice so impressive for its range and depth. It is a bold and admirably aspirational approach that enables intent to be played out in several distinct ways, as was noted, when asked why it is important to study this topic and the rationale for sequencing and selecting the year group etc:
  - *‘125 students are in the current year 9 cohort. All students will study this unit. The decision to study The Holocaust in year 9 was taken because, practically, it fits with the programme of study (WW1, WW2, and the Cold War). It is also felt that the sensitive and complex nature of the content is not suitable for students in younger year groups. However, we have attempted to weave a trans-historic understanding of the treatment of Jewish people into our wider KS3 history curriculum so that students do not think that anti-Judaism/antisemitism began with Hitler and the Nazis (The first few lessons in the SOW detail some of these, however, it is of course an ongoing project).*

*We attempt to put the Holocaust into context of the WW2, by weaving in some lessons into our SOW on the Rise of the Nazis, whilst still treating it as a separate event by keeping the depth study into the Holocaust separate. I have included both of these relevant SOW in this document.’*

The latter point is revealing as it attempts to locate the Holocaust within the context of World War Two, whilst also affording it time, space and distinctiveness.

- The curriculum intent of Holocaust education at Nishkam High School is clearly defined as contributing to SMSC, (fundamental) British (or human?) Values, and personal development. There is a clarity around thinking regards Samantha Powers term ‘Upstanders’ and embodied in Elie Wiesel’s words *‘The opposite to love is not hate, it is indifference’* and in Edmund Burke’s *‘All that is necessary for the triumph of evil is for good men to do nothing.’*
- In terms of provision for and experience of quality Holocaust teaching and learning across the curriculum, Nishkam School leaders have constructed a curriculum offer that is ambitious and designed to give all learners, including the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. In line with the wider schools’ values and ethos – Holocaust education and genocide and human rights related teaching and learning is embedded in respect, empathy and inclusion: Holocaust education is seen as a right; an opportunity for all irrespective of stage, age, ability or

<sup>8</sup> See Nishkam High School UCL Centre for Holocaust Education Scheme of Work Template 2018-2019.

other factor. Such learning is possible through creative, personalised learning when appropriate to ensure all can encounter this subject matter and develop as a result.

- The Holocaust scheme of work within History provides a curriculum framework that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment but has been developed with an intentional civic and reflective personal focus of 'Creating Change'. It is deliberately both outward looking in terms of international perspective and its desire to develop students becoming active global citizens, but also inward looking, helping support young people develop their identity, values, encourage self-reflection and enhance emotional literacy and resilience. In the former regard, they keep with the spirit of George Santayana words *'A man's feet should be planted in his country, but his eyes should survey the world.'*
- The 'Creating Change' model offers a framework for transformative change that resonates with the Scholar, Citizen, Ambassador model developed at Harris Academy South Norwood (itself a UCL Centre for Holocaust Education Quality Mark Beacon School) for the scheme submitted to the Centre explicitly places the Holocaust both within the wider context of antisemitism and alongside other genocides within the twentieth century and to human rights and civic agendas. In so doing, it demonstrates the commitment to a strong disciplinary and academic focus (the scholar) on one hand, with a values and civic dimension on the other (citizen/ambassador). It is evident the purpose of the scheme of work/learning is to build upon the framework of the Nishkam High School Intent or core mission, to provide the faith inspired, virtues led, aspiration for excellence, thereby ensuring impact beyond the History classroom.
- In terms of curriculum implementation; teachers contributing to the Holocaust curriculum offer, especially the History Scheme, have strong subject knowledge and, where that is not the case, middle and senior leaders have provided effective support and facilitated CPD opportunities. Based upon the lesson materials, classroom data, student voice panel, staff feedback and work scrutiny during this review it is clear those delivering the History scheme present subject matter clearly, promoting appropriate discussion about the complex, challenging and difficult subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately – drawing upon UCL Centre research findings, research briefings and latest IHRA guidance, and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- In terms of the Holocaust, Nishkam High School students will spend 13 lessons within the History scheme enabling students to explore:
  - The Ring: Zdenka and her story (an adaptation of 'Ordinary Things')
  - Who were the six million? (Pre-war Jewish Life)
  - What was the Holocaust (adapted from 'What was the Holocaust? an interactive timeline)
  - Were all the Ghettos the same?
  - What was a Nazi Concentration Camp? (UCL resource adaptation)

- British responses to the Holocaust (UCL lesson)
  - Did Jewish people resist the Holocaust?
  - Being Human? (UCL lesson)
  - What should students know/learn about the Holocaust? (Assessment)
- Each lesson within the History scheme is framed with learning objectives. E.g. *‘to engage with evidence and begin to pose their own questions with deep meaning.’* The scheme of work/learning document also points to concepts, such as using evidence, so again we see a clarity of purpose, a rationale that runs throughout: linking intent with implementation, whilst supporting teachers in the classroom. The intended outcome for such an approach was summed up thus: *‘Students will benefit from this approach because it will not just be one Scheme of Work for a few weeks in one subject area. We hope that by embracing the complexity of the subject matter in many different areas it will help students to be knowledgeable of the event, but also of its contemporary relevance and their place in preventing future atrocities from happening.’* Whilst it might be possible to argue with the intent, to refine or pick another enquiry question and so on – all such things are open to debate and interpretation, Nishkam’s current path is explicit, consistent and well executed.
  - The Holocaust scheme of work offered in History at Nishkam High School has been developed with careful consideration for disciplinary integrity and for its learners. The scheme of work document states: *‘History will be where The Holocaust is explored with students. It will be investigated as a historical event, with a strong emphasis on survivor stories. A thread running throughout the SOW is the Testimony of Zdenka Fantlova, which was gifted to Nishkam as part of the Echo Eternal project.’*

It went on to explain:

*‘Until our involvement with the Beacon schools project, The Jewish faith was not taught in RS. With no Jewish students at our school, this meant that students were virtually ignorant of Judaism when they began studying the Holocaust. As a result, students only encountered Jews as victims of persecution. In order to address this, a scheme of work has been written by the RS department to explore the Jewish faith and its diversities in the summer term of year 8’*

and that there were plans in VFPD to explore genocide and hate crime through a collapsed curriculum day, then to be confirmed.

- The curriculum intent of the scheme is clearly historical in disciplinary focus, but also virtues led, seeking as it does to inform and transform historical understanding, but also explore practical examples of virtues such as – tolerance, respect, resilience and compassion.’ Whilst not explicitly a *‘lessons from’* scheme, neither dogmatic nor prescriptive, lessons remain; in part due to the very nature of the school context. It is true History colleagues are determined that young people should think and respond to these issues and resulting questions. That said, there is a lot of pure, knowledge rich ‘history’ in the scheme and some significant cross-curricular skills and approaches that can be identified and seen to reinforce prior learning; for example, continuity and change, chronology, cause and effect. Part of that is simply to provide students with the context of the

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

- Provision in the Beacon School year scheme of work allows for some 13 hours of History lessons; each lesson of 1 hour. This precious curriculum time is well spent, allowing for key themes and complex issues to be considered fully.
- This scheme of work includes a range of UCL Centre for Holocaust Education materials, which is not typical of a Beacon School – and there are opportunities where greater use could be made of the existing suite of Centre materials or even case students within Nishkam’s expanding curriculum offer (RS, English etc). The school’s approach to Holocaust teaching and learning is entirely consistent with the pedagogical principles of the Centre. For example:
  - Abundance of individual narratives used across the scheme, including witness testimony. This is a powerful way of engaging students and opening questions and humanising understandings of the Holocaust.
  - Nishkam High School staff reflect carefully on what constitutes an ‘atrocious image’ and consider carefully their ethical use with young people.
  - Staff assume a ‘duty of care’ for the emotional well-being of students studying the Holocaust – and beyond.
  - Staff aspire to using language precisely, and expect students to do likewise
  - Embrace complexity and avoid simplistic, reductive answers where possible
  - Staff directly address issues of antisemitism and other forms prejudice when they arise
  - Curriculum is increasingly adept, along with teaching staff, at avoiding stereotyping and generalising without acknowledging caveats and nuance
  - School ethos and curriculum, teaching and learning approach works hard to ensure that Jewish people are individuals, rather than nameless victims without agency: as people who aren’t solely defined by the Holocaust
  - Are clear with students that the Holocaust was not inevitable
  - Nishkam 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
  - Delivers a clear message that genocide is a social act and not just the work of one person – e.g. Hitler

- Staff flexibly respond to the needs and concerns of students to ensure Holocaust education is a right for all learners irrespective of stage or age, with the right support, materials and approach
  - Nishkam constantly considers how Bruner's 'spiral curriculum' can be a helpful tool in thinking about how Holocaust education can be delivered to different groups
  - Appreciate that while contemporary events are quite distinct from the Holocaust, a study of the Holocaust may offer a lens to provide different understandings of the present
  - Nishkam High School staff do not shy away from feelings of uncomfortableness and disquiet that may emerge when and where they will in teaching about the Holocaust
- There is a clear, overarching rationale and a sense of purpose befitting the school's ethos, cohort and its SMSC context. Few UK schools could boast such a consistent, values driven and strong civic, lived embedding of Holocaust education and advocacy within its culture and community ethos than Nishkam.
  - As this review will acknowledge throughout – there is much to commend, indeed some of the creative engagement with the arts and community is so innovative that it is European leading – the ambition to link Holocaust education to teaching and learning about genocide is both a challenge and an opportunity, a significant strength and area for ongoing development or refinement. Our principle focus for review, is the provision for and experience of teaching and learning about the Holocaust – rather than genocide – but, in developing a scheme of work that places the Holocaust within the context of the latter, and states bold civic and human rights focused aims, it is worth considering the extent to which a model like Stanton's 10 stages can be utilised as a conceptual framework upon which all you do can be hung. Utilising the 10 stage or warning signs model<sup>9</sup>, is not intended, as it so often so poorly reduced to, a comparative tool. Gregory Stanton well understood both uniqueness of circumstances, history and experience of genocide, whilst observing common themes or dimensions. Inevitably, caution is needed in order to prevent an implicit bias becoming judgement, a 'victimisation Olympics' or some other ranking of genocide to follow in students thinking, but when introduced early to students and applied/modelled as a framework for thinking about human behaviour, rights, and so on then it can powerfully secure the knowledge, understanding and application of skills that your curriculum seeks. Whilst able to be used retrospectively in the case of the Holocaust, Cambodia, Rwanda, Bosnia and Darfur, it is not simply a tool of hindsight, but is forward looking, for prediction purposes and identifying warning signs today. The use of such a theoretical application would be commendable – advancing your thinking regards students sharing a vocabulary for understanding human rights, crimes against humanity, mass atrocity and genocide, past and present. It could also be used within your safeguarding and behaviour context, and complimentary to your vision and school values. This work would also be complimented and consolidated by the introduction of the Pyramid of Hate.
  - It is pleasing to see Beacon School status understood and embraced by the school; with innovative pastoral opportunities, marking HMD with assemblies and in collaborative and innovative working.

<sup>9</sup> See Genocide Watch - <https://www.genocidewatch.com/>



It is clear to this review that Holocaust education provision has improved and been refined as a result of the Beacon School programme, whilst also benefiting from Nishkam's distinctive virtues led approach. It has been a flourishing and mutual partnership of learning between the school and Centre. The UCL Centre for Holocaust Education are grateful to Miss Moody for her willingness to share Nishkam's experiences and we remain committed to this partnership going forward with Mr Kearns, Ms Wilks and Mr Popplewell.

- Within the focus group, students referenced the following by way of illustrative example:
  - Survivor visits/testimony encounters, for example Zdenka Fantlova
  - Assemblies
  - Marking of Holocaust Memorial Day
  - Sixth Form engagement with the Holocaust Education Trust's 'Lessons from Auschwitz' project.
  - Belsen75 project
  - The school's participation in Echo Eternal
- Whilst there is some degree of parents and the wider school communities' awareness of the Beacon School programme, it is hoped, following this review and the award of Quality Mark status, it will provide the impetus to raising the status of the UCL Beacon School programme and the school's Holocaust education curriculum offer; a chance to engage with the local media, feature the accolade in the school's newsletter, on the website and via social media – even with Shabana Mahmood MP.
- In a similar spirit, it is likely that staff awareness will grow, beyond those immediately involved in the Beacon School programme, upon award of the Quality Mark. Future twilight and CPD opportunities may lead to, where appropriate, cross curricular or enrichment opportunities and in that way Nishkam High School's critical mass will develop alongside an innovative and responsive curriculum provision for Holocaust teaching and learning; a successful Quality Mark review visit will lead to more interest and engagement from across the school community and that can only help drive ongoing school, not just Holocaust education, improvement but also see you further share best practice with others, a true 'Beacon'.
- A Holocaust education curriculum audit or mapping document was submitted at the start of the Beacon School programme, along with a copy of the pre-Beacon School year existing scheme of work. Considering these documents, including the school's Beacon School application form, it is evident just how far developments in Holocaust education have come. Despite this progression, it is pleasing that Mr Kearns, his SLT team, Miss Moody and curriculum colleagues remain reflective and ambitious enough for ongoing development beyond the review visit and re-designation process. There is a clear commitment to this being an ongoing journey; an evolutionary process.
- It is hugely significant that as a result of the Beacon School programme Judaism is explicitly taught in KS3 Religious Studies. This review notes, that this teaching and learning about Judaism and Jews

helps provides students a rich understanding of Jewish belief and practice and the diversity of its culture; ensuring that Nishkam's students only experience of Jews or Judaism within the curriculum is not simply a story of presentation, an encounter with Jews as victims of Nazi or other persecution, or on the basis of a racial definition – but instead as a rich, diverse community with a complex history. It should be noted, curriculum time and examination specification constraints are common in all schools, but there may be additional opportunities to enhance understanding of Jewish culture and traditions beyond the RS classroom as the school's provision and practice evolves. It was pleasing to see some of that play out in the reviews work scrutiny, where the diversity of pre-war Jewish life was evident, demonstrating that History understood that humanising and contextualising Jewish life should not simply be seen as the jurisdiction of the RS department, but as an opportunity for deepening historical understanding and further enhancing best SMSC practice across the curriculum.

- In schools where pre-war Jewish life is discussed and explored there is often a tendency to focus on short term depictions of Jewish life in the interwar years, rather than a cultural, historical and religious spectrum of Jewish experience. Within RS, it may be worth considering opportunities to further in Religion and Philosophy 'Origins' discussions, such as God in Judaism and the importance of God in the Shema prayer and linking with the views of the afterlife. Similarly, when examining human rights, students could consider, exploring how the religious (not just civic) rights of Jewish people were violated during World War Two and the need for the United Nations, or work on 'Religion and the media' related themes could consider antisemitism and how Jews were/are depicted. Such collaboration, dialogue and inclusion of one or more such examples, would undoubtedly enrich students' understanding of pre-war Jewish life, culture, beliefs and traditions – religious and secular – but perhaps we should also ask, where else do Jews figure in our curriculum? Are Jewish authors in our English offer, is a scientific discovery made by a Jew – how are we equipping young people to understand or be aware of the Jewish contribution to the world, in much the same way as we might as about the role of women, or BAME groups – how do we ensure the curriculum is diverse and interconnected? If RS or tutor time, can potentially speak to some of this through exploring Jewish diversity of belief, practice and identity, this would hugely inform students' understanding of the devastating impact of the Holocaust on the Jewish community. This review actively encourages such reflection and discussion opportunities for colleagues, even if only to enhance inter-developmental dialogue and as a CPD episode. But already Nishkam have made important and decisive steps which have already enhanced provision and practice.
- It is key to quality Holocaust education provision and practice that young people come to appreciate the void, and all that was lost during the Holocaust. In this regard, RS, History and VFPD appear to collaborate well, with work scrutiny and student voice demonstrating clear understanding of the impact of the Holocaust.
- Placing the lives and culture of pre-war Jewish communities at the heart of studies is significant given the Centre's national survey of student knowledge and understanding revealed that most students knew Jews were the primary victims of the Holocaust, but most had little understanding of who these people were, why they were persecuted and murdered. Even after studying the



Holocaust, only 37% of young people knew what the term ‘antisemitism’ means. Student explanations often rested on misconceptions about who the Jews were rather than on where anti-Jewish ideas had come from. Many of the young people surveyed incorrectly believed that Jews made up a large proportion of the German population during the 1930s. Only 8.8% correctly identified the pre-war Jewish population to be less than 1%.<sup>10</sup> It is to creditable that Nishkam High School student awareness is far more advanced and variegated than their national peers. When asked about what antisemitism was, the extent to which it is a problem, in school, their community/Britain and globally, how can it be countered and what role learning about the Holocaust may play in tackle it, students said:

- *‘Learning about the Holocaust not only tackles it but also makes it an important issue that can surface discussion again. We need to bring this idea quickly into educational systems as it helps reduce the idea in the future. If we did this in every country for all the new coming generations- then I highly doubt that this might happen again, as children face terrors at a younger age it makes it easier to believe that their emotions allows them to never do such a thing.’*
- *‘Thankfully, antisemitism, as far as I know, is not a problem in my school but it is most definitely an issue in the wider world. I think learning about the Holocaust does play an important role in tackling this issue, but I think this does require an intervention that is more insightful for the individual.’*
- *‘Antisemitism is hostility towards and discrimination against Jews. It is still an issue today and has been since before the Holocaust. Antisemitism appears in media and amongst politicians and is never okay. Learning about the Holocaust does help to tackle it as it is a reminder as to why it is never okay to be prejudice and to discriminate. Antisemitism during the Holocaust lead to death of around 6 million Jews we need to learn to change.’*
- *‘Anti-Semitism is the collective hatred between individuals of the Jewish community. While it may not seem like a big issue now compared to what it used to be, anti-semantic comments and actions still occur around the world today. Holocaust ed helps bring awareness of this hate problem and helps people realize its wrong and should not be happening in society.’*
- *Antisemitism is hatred towards Jews. I believe that it is quite a big global issue as many people do have antisemitic views and do treat Jews differently to everyone else. I think that learning about the Holocaust does and does not help tackle the problem. This is because it does help as some people’s views do change after learning about the horrors of the Holocaust and how much of a traumatic time it was. However, some people’s views do not change as they strongly agree with antisemitic views and they believe that Jews deserved whatever happened during this time and they have no regret.*

<sup>10</sup> For summary findings please see: <https://www.holocausteducation.org.uk/research/young-people-understand-holocaust/key-findings/>

- *Antisemitism is hostility or prejudice towards Jews. Although I have never witnessed antisemitism firsthand, I understand that it is a serious issue for many Jews nationally and internationally. This can be countered by education on the consequences of antisemitism.*

These feedback responses again speak to quality Holocaust, teaching and learning.

- The contribution RS makes in laying important foundations to the Year 9 History scheme of work – along time within VFPD, should not be underestimated. At Nishkam, the disciplinary integrity of RS is valued, for as Martin Luther King said *“the function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education”*. The department encourages students to have an opinion and face the bigger and more abstract questions in life critically and responsibly. At KS3 they introduce students to a range of world religions and influential people of faith who have helped shape the world today and actively encourage students to engage with figures who have fought or are continuing to fight for social justice while questioning their own role in the world, which ensures an outward facing approach, a civic and moral lens that students are familiar with in advance of their Holocaust studies.
- For example, in Year 8 a half term is spent exploring Jewish life and religious tradition. The school’s curriculum overview is clear that students will learn about the meaning of religious rituals and their purpose and value; both by learning about (though beliefs, teachings and sources, practices and ways of life and forms of expression) and learning from (in terms of identity and belonging, meaning, purpose and truth and values and commitment). Each element of Nishkam’s curriculum is values infused – and in the case of Judaism being explored in Year 8 it is explicitly linked to ‘wisdom’, providing young people with the opportunity, to learn about and reflect upon ‘how religious teachers provide us with a deeper understanding in making the right choices in life’. Moral choices, ethical dilemmas and religious morals are a key part of student’s RS experience at Nishkam and equip young people to explore reasons for war and human rights abuses, questions of justice, injustice, forgiveness and responses to conflict and persecution. The foundational learning RS is now providing the History scheme is encouraging. It is now perhaps worth considering if a schematic approach could underpin this work, one that would be consistent across the whole school? This might be through a UNCRC or human rights lens, or in the genocide 10 stages or the pyramid of hate – but would ensure continuity, consistent language and a spiral curriculum that is chronological as well as conceptual. Looking at the range of superb, rich and challenging curriculum on offer at Nishkam, it is not that this review recommends adding more, rather developing best practice through your delivery framework. For example, at what stage do students formally encounter the Holocaust at Nishkam? Is it in Year 7 during Holocaust Memorial Day, Year 9 History Lessons, or in RE when discussing UN declarations or the establishment of the UNCRC? Is there a chronology or sequencing question to consider about when other genocides are taught or introduced – could such a framework support and underpin this in the same way values and virtues so infuse the curriculum, hidden and explicit?

- Unlike in many schools across the country, where there is not yet common use and understanding of the term antisemitism, it is exemplary to see the IHRA's Working Definition of Antisemitism<sup>11</sup> accepted and referenced explicitly within review conversations with staff at Nishkam. This is highly significant and makes clear the steadfast commitment to Holocaust teaching and learning, scholarship and ethical leadership. Whether adopting IHRA's or another simplified definition, means a consistency in message will be useful for students, both for substantive reasons, but also for safeguarding and policy. Given the powerful articulation of a rationale for Holocaust teaching and learning at the school, including tackling antisemitism and prejudice today, and the History, RE and VFPD schemes of work/learning attempts to identify and challenge various prevailing societal myths and misconceptions, it will be revealing as to how successfully you move the community forward in terms of a consistent understanding of what antisemitism means, to the same extent as you might have for homophobia or racism. One example of a UCL Centre resource that might be useful for inclusion, within your provision, would speak to this issue: 'Unlocking antisemitism' which would help provide contextual understanding upon which a definition could be commonly understood among students. This may also serve to broaden awareness among staff across the school; perhaps via a UCL twilight? If this is something you or your network of schools would find useful, please contact the Centre's Tom Haward, [t.haward@ucl.ac.uk](mailto:t.haward@ucl.ac.uk)
- From a safeguarding, policy and staff training perspective, Nishkam senior leaders may want to familiarise themselves with forthcoming guidance, developed by the UCL Centre's team, regards curricular and awareness opportunities around antisemitism, for the OSCE/UNESCO. These will be adopted by member states, and it could be something Nishkam seeks to take on board – if interested, please contact the Centre's Ruth-Anne Lenga, [r.lenga@ucl.ac.uk](mailto:r.lenga@ucl.ac.uk)
- On a related point regards terminology, this review noted among some students encountered, a variety of understandings of the term Holocaust. Some used the Holocaust interchangeably with genocide, few presented an understanding that was uniquely based on the Holocaust as a singularly Jewish experience, whilst others presented the Holocaust as effecting a range of victim community groups. This is not problematic given a range of historians, academics and well-respected global Holocaust programmes have differed in their use and understanding of the term. However, the interchangeable use of those varied definitions may further confuse the picture, potentially suggesting the Holocaust is all-encompassing, or even so encompassing as to have lost specificity or distinctive meaning. One way to address this might be to consider combining Stanton's stages with the pyramid of hate<sup>12</sup> model as this would provide a strategic framework for establishing a shared vocabulary that would encompass rights, behaviour and indeed Holocaust and genocide study. Whilst students may come to more nuanced and secure understandings of the terms end of the unit of work and can indeed demonstrate key civic and historical skills in their analysis, you may need to aim for the use of a basic 'school wide' collective definition among the student body – or even core elements of a definition that you as teachers, department or even as a school adopt. This is something Mr Popplewell and others may reflect upon in coming years, hone and refine

<sup>11</sup> See: <https://www.holocaustremembrance.com/node/196>

<sup>12</sup> For more information about the pyramid of hate, please see <https://charity.hopenothate.org.uk/hope-not-hate-charitable-trust-education-unit>

accordingly – or, it could be that a diversity in interpretation and analysis is precisely the schemes intent. Indeed, some of the assessment pieces ‘What was the Holocaust’, do reveal some of this complexity and nuance, demonstrating significant student progression in terms of knowledge and understanding. This point is merely raised for the school’s internal considerations as part of your ongoing commitment and development of Holocaust education provision.

- Nishkam High 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’*. Student voice feedback confirms this to be so. Nishkam students do feel emotionally supported, intellectually challenged and safe to explore this history.
- This review found evidence over time that staff at Nishkam High School know their students well, develop strong relationships and are therefore insightful and mindful of what duty of care is and is not. Staff repeatedly and independent of each other articulated the following: duty of care
  - Does not mean avoiding at all costs that which makes young people struggle emotionally
  - Does mean taking young people seriously
  - Does mean having the time to prepare, plan and care
  - Does mean thinking carefully about the child
  - Does mean giving young people choices
  - Does mean knowing your students
  - Also, means knowing yourself!

Throughout the review we found a number of reflective practitioners who are an asset to the School – and moreover this will ensure challenging, controversial, sensitive or ‘difficult’ episodes in the curriculum, like the teaching and learning about the Holocaust, are not excluded or shied away from, rather they are carefully but robustly handled and developed over time due to strong relationships and expectations.

- This report notes that existing provision for Holocaust education is in keeping with the National Curriculum History principles – and praises the school for keeping that requirement.
- The **@nishkamschools** twitter account is active; offering timely reference to extra-curricular trips, lesson outcomes, school events and updates. More could be made of championing the schools Beacon School related news – including the Quality Mark status - to its 224 followers, and indeed a range of other brilliant projects, initiatives the school is involved in and other student and teacher successes.
- Likewise, whilst UCL Beacon School status is featured on the school’s website and the logo displayed – you would need to know how to navigate the site to find it. More use could be made of

this to raise awareness of Nishkam High Schools unique work in the area and of your active participation on the Beacon School programme. The school website and social media accounts could be better utilised to feature examples of students' work, publicise visits and ensure parents, the community, potential teachers or external visitors can have a sense of the Quality Mark work undertaken. In many ways, you are doing incredible work, and this should absolutely be shared widely.

- Nishkam colleagues have some good links with the local press. This review recommends using the receipt of this Quality Mark as an opportunity re-engage via a local press release. This will serve to champion the school in the local community, recognise your emerging specialism and help to strengthen your hub status among your network.

\*See also Miss Moody's SWOT analysis

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

The centrepiece of Nishkam High School's success in Holocaust education is built upon the foundation of its constant pursuit for quality teaching and learning. This reflects the Ofsted 2014 recommendation to further strengthen how leaders and managers develop teaching, learning and assessment to *'sustain students' exceptional achievement, and the outstanding quality of teaching, as the school grows in size and new teachers join'*. It is evident from this review process that the school's senior and middle leaders remain ambitious in their drive for continued improvement; this is corroborated by Ofsted's acknowledgement that *'Teachers are very well supported in their professional development through a whole-school focus on improving teaching which extends to schools across the trust. Teachers readily share their practice with other schools and take part in additional sharing practice sessions on a weekly basis in the school.'* Furthermore, Ofsted praised the school's leaders for having *'...developed a highly imaginative curriculum which is tailored to students' individual needs. Students experience a longer than average school day which includes library lessons, public speaking and debating, additional time for English and mathematics, two hours of physical education for all students including sixth form, language development in French and Punjabi, and opportunities for instrumental tuition in addition to other enrichment activities such as clubs and visits.'*

- This review found, based on work scrutiny and student voice panel, that much of the Holocaust and genocide related teaching and learning at Nishkam High School is outstanding and, where that is so, students learn with interest and excitement, echoing the teachers' passion, knowledge and commitment for the subject.
  - *'The teachers at my school are knowledgeable- especially the history teachers. Their way of exclaiming about this subject with seriousness makes it a much more important event, especially to the students. Even some other teachers learn about Holocaust Education and praise it to keep going- as light must be brought to it. The care makes it seem much more emotional as well; from the experience I had, I told my whole family about it- and because of the teachers intriguing me, it allowed me to intrigue my family too.'*
  - *'My teacher is most definitely knowledgeable in her Holocaust teaching. Her sensitivity and her care towards us students really encourages us to engage. She really sees this as something personal and really tries to make it as personal to every student as possible.'*
  - *'Yes, I firmly believe that the teachers at my school are knowledgeable with each of the staff members supporting us in the project and also watching Zdenka's documentary. My two history teachers and the religious studies teachers in particular have great knowledge and have delivered assemblies to the school on several occasions. Miss Moody specifically is very skillful in her Holocaust teaching and I thank her immensely for the experience. It is clear that the Holocaust is something she is passionate about and that she does her utmost best to guide and teach us about.'*

- *'My History teacher is extremely experienced and knowledgeable through their holocaust teaching as they can give enough information to the class in a safe way – without it being controversial to a high degree- and offers websites for research at home. This has impacted my learning deeply as I have been inspired to carry out learning at home, expanding my learning through the holocaust.'*
- *'My teacher is very passionate about teaching us all aspects of history, but the Holocaust topic was particularly special. This is because we regularly undertook in discussions rather than sitting in a classroom listening to a lecture.'*
- *'I think that my teachers are especially knowledgeable in their holocaust teaching. I can tell this because they are able to answer most of our questions and always correct any of our mistakes we made during this topic.'*
- Principal Kearns spoke of the Holocaust's place within Nishkam's History curriculum in the following terms, *'...encompasses narrative, profound and deep questioning and with personal relationships at its heart'*. By personal relationships, he did not just mean the strong, positive relationships formed among teachers with their staff, rather the focus on personal stories within the History Holocaust scheme and how *'fundamental and powerful'* they are to students engagement and meaningful understanding of the Holocaust's significance and legacy. This was a conscious, deliberate, moral and pedagogical decision by the Lead Teacher, in line with UCL Centre principles: it a hallmark of the scheme of work and the quality teaching and learning about the Holocaust that is taking place at Nishkam High School.

#### a) Scheme of work/scheme of learning

In-keeping with the Beacon School programme, Nishkam High School, did submit an initial scheme of work, to deadline, in January 2019. The document is rich and detailed, providing contextual information, the opportunities the school provides as well as alluding to constraints.

Prior to leaving the Centre, Mentor Darius Jackson commented that: *'Hannah [Miss Moody] has worked really hard on producing an effective scheme of work for her school for teaching about the Holocaust.'*

- Throughout the scheme runs an impressive imperative to encourage criticality and eliciting student opinions, but we must also navigate this space carefully as educators whereby, not all views are equally valid or acceptable. (Quality teaching at Nishkam enables this to be navigated successfully)
- As a Centre, what we have seen is that in some schools who encourage no prescribed correct answers or ways to arrive at these, is it morph into "there are no wrong answers" in the hands of pupils, (ignoring the Holocaust is a set event independent of our knowledge) or that all answers are equally valid (ignoring that we have judgemental rationality and thus some explanations are better than others). Whilst the approach undertaken at Nishkam aims for students to find meaning for themselves in the Holocaust's 'lessons' and to not be prescriptive or dogmatic in teaching methods,



recognising there is interpretation and variation, perspective and hindsight, there are some things, views, opinions, beliefs, understandings which are simply wrong, false, inaccurate or misunderstood – so it is interesting to note how Nishkam High School seem to have managed that without being ‘top down’ in the prescription of the ‘lessons to be learned’ or in an accepted narrative that allows no contestation-it seems to stem from quality embedding of historical skills, a regard for evidence, and a commitment to oracy and literacy.

- Knowledge and understanding of a range of concepts that can be used to evaluate within History and related lessons, implies judgemental rationality...that some explanations are better than others. So, what are the pedagogical strategies, generic approaches and skills teachers employed to ensure students have the skills set to evaluate theories, evidence, approaches and so on to form their opinions? How can we as a profession ensure we encourage engagement and listen to a range of contributions without following the path of ‘no wrong answers’? How can we best support and equip young people to independently develop increasingly sophisticated, informed and reflective answers if not factual ones? It seems, based on this review, that in the experiences and thinking undertaken about Holocaust education, History colleagues could inform wider school improvement conversations regards pedagogy, but equally this be an opportunity for continued reflection as to *where* knowledge comes from, *what we know* and *how we know* it and whether there are wrong answers or less correct ones.
- A safe learning environment that enables freedom of speech and expression, must also preserve truth and evidence. Holocaust education can play a valuable role in this vital work, such as in claims to deny or minimise the Holocaust. In this way, teaching and learning about the Holocaust offers valuable learning opportunities to develop important life skills and epistemological questions about truth claims and how it is we know what we know. Beacon School related work has made a considerable contribution to these enriching and vital opportunities in which the Nishkam High School learners engage, distinguishing evidence, fact or truth claim from opinion or belief.
- The scheme of work was designed to link to other whole school areas and identifies opportunities where links can be made. Much of that signposting in the scheme of work document illustrates vibrant SMSC and whole school potential, as well as collaborative working with other departments, but is this cross curricular, multidisciplinary or interdisciplinary? It is noteworthy that the scheme of work identifies enterprise opportunities through ‘teamwork skills’, oracy and literacy learning moments in ‘paired discussion, debate’ and through ‘extended, creative writing or artwork /media opportunities’ and that she can point to, along with human rights contributions.
- The Beacon School scheme of work is complex and ambitious in several ways:
  1. It has a long-term interdisciplinary intention,
  2. The scheme attempts to cover a huge range of issues,
  3. The rationale shows a commitment to the principals of the Echo Eternal project.



Mentor Darius Jackson was quick to note that the scheme Miss Moody was developing with colleagues, was in fact, several schemes, and that *‘whilst that demands some careful navigating, signposting, perhaps even unpicking, this is however a strength of the scheme as it shows the degree of deep thinking that has been put into students’ prior learning and explicitly where they will meet the nature of Jewish persecution.’*

Medieval	Early Modern	Russian revolution	Nazis come to power	WW2	Holocaust
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Darius went on to note at the time *‘As it attempts to do so much it is impossible to construct an overarching question, however once unpicked it will be easier to develop these questions.’* – that perhaps was optimistic, but Miss Moody did settle on scheme title, albeit still regarded a ‘working title’ **‘How and why could the Holocaust happen, and what were the experiences of, and reactions to, those who suffered persecution?’**

- Despite the initial lack of an enquiry question driving its design, it is impressive to see how a History scheme has secured both opportunities for students to build their understanding of substantive (first order) concepts, with also a clear commitment to developing procedural (second order) knowledge, whilst supporting SMSC and civic skills. This approach blends the demands upon students to be able to build and demonstrate their recall, knowledge and understanding of key historical events, people and dates, but also their ability to explain, evaluate and articulate change and continuity by drawing parallels to their world today. Students are supported and encouraged to demonstrate this understanding by comparing persecution and genocide through time and space – with further ambition to develop genocide awareness and prevention work in the future.
- There is clear understanding of the importance of concepts: the scheme shows a stronger understanding than the Lead Teacher’s initial self-assessment claimed. For example, there are opportunities within Nishkam’s Holocaust scheme to consider cause and consequence. In all cases, these opportunities are conceptually framed to explore and relate thinking to what the drivers and outcomes of genocide are – indeed in the students evidenced their understanding of genocide as a social act, and an appreciation of individual choices, sometimes ‘choiceless choices’ as instrumental to outcomes and a chain of personal, community, continental and global events of significance. Such concepts and questions are fundamental to students developing a wide ranging and informed understanding of factors enabling the Holocaust to occur and key to their recognition of the necessary, generic and specific drivers, that enabled the persecution then and since to evolve and flourish. The causes and consequences of policy and practice could also be revealed within the scheme’s sequencing of lessons, the Nazis coming to power, *Kristallnacht* and the *Kindertransports*.
- Nishkam High School students actively hone chronology skills and understanding thanks to the History scheme; indeed, it is one of the stated aims: for students to have a *‘chronological understanding of the treatment of Jews since medieval times.’*<sup>13</sup>

<sup>13</sup> See Nishkam High School UCL Centre for Holocaust Education Scheme of Work Template 2018-2019.

- Nishkam's use of the Centre's 'Timeline', as a display that students keep returning to is inspired. The scheme ensures students will use it to inspire digging deeper into certain events, demonstrate their prior learning by putting 'new' events on and consolidate new learning as they add more events to the display. This is an utterly brilliant teaching and learning tool, retrieval and assessment for learning stimulus, especially during lessons 3, 4 and 5 of the scheme when considering the question of what the Holocaust was focuses upon the evolution of persecution, the stories of individuals impacted by antisemitism, the rise of the Nazis and so on. As noted previously, a precautionary word, these lessons rely on issues of definition – and whilst accepting there is variation in historical and indeed civic interpretation – are there some definitions or explanations that students or others offer that may simply be wrong? For clarity of understanding, a basic definition may be advisable, upon which variation and detailed interpretation can be layered. For example – linked to the issue of chronology, is the Final Solution to be understood as when the Holocaust took place? At what stage in the 'persecution', did it turn distinctively, decisively, to the Holocaust? Here, an embedded understanding and vocabulary of rights, the pyramid of hate or Stanton's stages of genocide would be helpful in terms of understanding turning points, phases or warning signs – could this offer another layer to the Centre's 'Timeline'? Can the History department recognise within such chronology moments a numeracy opportunity - connecting significant subject specific substantive knowledge and disciplinary skill gains to enhance numeracy across the curriculum? Likewise, in aiming to empower young people to safeguard their future by learning about the past, that shifting historical lens of past, present and future, implicitly draws upon chronology and sequencing, that supports both maths and history applications.
- The scheme presents students with many opportunities to reflect upon historical significance; this was demonstrated in Nishkam students' work, but also in the student voice panels. Some framed their understanding in terms of measuring or gauging the Holocaust's importance by the degree to which it is remembered. Others pointed to its ongoing relevance and impact on the world today as evidence of ongoing significance. One student talked of it being remarkable both at the time and since, and this being their yardstick for understanding the importance, whilst another spoke of the Holocaust's significance in terms of its resulting in change, such as making connections to the establishment of the UN, the creation of Israel and ultimately to the genocide convention and principles of international law. Others revealed how the Holocaust resonated with them personally and so held status for them in a way the Battle of Hastings or the industrial revolution did not. The scheme clearly asks students to reflect upon significance by asking them to consider what the impact of genocide is on society today and in the future. It is interesting to note, that whilst present in the scheme's outcomes – intended or unintended – significance is not a stated concept for exploring in many of the schemes lessons, this is revealing given the time and status afforded exploration of 'ordinary things' like a ring, a shoe, a child's toy.
- Students are encouraged to enquire and to explore a range of evidence (testimony, maps, documents, photographs, archives, objects) throughout the scheme and there is ample opportunity to consider civic, legal, historical and religious/ethical or moral interpretations. Together, the scheme provides students the opportunity to encounter a variety of examples, viewpoints and perspectives. The lesson formats themselves encourage learners to share interpretations and

engage with the grey areas, rather than simplistic black and white answers, and to think, indeed, write like a historian.

- This review notes the following regards Nishkam High School's primary Holocaust scheme of work in History:
  - There is a clear rationale for the scheme's content, approach and learning outcomes. The rationale provided is attainable – though would benefit from continual refinement and innovative thinking to formative assessment or innovative low threat tracking of progression.
  - Stated aims and objectives are coherent.
  - The primary scheme of work is embedded in disciplinary distinctive practice, occasionally scholarly in its ambition
  - Whilst combining pure history with a virtues-driven holistic approach, the scheme is not explicitly 'lessons from' as there is limited pre-packaging of simple moral meanings and instead gives students space to make their own meaning, within a clear historical, civic and values context
  - As noted in more detail later, the scheme of work does highlight SMSC, fundamental British values or opportunities to further other whole school priorities.
  - No use of graphic imagery – in line with IHRA guidance and the Centre's pedagogic principles regards the ethics of representation, whilst also not denying the evidence and horrific reality of the Holocaust. Teacher/school appreciate you can engage with the reality of the Holocaust without traumatising; an intrinsic respect for the learner and for people in the past.
  - The use of oral history and survivor voice through a variety of personal stories and case studies.
  - It actively encourages the use of specialist keywords. Literacy and oracy skills are modelled, honed and developed throughout.
  - The scheme does not focus on the use of textbooks – yet interestingly students noted learning about the Holocaust meant '*leaving the confines of textbook information*' and how '*...reading from a textbook cannot put things into perspective*', what might this reveal about other topics or approaches to the study at Nishkam High School?
  - Opportunities included to address misconceptions or misunderstandings – more use could be made of this by including research informed examples.
  - Within the scheme's sequence of lessons, each is connected to the previous and subsequent lesson in terms of narrative and development of thinking, this ensures the primary document as a whole 'makes sense' – both in terms of professionals reviewing curriculum, teaching and learning, and in students' learning experience. Nishkam students seem generally aware and understand what the series of lessons is trying to achieve. Students are able, in line with the scheme's aims, to articulate how individual lessons within the scheme contributed to their overall learning and refining of their Holocaust understanding.

- The Lead Teacher made clear the 'journey' of Holocaust education, Beacon School status and the scheme of work was on-going, that there are things in the scheme she would now refine and review considering – her evaluation documents identifies these areas and opportunities, and this was found to be indicative of her leadership where an ongoing, collaborative reflective and developmental ethos prevails among she and colleagues. Mr Popplewell will now benefit from that reflective practice as he moves to take Holocaust teaching and learning forward, supported by Ms Wilks, within History and across the school.
- The scheme's Holocaust focus is carefully considered and reveals the Lead Teacher's commitment to embedding a respect for history, a regard for criticality and evidence, to equip learners to be better citizens, historians and people. In sum, this aspect of the scheme testifies to deep thinking about curriculum design and reveals an eye for detail. The scheme of work is hugely ambitious and has considerable merit – but as it embeds and evolves over time to include other genocides, it could do with a framework of consolidation – such as The Ten Stages or Pyramid of Hate model.
- Principal Kearns spoke of the History scheme, and Holocaust education at Nishkam as a whole, to be contribute to two criteria, *'academic excellence, particularly with regards to source analysis'* and *'personal development moments'*. As an educational piece of work the History scheme offers substantive knowledge and delivers the development of disciplinary skills, but with the RE and VFPD personal development work, Nishkam offers a holistic Holocaust education experience, one which Mr Kearns *'doesn't have the words to articulate or describe'*.
- This review necessarily focuses on Holocaust education but there can be no doubt that Miss Moody and colleagues, in their scheme and wider whole school approach, are working towards something rather special. This can only be encouraged and admired. I am confident, this scheme will evolve to meet its creator's expectation over time – and excited to watch and partner as this process unfolds.
- The scheme of work was refined following mentor feedback and, at the time of the review, was annually reviewed and evolving.

#### **b) Literacy**

- In 2014, Ofsted praised Nishkam's *'...consistent approach to developing literacy skills...'* and that *'Students know that any errors in literacy are marked and corrected in the same way in all subjects. All students are members of the school library and read enthusiastically during their library lesson each week...Students' oracy skills are developed very well through lessons in public speaking and debating'*.<sup>14</sup> It is little surprise then to find that literacy is cited within the primary scheme of work as a key institutional benefit of the scheme of work/learning and the approach undertaken.

<sup>14</sup> See: <https://files.ofsted.gov.uk/v1/file/2396941>

- The Holocaust scheme of work within History actively encourages the use of specialist keywords. Literacy links are made explicit in the scheme and the student voice and work scrutiny demonstrate the students accurate use and understanding of a range of some technical vocabulary.
- Literacy is a noted whole school priority, and thus the Holocaust scheme includes explicit opportunities to contribute to the School's efforts to develop oracy and literacy – in all its forms.
- Throughout student voice panels, particularly with the younger students, several examples testified to the accurate and thoughtful use of some key terminology, subject specific knowledge and student's ability to apply that historical knowledge to their understanding of the world today and their place within it. This review looked carefully at student outcomes and found evidence of good quality substantive knowledge. Student voice participants used, with facility, a range of terms (including shtetl, *Lebensraum*, 'resettlement in the East', ghettos, camps) and labels and concepts (such as *perpetrator*, *bystander*, *upstander*, complicity, propaganda and antisemitism). Within Nishkam lessons reference to second tier words are explicit. The student voice panels gave students' the opportunity to demonstrate their learning through talk (in this case the written word). Learners were able to clarify ideas and articulate them accurately and thoughtfully in writing. Given the depth of many of those responses it is clear students are used to active listening to understand and recognise opportunities to widen vocabulary in their lessons.
- Work scrutiny revealed learning through writing; the strong use of writing as a tool for thought and vehicle of expression, the students' ability to organise and develop their thinking through structured and creative writing is impressive (see appendix).
- Nishkam High School students can use specific terminology or vocabulary about the Holocaust which reveals their studies to have challenged prevailing myths and misconceptions – particularly with regard to antisemitism, and references to 'resettlement' and segregation, *Mischling* and 'perpetrator perspective' which shows an advanced linguistic and historical context. Based on national research this is encouraging; very different vocabulary being used by comparison to their national peers. The standard of Holocaust accounts and explanations, use of precise terminology, language and detailed classwork was impressive – particularly in the sophisticated explanations of historic antisemitism that evolved over time and its significance today. Therefore, this aspect of provision and practice could be used as example of best practice for wider school improvement.
- Within the student voice evidence submitted, a language of rights and citizenship was deployed. Three students acknowledged a change in their day to day vocabulary, noting their Holocaust and genocide awareness had heightened their sensitivity to language and the power of words. One said,

*'It's made me think more about some of the words I choose... after all, I am not really starving am I? ...even when it's snowing and frosty out, when you have studied the Holocaust and really thought about what it meant to be at a roll call in winter, it don't seem right to say its freezing outside. I think it just makes you realise a bit more about the importance of words and makes you a bit more grateful for what you have.'*

- Holocaust education at Nishkam High School is supporting a range of information retrieval strategies. For example, work scrutiny provides evidence of timelines, note-making grids, summarising and sequencing. Despite a lack of formal literacy learning intentions or objectives included in Holocaust lessons, reference to possible strategies are included (keyword/oracy/literacy learning points), thereby providing teaching staff with a range of guidance regards approaches that may be undertaken to develop literacy; and it was clear that literacy and oracy strategies are modelled and developed across the curriculum, but colleagues might want to consider opportunities for guided reading.
- Observations regards the literacy opportunities within Holocaust education provision at Nishkam High include:
  - The understanding of storytelling as powerful stimuli for changing the way we think, feel and act – the example of meeting, listening to Zdenka.
  - Students are encouraged to learn through texts, thereby developing their research and study skills and ability to read for meaning.
  - Whilst this review did not see evidence of writing skills being explicitly taught, nor the teaching of spelling of key vocabulary, students are aware of relevant literacy skills for subject specific writing.
- During the review, we found some students spoke with confidence about their experience of Holocaust education, their time at Nishkam School and about their progression. This review considers this to demonstrate a safe and open school, evidencing a strength of engaging students through a vigorous questioning, meaningful talk and active listening. We thereby confirm, within the remit of our remote visit, the school's commitment to improving all areas of literacy, enhancing communication skills, and recognise that student's substantive knowledge, understanding and confidence is on an upward trajectory.
- Many students throughout the Quality Mark review process spoke about '*enjoying the Holocaust*', but then corrected themselves, rather apologetically, in some way as felt 'enjoy' wasn't the right word. Most student's awareness of the power and appropriateness of language was significant – and the HMD2018 theme of the power of words had proven timely, topical and relevant for some older students.
- Of course, literacy is not simply the language of written and spoken word – and this review found examples of literacy beyond the academic that Nishkam High Schools' Holocaust Education was contributing something distinctive to.
- Holocaust education teaching and learning here, is reflective of and contributing to the students' emotional literacy, but could this be better tracked and understood by staff – and have relevance for whole school developments in SMSC and safeguarding and have implications for potential CPD opportunities? The curriculum provision for Holocaust education at Nishkam also provides excellent media literacy and e-safety opportunities; this is vital given students' exposure to online, social



media stereotypes, misinformation and media representation issues currently so relevant. That Nishkam students are developing research and study skills and thereby learning through texts (written and online) is telling; likewise, their familiarity with source analysis protocols enabling them to access the validity of a claim. Students are largely able to identify the ‘meaning of the material’ encountered and discuss and debate issues raised in articles, sources or media, in a considered and thoughtful way, whilst also with a strong SMSC and civics lens.

- One resource or approach that support this, already embedded in the scheme, for its analysing and synthesising a range of case studies, is ‘Being Human?’. This Centre material supports teachers to help young people identify patterns and reorganising information from a text (written or media), either alone or in combination with our timeline or Unlocking antisemitism lessons – but is excellent for assessment for learning and combining deep historical understanding with a study of the human, our characteristics and values. Such student led learning approaches, focused on human behaviour, means students are regularly considering a range of evidence for themselves, and thereby developing history or civic disciplinary focused skills such as making hypothesis, inferences and deductions – tracking or monitoring this can be hugely informative for schools. As students themselves noted, this often led to further independent research and in this way, an interest in the Holocaust generated personalised learning, criticality and effort. A by-product of this, is a love of learning, reading for pleasure and the ability to recognise variation in writing style and function.
- Linked to SMSC, and discussed more fully later, is the distinctive contribution Holocaust Education at Nishkam High School is making in terms of supporting and developing student’s emotional literacy. One area where this is most striking – and came through in student voice and a range of review evidence – was the survivor encounter and the power of individual stories, but this was accompanied by a concern for the moral and civic lessons, framed in ‘rights respecting’ vocabulary. This frequency manifested itself in relation to Echo Eternal opportunities, but also in students cognitive and emotional connection to Leon and the Greenman family.

### **c) Challenge and engagement**

- Criticality and independent thinking, so championed in UCL Centre for Holocaust Education pedagogy and materials is a key area for ongoing development at Nishkam High School and 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 challenge, or to fulfil the school vision of ‘aspiring for excellence’, but as a vehicle for safeguarding.
- Teachers noted during the review process that Beacon School status had significantly contributed to Nishkam High School’s expectation of challenge and critical flourishing in some areas; consequently, expectations are heightened. Quality teaching and learning follows and students themselves reported feeling they were being pushed and respected by being given this complex and challenging Holocaust material and recognised the importance of embracing this opportunity to learn about something so significant in a meaningful way. It is this review’s recommendation,

that best practice in Holocaust pedagogy be applied to whole school drives for generic teaching and learning improvement – so as this becomes the norm.

- Nishkam High teachers recognise in Holocaust education a valuable and empowering opportunity in its encouraging of reflective practice, where students were responsible for their learning rather than passive consumers of information and then, later, assessed or examined. In this sense, the challenge and student engagement seen in the context of the Holocaust scheme of work is contributing to life-long learning, a love of learning and a thirst for knowledge. Teachers commented:
  - *‘...learning about the Holocaust undoubtedly raises the level of maturity... and really develops their emotional literacy and empathy, their active listening I would say and it really does take them out of their comfort zone... it asks them to look outward towards the other, whilst asking difficult questions of themselves, urging them to look inwards...’*
- Looking at the scheme of work itself, teachers clearly have very good levels of subject knowledge and plan activities to use time in lessons productively. The best lessons reflect a desire to challenge students effectively and to offer differentiated support through scaffolding, whilst employing probing questioning to effectively assess students’ understanding and there is a clear rationale throughout.
- Students contributing in the panel spoke of feeling ‘trusted’ by their teachers to handle and explore this history. Students were confident that staff would take care with them and not seek to shock or exploit them in their teaching about this subject, but others were alert to a perceived reticence for their teachers to reveal the ‘full truth of the Holocaust’ – as if at times staff were ‘holding something back’. This feeling is reflected in some of the student voice focus groups of the Centre’s 2016 research, and perhaps means we need to think carefully as educators about the relationship between duty of care and that which is both emotionally and intellectually challenging? Do we underestimate young people at times; might duty of care (for all the best of intentions), hinder challenge? Is protecting self-esteem and emotional wellbeing always helpful to learning? Might schemes of work/learning choices reveal more about teacher sensitivities/confidence than their student’s emotional literacy or abilities to handling the complex? Nishkam High School were themselves maturely and thoughtfully wrestling with these multifaceted issues when reflecting on teaching and learning about the Holocaust.
- As noted previously, there is a tension between the clear principle of Holocaust education providing demanding, rich and challenging work (understood at the school as entitlement for all) and a duty of care sensitivity. In many ways the UCL Centre for Holocaust Education’s pedagogical approach can creatively engage with this tension, particularly in it recommending a story, object, or personal story as the ‘hook’ to engage learners or introduce complex concepts. It is this review’s belief that whilst there is a growing climate of what Mary Myatt terms ‘high challenge and low threat’ at Nishkam High School, which is beginning to encourage teaching for depth and impressive student outcomes. There is an identifiable CPD opportunity here to support colleagues in the ‘art of



*challenge*'; either in regard to preparing or planning *'for the top'* or in their recognising how to quickly change teaching and learning pace or strategy in the classroom to continue to move engagement and consistency levels up. This is based upon a couple of students revealing passive engagement traits and speaks to honing and refining already strong practices for challenge. It is a developmental point for consideration only.

- This review found evidence of subject teachers extending learning well by asking students for explanations in detail, rather than accepting simple short answers. Several staff clearly have effective techniques for involving all students in discussion work, thereby successfully challenging students. In addition, evidence submitted by the student panel points to teachers routinely checking students' understanding through talk and effective questioning, intervening when necessary, with notable impact on their learning. This could be further developed and shared more widely – but the tools are there and the impact of these individuals and approaches is clear, evidenced further in excellent marking and feedback.
- Holocaust teaching and learning at Nishkam High School benefits from the school's positive learning environment and investment in equipping learners with a resilience and passion for learning. Some students appreciate why *'getting stuck'* or even getting something *'wrong'* is a good or natural part of learning, even a first attempt in learning, but more work to develop resilience habits could be done to ensure consistency across the curriculum, but it is clear Holocaust teaching and learning plays a significant part in all that is best about Nishkam's commitment to resilience as a seed for embracing the opportunity to succeed and equipping learners for life.
- Expectations for the highest academic success and regard for holistic development are based upon students generally having the *'right' attitude* and **skills** to progress, likewise the teaching and learning approach encourages the *'right' habits* and provides the *'right' knowledge*. This climate of challenge is rooted in the ethos and values of the school and reveals much of the SLTs leadership, the community of professionals who invest so much in the students' curriculum, pastoral care and educational experience whilst at Nishkam High School.
- One teacher commented during the review that having been involved in the UCL 'Unpacking the Holocaust' CPD day, thinking and practice regards challenge and independent learning in the classroom had shifted, noting...

*'...it really made me focus on the clarity of my instructions, the quality of my questioning and how I can create the right environment and stimulus for learning so as the students themselves can lead and take ownership learning and be doing the work... so I have seen more of their curiosity, engagement, effort, as a result of their wrestling with complexity and their wanting to learn more... it's a challenge they are equipped and prepared to embrace rather than be intimidated by or turned off... I think with the Holocaust they feel... almost a moral obligation to try their best and to engage even it is hard, distressing or overwhelming...'*

- On this latter imperative, other staff spoke of some students' knowing that there was an unwritten expectation for them to think, and to actively engage in the learning process, but acknowledged there was some way to go to ensure all students bought in to their active learning responsibilities. That student voice reiterated Lead Teacher comments regards engagement, challenge and the impact of UCL Centre for Holocaust Education pedagogy on teaching and learning, was especially revealing regards pedagogy and impact, not least because they spoke of a discernible shift in the teacher style or approach to the Holocaust.
  - *'I don't want to seem disrespectful, given the subject matter, but I really loved learning about the Holocaust. It was fascinating and terrible, inspiring and awful. But I enjoyed wrestling with the mix of ideas and emotions... it felt like I was really learning something worthwhile, I knew I was getting something valuable and I could tell I was progressing. I don't normally feel or know that.'*
  - *'...I don't remember textbooks when we did the Holocaust.'*
  - *'There was something about it, you know the Holocaust that made me want to know more... I just found myself asking more and more questions... I suppose that's what learning is about...'*
- It was revealing that some Nishkam staff were reflecting upon UCL Beacon School status having further encouraged a spirit of innovative and challenging teaching and learning. Nishkam colleague's absolute commitment to an evidence-informed creative pedagogy, responsive to their learners' needs to secure best outcomes are clear. An increase in criticality and reflection was a noticeable recurring theme when teachers discussed Holocaust related progression and outcomes. Being prepared to take risks in the pedagogy and curriculum context to give learners opportunities and valuable enriching experiences, not always judging quality or worth on the outcome alone, is revealing. The developmental process, the resilience, skills and experience of the learning journey are increasingly understood to be as important as the result – and this provides rich and challenging Holocaust teaching and a learning experience that students increasingly recognise as *'different.'*

#### d) Teacher talk, explanation and questioning

- The nature and quality of teacher talk at Nishkam High School is demonstrably excellent, combining levels of clarity and good specialist subject knowledge. The talk, whether in explanation or questioning, is balanced carefully with student activities.
- The variety of teacher talk stance evidenced throughout the review process is significant in terms of sharing best Holocaust pedagogy and practice more widely, for it has generic teaching and learning relevance. At one level, Miss Moody has a **declared interest** – students understand her passion for Holocaust education and colleagues rightly recognise her specialism – but at times she and 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, the reality is that this is almost impossible to achieve. We will always reveal our perspective through the tone we use, the language we use, body language. For this reason, it may be better to aim to take an impartial stance. However, this again is difficult to achieve, particularly if teachers have very strong views on a topic or are emotionally invested; so, it is always worth reflecting on your stance – are you, colleagues within your departmental team, neutral or advocate and what are the challenges and opportunities for either position?

- Reality dictates that in many schools, teachers are expected to present the **official** view. In some cases, this can be very useful, providing teachers with a foundational position to present to students. There also will be times when students' views need to be challenged and teachers should act as **devil's advocate**—particularly when the class appear to hold the same view. In this case you can deliberately inject controversy or introduce a marginalise voice to ensure that students are exposed to a wide range of perspectives. In talk with individual students or with small groups, Miss Moody and colleagues, are, for example, playing this role too in classrooms: challenging prevailing opinions about the Holocaust and seeking to present an alternative view, introducing new evidence, shedding new light on a case study, exposing myths and misconceptions. However, as always, there is a need to be careful not to present extreme or alternative views solely to provoke, and conversely not to present so many interpretations that students are confused, overwhelmed or believe almost '*anything goes*'.
- Most telling was the efficacy of using teacher talk deployed as **ally** – this was most revealing where a student remarked on a teacher essentially showing support for an under-represented, unpopular interpretation, or indeed by validating an under confident students view. This is important in contexts where a 'challenging' student might be encouraged to actively engage and participate in the lesson and their resulting contributions noted. Colleagues relationship building and awareness of the classroom, ensures these and other SEND or vulnerable learners in any group feel safe and empowered to engage and contribute– they recognised in their Lead Teacher an ally. It was telling that during this review process Miss Moody was described as:
  - '*I just trust her...she wouldn't let anyone mock me...*'
  - '*The best person to have in your corner*'
  - '*...her teaching, her manner around school, tells you all you need to know about her as a person...*'
  - '*She's given me the gift, a real of loving history...*'
  - '*Miss Moody has shown me that I mistakes are ok, that I can learn more from them that I do getting things right... getting something right is easy, but getting it wrong and really learning takes effort, time and real learning... she's given me the confidence to keep trying and to keep learning through mistakes...*'
  - '*I don't think she has any idea of her impact on me, on us... and that's why she is so special*'
  - '*...a brilliant teacher...*'
  - '*...she's quietly determined, kind and modest, but a great teacher and role model*'
  - '*...she has such belief in what she is doing, such a passion for her craft... an inspirational and selfless colleague*'

- *'...she makes me think, opens my eyes and makes me question... she's what a teacher should be...'*
- *'I can't thank her enough for what she's done for me....'*

This speaks to students recognising integrity and care and as a consequence that plays itself out in the classroom where all students are prepared to try in her lessons, as they've an advocate, champion in the room who believes in them and has the highest respect for and expectation of them, and of colleagues who hold her, personally and professionally, in the highest of regard.

- Student voice suggested there was a difference in the amount of teacher talk during their study of the Holocaust; with references to being *'less talked at'*, *'more of a discussion lesson where we listened to each other'* and another commenting, *'as it was more discussion based lessons, it felt like the teacher really wanted to involve us and hear what we thought...it felt genuine and not forced or artificial... I was more likely answer and interact and I learned more I think because it felt so different to teacher at the front telling us stuff...'* This is a revealing trend. The dominance of teacher talk, directed **at** students, is often control and content driven, whilst teacher led learning is typically framed with the teacher primarily talking **to** pupils. Instead, Holocaust education at Nishkam High School 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 review panel evidence linked the framing of teacher talk to the type of learning taking place; for example, group discussion work enabled greater opportunities to talk **with** the teacher and effectively a chance to learn together. Students' spoke of classroom experiences of 'choice', where a variety of options were presented, and the students were in control of the direction of their learning or of the form their learning outcome would take. Student voice also noted that this change in teacher talk had meant more meaningful questions were asked and explored, whether in one to ones, paired, small group activities or in class debates. These insights are revealing, and it is this reviews suggestion that those responsible for developing teaching and learning across the school look to consider the implications of teacher talk and questioning openings. This could be an area for ongoing CPD and a chance for Mr Popplewell to continue Miss Moody's legacy by sharing best or innovative practice within the History departments, or across the school, or indeed a chance for small scale action research in terms of its impact upon student outcomes via assessment or other tracking/monitoring.
- Nishkam teachers can clearly unpack complexity through talk. Much of this is due to skilful explanation. It was clear from lesson planning documents, the scheme of work/learning and in student voice evidence that teachers were successful in making complexity accessible by breaking down explanation.

- This review finds the questioning strategies and outcomes in Holocaust education lessons to be highly effective and developing across the school. Effective questions are key to teaching for understanding. The Centre recognises that students cannot be given understanding by the teacher, rather students develop their understanding by comparing their previous experiences with what they currently know, feel, and are experiencing. This review confirms, based on an extensive document trawl, work scrutiny and student voice, that where teaching leads to good or better achievement, skilful questioning and varied use of teacher talk encourages pupils to develop deep and rich understanding. Nishkam High School students' experience of and engagement with Holocaust education is fostered principally through effective questioning and this is essential to evolving student understanding.
- The Centre recognises characteristics of effective questioning in the Nishkam High School Holocaust scheme and in the UCL pedagogy adopted in a variety of ways. We found a range of evidence that points to questioning which
  - engages feelings as well as thinking
  - challenges existing thinking and encourages reflection
  - results in an answer that creates change
  - expresses genuine curiosity; behind every question there must be an intention to find out
  - is a vehicle to clarity and making thinking 'visible'
  - is supported by tone and non-verbal signals that demonstrate interest
  - is part of an ongoing dialogue which involves relationships between speakers
  - is paced so that listening to the answer is necessary
  - has reason, focus, and clarity
- The Socratic nature of the Centre's pedagogy, particularly regards questioning, has clearly influenced teaching and learning about the Holocaust at Nishkam. Such approaches aim to unearth misconceptions and contradictions and at times can cause cognitive conflict or dissonance. Within this tension learners are encouraged to question themselves, their assumption and bias, challenge their initial responses and wrestle with complexity, uncomfortable truths. In this Socratic space can the most meaningful teaching and learning about the Holocaust take place as responsibility for the Holocaust conversations and evolving understanding is both individual and collective within the classroom.
- Holocaust related questioning at Nishkam High School is purposeful. This review finds that it serves at least three functions; eliciting information, building understanding and encouraging reflection.
  - **Eliciting information** to confirm – most evident when teachers used their questioning for recall and clarifying knowledge. Colleagues using direct questions to establish expectations, deepen individual and collective group understanding, (*for example, 'Did someone get a different answer?'/ 'Can someone else offer another view? 'X' do you agree with what 'Y' said?'*). Student voice revealed the use of questioning to connect learning by eliciting prior experience, including thanks to the Timeline being displayed, referenced and used regularly.

- **Building understanding** through probing questions enables the Holocaust to be explored appropriately. Such questions are deployed across the scheme of work/learning to help construct or build new understanding. This enables learners to express their ideas in alternative ways. This promotes students' 'learning to learn' attitudes when thinking about the Holocaust.
  - **Encouraging reflection** as teachers seek to provide opportunities for students to deepen understanding. Centre pedagogy is clearly encouraging students to access and consider multiple perspectives, and at its best, modelling and enhancing evaluation skills by challenging students to think critically and creatively.
- There are opportunities to further build upon some excellent questioning practice, by sharing that with other colleagues as part of CPD or mentoring, and by encouraging further use of skilful questioning to probe how we know what we know and thereby safeguarding students by encouraging them to challenge and examine truth claims more widely, both in this curriculum context and across the school and in life.
  - Review work scrutiny revealed a great deal about teacher questioning, particularly regards Holocaust education, including evidence of:
    - An appropriate balance between closed and open, and lower/higher order questions pervades the scheme of work/learning and classroom practice.
    - Where closed questions are deployed, principally for retrieval or comprehension purposes, they quickly and easily elicit fact, single word or short phrase answers. The questioner controls the classroom conversation to test current knowledge, recall and basic comprehension of the learning. Perhaps consider using some of these questions to reveal misunderstanding and understanding, to ensure students are not just parroting or relying upon recall. This could be an effective light touch assessment for learning opportunity, by way of starter or plenary opportunity.
    - When open questions are deployed, teachers are seeking longer, perhaps '*many*', '*possible*' answers. At their most effective, students are provided 'thinking time' to force students to think and give reasons or justify their answers. By encouraging equal teacher/student participation in the learning conversation, both verbal and within written work, more opinions and ideas can be explored; this demands and helps develop student and teacher listening and thinking skills.
    - Student evidence alluded to Miss Moody and colleague's skillset as '*minimal encouragers*', that they demonstrate a range of simple but effective strategies for encouraging students to 'keep talking'. Using '*nods*' and '*go on...*' They are skilful facilitators, who, as questioner, signal their active listening skills, whilst being non-judgemental, implying no agreement or disagreement necessarily. Where learning is most evident (from students' perspective), this approach saw them taking control of the learning conversation in the classroom, with its potential as a mechanism to extend their thinking recognised.
    - There is a staff recognition that young people's questions are '*seeds of learning*'.



- Where questioning is at its most effective, it is directly linked to the planning; clearly demonstrating clarity of teaching purpose and understanding of progression through careful targeting.
  - Where questioning could still further be developed, it is in the context of developing expectation for and consistency in accepting no '*half answers*' – in other words, teachers always stretching a student or group.
  - Students at Nishkam High School do feel their questions are answered – or at least acknowledged and discussed by their teachers (even if not always black and white answers) – and are confident in their teachers that, should they have a further question, they can ask.
- The lesson plans shared with this review show Nishkam teachers deploying a range of questioning strategies. Questioning that encourages higher order thinking was evidenced. Questioning and teacher talk ratio added to pace and facilitated quick and effective challenge to a couple of students and addressed their misconceptions. Their skilful questioning enables open, closed and targeted engagement, allowing constant assessment of pupil's understanding. This strong practice could be extended, by considering Gardeners octet (questioning via numbers, words, people, feelings, nature, action, sound and sights) as an alternative on occasion, to Blooms taxonomy?
  - Students spoke of Holocaust education '*providing answers that then raised their own questions*'; and talked during review panel discussions about how the teaching strategies employed by staff were '*interesting*' and helped them to '*learn a lot*'; and – with customary embarrassment – conceded they felt '*enjoyment*' towards their learning about the Holocaust.
- e) Differentiation, SEND and inclusion; impact on vulnerable learners and targeted groups**
- Nishkam School has clear and transparent policies regards SEND, pupil premium and vulnerable learners.<sup>15</sup> Whilst this review provides a mere snap-shot of whole school provision, it was clear from the process that underpinning the schools' academic and pastoral success is an understanding of SEND or other need as key to improve the outcomes for every child. A spirit of respect, empathy and inclusion pervades the school from the Principal down, and those values and vision for the school, including for SEND or other vulnerable learners are lived and not laminated.
  - It was clear throughout the review process that the school and its staff take duty of care, safeguarding and its statutory and non-statutory obligations for vulnerable learners seriously.
  - Over time, this review found that Nishkam High School teachers know their students well and have an acute appreciation of strengths and needs of individual learners which allows for both highly effective support and challenge across the ability range, including intervention where necessary. The Holocaust teaching and learning experience and outcomes of SEND students at Nishkam demonstrate that there is an inclusive and personalised provision that is successfully delivered.

<sup>15</sup> See: <https://www.nishkamschooltrust.org/nhsb/page/?title=SEND+Policies&pid=564> for example.



- Throughout the review process staff expressed their educational vision and purpose within a context and vocabulary of rights; including within the context of SEND, this translates to a shared commitment to every child's entitlement to an education that fits their needs. More than that, staff advocated the entitlement of young people to be equipped and encouraged to be active and contributing members of their community/ communities – irrespective of need. This speaks to Nishkam's values and ethos, which ensures that all young people have a right to quality provision for, and experience of Holocaust education – the caveats of stage (not age) appropriateness and of strong established relationships apply – where staff were ambitious for quality cognitive and affective outcomes for all following their study of the Holocaust in History lessons or elsewhere.
- The review processes documentation trawl and work scrutiny found numerous examples of differentiation within teaching and learning about the Holocaust, especially in terms of valuing and planning for diversity. It was apparent that differentiation was understood as a student focused way of thinking about generic teaching and learning. It was evident in discussions with Mr Kearns, Miss Moody and colleagues that differentiation was at the heart of quality teaching and not an after-thought.
- The Holocaust scheme of work reflected this thinking with its use of whole group, small group and individual tasks that were based on content and student need.
- Work scrutiny examples reveal a range of strategies to stretch and challenge learners, through 'extra for experts', 'extra mile' activity boxes and prompts – for example the perpetrator circles task.
- It is this review's belief, that the above culture of thinking regards differentiation, especially in relation to the Holocaust scheme of work, has led to some '*teaching up*' – the many innovative strategies skilfully deployed when teaching about the Holocaust has ensured challenge and progression for many. Differentiation within a context of '*high challenge, low threat*', is key to the impact on learner's engagement and outcomes – but perhaps consider if you are also differentiating for your most able and not just those with a '*need*', to ensure differentiation is sufficient to challenge all learners, rather than, passively compliant students.
- Whilst this review can draw only on a snapshot sample specific to the History department in exploring the teaching and learning concerned with the Holocaust, we contend that, both from work scrutiny and student voice, differentiation is evident and of a good quality. Relationships and knowing the student is a real strength of Nishkam High School; but how does the school capture the role Holocaust teaching and learning help to 'close the gap' or ensure SEND pupils and other vulnerable learners grow, progress and flourish?
- An area for future development could be the particular focus for tracking – whether in terms of data, engagement, focus groups – for a target group of learners as this would further help Mr Popplewell and colleagues better understand the impact of the Beacon School work upon

vulnerable or most able learners. But how would the school discuss or demonstrate progression for PP, SEND or other groups of students?

**f) Creativity and innovation**

- Within the Citizenship scheme of work, developed during the Beacon School year, and across the Holocaust related curriculum offer at Nishkam High School there are some interesting examples of creativity and innovation – not least involvement in the Echo Eternal initiative.
- Born out of a chance meeting between Downing Street’s Tim Kiddell and CORE Education Trust CEO, Adrian Packer, Echo Eternal would become a commemorative arts, media and civic engagement project delivered in schools for children of all ages, inspired by the testimony of British survivors of the Holocaust. Adrian’s passion for the arts, education and about finding ingenious ways of giving opportunity to young people, led to a project that brings together children from culturally diverse communities with a common focus - Holocaust memorial, and extends later to incorporate wider genocide awareness. The Echo Eternal pilot began in Birmingham on Holocaust Memorial Day 2018 and was delivered in 12 schools across the whole year, including six CORE Education schools and six partner schools, including Nishkam. The project aspired to run for a further two years across the West Midlands, continuing in the six CORE schools and introducing another 12 new schools (six each year) to the Echo Eternal network. From 2021, the project would be extended to other regions in the UK.
- The project works with one participating school, like Nishkam, each month working with an artist in residence for a period of around 10 days. Each school is gifted testimony from one of the 112 survivor interviews captured by the UK Holocaust Memorial Foundation in 2015. This testimony becomes the inspiration for the school’s response through an artistic expression, which is conceived and delivered by the pupils, forming one of a series of survivor ‘echoes’.
- Each of the Echo Eternal participating schools benefitted from a series of training events led by the UCL Centre for Holocaust Education, and the Centre’s Director of Programme and has continued to work closely with the Trust, following the students on the journey as the project developed. The educational focus sought to complement UKHMF’s learning objectives, including deepening knowledge of the historical facts, appreciation of roles and responsibilities, applying the lessons of the Holocaust to subsequent genocides, recognising the humanity of the victims and promoting tolerance and respect. During their artistic residency, each school contemplates a range of civic pledges, with the goal of making a positive societal change. These pledges are made in tribute to the testimony from the survivors. Each school forms a civic alliance with one of the other Echo Eternal schools, inspired by the Great Get Together event in memory of Jo Cox. This element of the project focuses more on countering prejudice and these civic alliances continue to develop into the future as part of the project’s legacy.
- As Sir Ken Robinson has said: *‘The real role of leadership in education...is not and should not be command and control. The real role of leadership is climate control – creating a climate of*

*possibility. If you do that, people will rise to it and achieve things that you completely did not anticipate and couldn't have expected... Creativity is as important as literacy'. But, brilliant creative ideas such as Echo Eternal don't usually get off the ground – funding or logistical problems usually are the cause of their breakdown in schools. But Nishkam recognised this importance of this opportunity, embraced it. As President Obama said - 'The future belongs to young people with an education and the imagination to create.' Echo Eternal, under Adrian Packer's leadership, embraced by Nishkam's Mr Kearns and taken forward by the Lead Teacher has provided that; that's inspiring, engaging and empowering young people through quality Holocaust teaching and learning. As Principal Kearn's remarked: 'These meetings and opportunities are immense moments in the lives of students, and have profoundly impacted staff involved' and went on to muse 'what weight would you give those extraordinary 'echoes', these personal encounters and deep educational moments and outcomes in EBacc, progress or attainment 8?'*

- In 2018, upon application to become a UCL Beacon School, it was Nishkam's intention to launch its work and engagement with the Echo Eternal project through a Trust Day, with staff from all four of the Trust's schools involved. The theme of the day was to be Forgiveness and Reconciliation; they hoped to secure a Holocaust survivor to speak, alongside their patron, the chair of the Charter for Forgiveness and Reconciliation. The launch was hugely successful, and the legacies and echoes of that project continue at Nishkam. As Core Academy Trust's, and Head of Echo Eternal, Cathy O'Driscoll has commented:

*'Nishkam High School has been an Echo Eternal Network School from 2019. During this time it has developed its Holocaust Education and become a UCL Beacon School in Holocaust Education. The school has embedded the use of the gifted Holocaust testimony into its curriculum and learning opportunities for students. It has sought out opportunities to share its work through CPD sessions and collaboration with other network schools. Nishkam High School has sought out opportunities to develop its teaching and learning practice and share its research. It has continued to be an active participant in Echo Eternal Festival activities, developing its student leaders, exploring ways of using the gifted testimony and engaging in national learning campaigns.'*

- Art, literary and creative writing approaches, beyond the scheme of work, like Echo Eternal opportunities, ensures a range of learners can access and demonstrate their knowledge and understanding in alternative ways to traditional assessment or extended writing tasks. For some learners this is vital to engagement and a key to the scheme's success. Whilst the progress is demonstrable and instinctively recognised when engaging with students – to what extent can the school be confident of specific knowledge, understanding or developing of skills through data or trends? How are they tracked or monitored, even without summative assessment and how can accessibility and challenge be innovatively captured? Given the depth of student outcomes – how can that be compared or understood in relation to progress in other History units of work, or in the school's traditional assessment framework or indeed the success of Echo Eternal be understood?

- There is good reason why Nishkam took a non-formal assessment route for Echo Eternal components – but in what ways could you capture the degree of learning that this diverse programme provides? Perhaps this itself demands a creative reframing of assessment. Some examples of those creative innovations that don't currently lend themselves to assessment or monitoring of progression and are of note or of consideration for their excellence in creativity and outcome include:
  - Opportunity and pragmatism within Holocaust teaching and learning enables students to draw upon their imagination and creativity, both within the learning process itself, as well as in demonstrating understanding in outcome project pieces.
  - Strong literacy teaching is supported by powerful storytelling, oral and written.
  - Visual stimulus features prominently in classroom practice. Visual questions often act as a hook to the learning (*what do you see, what questions would you ask, where is the learning, how far could you take it?*) and sometimes the form of student outcomes are artistic in nature. In addition to the creativity and artistic responses facilitated through the scheme of work's powerful use of visual stimulus was its ability to encourage and engage learners in embracing independent challenge.
  - Creating a '*sense of wonder*' through teacher delivery, content or activity choices is important for student attainment and achievement – but again, how can this be both tracked and shared as best practice? The curiosity engendered within classroom learning episodes often hinges upon powerful storytelling, teacher and student led questioning and visualisation strategies.
  - Nishkam teachers nurture and take advantage of students as resource to support each other in the classroom. This is an encouraging, powerful learning mechanism that if honed could significantly impact upon the wider school.
- Nishkam, upon application, also intended to develop units of work which would/could be shared across the school, but all schools within its Trust, and this has and continues to be realised in innovative and creative ways.

#### g) **Generic Teaching and Learning**

- The 2014 Ofsted report defined the quality of teaching, as outstanding, declaring '*Nearly all of the teaching is consistently good or outstanding*'.
- Teaching and learning during this review, is in line with school policy. Based upon work scrutiny, student voice evidence, a document trawl and conversations with key staff, this review finds Holocaust teaching and learning at Nishkam High School to feature:
  - Lesson intentions that are routinely shared with and understood.
  - Spaced repetition within Holocaust teaching and learning, whether within an individual or a series of lessons.
  - Understanding, rather than task driven, schemes of work/learning.

- Conceptual thinking embedded.
  - Enables students to identify its relevance and see the learnings '*bigger picture.*'
  - Successful interleaving of different but related topics.
  - Criticality and independent thinking fostered in most learners; where this is most effective it is thanks to a teacher's ability to unpack complex or challenging issues through sound explanation and good questioning.
- Owing to COVID-19, a planned lesson observation as part of this review, was not possible. However, combining feedback from students, work scrutiny, engaging with colleagues and in the planning documentation, it is evident that Miss Moody's Holocaust teaching and learning bore all the hallmarks of quality teaching, rather than just pedagogically sound specialist provision or that of a curriculum champion. Whilst detailed, specific analysis cannot be offered in this report, it is worth noting here some of generic feedback and acknowledgement for her classroom practice:
    - In line with teacher standards, Miss Moody models positive behaviours and attitudes.
    - It is clear Miss Moody has high expectations and is values-driven (she knows that she wants a purposeful classroom environment, based upon mutual respect and calmness and used a range of strong verbal and physical cues with specific students, using praise effectively). She has a toolkit of quality teaching and learning devices, skills and competences, and a strong sense of purpose.
    - Lesson content and resources are well planned and linked to prior learning of the scheme of work/learning.
    - Where appropriate, she encourages repetition in her teaching and feedback – do it again – to raise standards and refine understanding. Expectations relating to academic outcomes are aspirational, but also holistic in nature and valued.
    - Preparedness to intervene when necessary to advance learning, with strengths being their questioning and attempts to ensure students were thinking about concepts and conceptual frameworks, not just substantive knowledge.
  - In addition, this review found the following regards Nishkam School Holocaust teaching and learning:
    - A Lead Teacher who is a reflective practitioner and, on occasion, prepared to take risks in her teaching and learning.
    - An aspiring (soon to be) senior leader who recognises need to inform, support, inspire and empower her staff to ensure consistency of delivery across the SOW whilst acknowledging the 'Curriculum design and overarching question is ambitious and challenging'. Such reflective practice makes for a developmental opportunity and should stability in staffing come then the school are likely to see significant and sustained progression in quality assurance of Holocaust related lessons.
    - Whilst allowing student choice and encouraging independence, teachers do not accept 'opt-outs'.

- Nishkam teachers play their part in creating the positive relationships and climate of the school, reflecting its ethos and the focus upon fostering mutual respect and trust
- The importance of contextualisation was strongly advocated within the student voice contributions, as was the need for developing inquisitive and curious mind-sets. Similarly, a proclivity for personal stories in their teaching, as a means for achieving student understanding of complex subject matter. Indeed, student voice linked survivor stories and victim case studies with their willingness to demonstrate resilience and put in greater effort. Several spoke of their desire to find out more, *'...to do them proud by working hard and becoming witnesses'*.
- Students openly and independently praised the quality of teaching about the Holocaust during the student voice panel and were able to describe **how** they were taught;
  - *'I have encountered many ways of learning about the event: such as research, schoolwork, Holocaust Ed and survivor testimony. These different ways gave me more knowledge and help if I didn't understand anything myself. I can talk to people about it and ask them about it, which makes it more important for me, personally.'*
  - *'During this topic, we had mostly learned through discussions and debates as a class, both survivor/ victim and persecutor testimonies, while most of the work was individual, there were several opportunities to work as a collective group. This is like normal lessons, yet something that could be considered different was more work outside the class i.e. assignments at home, timelines set up out of class etc...'*
  - *'The Holocaust has been taught to me via group work, collaboration, teacher talking, videos, creativity textbooks, discussion, research, hearing from survivors and more.... Each provided different aspect of the Holocaust.'*
  - *'I have learned about the Holocaust through resources my teacher has provided: power point presentations, contemporary evidence, secondary sources and through discussions. This is the same method as how I would learn other topics in history.'*
  - *'I was first taught about the Holocaust by my teacher Ms. Moody, who then allowed me to take part in the Echo Eternal Project as it was something I was interested in. As a school we then did our own research about Zdenka Fantlova and portrayed her story through artwork picking out key messages and ideas. Our art was then displayed in the Birmingham Library. We then went to London to visit her, which is an experience I would never forget, it truly had me in tears. We then got the chance to create a film using our artwork.'*
  - *'We learnt about the Holocaust mainly through videos, verbal work and group work – with very little writing – and the little writing that we did do were important note of creative and informative work. I think that this really did help with remembering important detail and dates as it was interesting to learn about.'*



- Student insights on the way teaching and learning about the Holocaust manifested itself differently compared to other topics or subjects at Nishkam High School was overwhelmingly positive, confirmed in outcomes, and could well be transferrable to driving and developing best practice in teaching and learning across the school. Students independently spoke of the variety of tasks and approaches in Holocaust related lessons, that they were always doing *'something different'*, that they were being *'challenged'* and, as noted previously, *'trusted'* with difficult, often sensitive or disturbing and complex materials, often working independently or collaboratively with peers to *'discover for ourselves'* and given *'free reign'* to wander, to look, to research, to question and to *'later come together to discuss'* or in teacher terms – only then was consolidation, comprehension and teacher talk used to evaluate progress. Other students spoke of their experience of Holocaust lessons as being more like *'solving a mystery'*, where they pieced evidence, interpretations and questions together for themselves rather than be told.
- When asked how Holocaust teaching and learning might be improved or provision at Nishkam enhanced, student feedback revealed a focus on the equity of opportunity. This is understandable and reflective of school pragmatic considerations of time, access, cost and scale...
  - *'In all honesty, it doesn't really need improvement as the teachers have invited so much knowledge into the curriculum. Even like the thing we are doing right now, Holocaust Ed, it doesn't really need improving in my eyes. Though, one thing I can say is that the school, should make students understand the view of the whole world on Jews- does everyone hate them? Where did this idea come from and how do we get rid of it?'*
  - *'I think it could be improved by having the entire school involved, rather than having a few select students. Having little activities throughout the years which then build up to a final project at the end of their journey at the school which would mean that the students develop with their project.'*
  - *'I think the teaching of the Holocaust at our school is done well. I think it could be improved by getting more students involved in projects. My experience meeting Zdenka and doing research may be completely different to another student at my school and feel that everyone should be able to share the same knowledge.'*
  - *'Holocaust education can be improved through more direct meetings with victims (and persecutors) as this would allow students to ask questions that teachers or research may not be able to answer. While survivor testimonies impact the quality of work I produce heavily, sometimes survivor testimonies do not answer queries I may have.'*
  - *'My school should invite a survivor to share their testimony.'*
  - *'I think that the only improvement I would have is that everyone should be able to watch the full survivor testimonies and not only a selected amount of people – only a group of around 30 – 40 people got to watch the full testimony and the rest of the class only watched part of*



*the testimony. I think that this would help the rest of the class to understand the personal experience of the Jews.'*

- It was clear from discussions with Nishkam colleagues that Beacon School status has been a catalyst for powerful teaching and learning, encouraging pedagogic conversations among staff and greater, deeper reflection.
- UCL Beacon School status was widely credited as having significantly contributed to a '*shift in thought processes*' and impacting upon practice, particularly its research informed and evidence base; sometimes consciously and subconsciously.
- This review finds that Nishkam High School have successfully embedded the UCL Centre for Holocaust Education's pedagogical principles for Holocaust education. Students and staff affirmed throughout the review process the importance of powerful knowledge – that to know something alone, in isolation, out of context is not enough; rather understanding, questioning and critical thinking are the means to meaningful knowledge, especially of self-knowledge. Broadening and embedding such skills and understanding across a range of subject areas and schemes of learning could help support school improvement through achievement and challenging the progress gap and should be encouraged for the many.
- It was apparent throughout the review process that pedagogy and classroom practice, in terms of Holocaust education, has meaningfully improved because of Beacon School status. It is also clear from talking to the Lead Teacher and colleagues that CPD input from the Centre for Holocaust Education has moved departmental and wider school practice forward.

#### **h) Research informed approach and reflective practice**

- Nishkam High School values research informed practice and the Lead Teacher has embraced the UCL Centre teacher and student report findings in terms of informing classroom practice. The school praises the national research study findings for '*significantly*' shaping the History Holocaust scheme of work/learning, its pedagogy and conceptual framing, indeed describing the re-engagement with research via the UCL Beacon School programme as providing many '*light bulb or aha moments*'.
- Teaching and learning about the Holocaust at Nishkam High School has been influenced by the 2016 findings of the UCL national student survey and research findings in terms of appreciating young people's myths and misconceptions, but also illuminating regards the shifting cultural influences which contribute to that understanding, and how many students are now exposed to a degree of Holocaust education at primary school. The Centre do not consider the national findings in the context of teachers or students failing, rather a result of the '*common knowledge*' of the Holocaust which circulates widely within British society today, and the wide acceptance of myths and misconceptions about this complex past. Popular culture is full of representations of Hitler and the Nazis, a shorthand for 'evil' now so common that people widely believe they know about the

Holocaust without having studied it – but Miss Moody and colleagues Holocaust scheme of work is going some way to tackle such simplistic understandings. We know that nationally students' ideas appear to draw heavily from that popular culture. This is borne out by the certainty with which many students held incorrect ideas about the Holocaust. Wrong answers in the Centre's survey were not just guessed at: often students said they were confident that they were correct; so, providing a scheme of work/scheme of lessons that is responsive to internationally recognised research is both empowering and innovative. That Nishkam student buck national trends on the Centre's 11 substantive knowledge questions is significant; testimony to quality teaching and learning.

- This review can confidently confirm quality teaching and learning about the Holocaust takes place at Nishkam High School, based upon various student outcome indicators, including the student voice panel: when asked what had, surprised or shocked them in their learning, students were able to recall and articulate a range of insights that demonstrated sophisticated and meaningful learning had taken place.
  - *'I am shocked at it but I'm more shocked about the denial about it happening and the terror that also happens today. Authority abuse their power too much for them to do these things and its really sickening. I'm just surprised that all my life I thought everyone was equal etc. but it really isn't, and we must talk about it as it's the reality of everything.'*
  - *'I think what shocked me the most was how emotionally attached I became to the testimony we were given. One contribution I made was to write a somewhat of a love letter from the survivor to her love, who she lost in the Holocaust. Trying to think of what to write in that love letter was very special to me because I was trying to put myself in someone's shoes who, at the same time, I didn't want to ever be in the same position in.'*
  - *'Most of the things I'd learnt came to shock because the Holocaust wasn't something I was initially educated about. Zdenka Fantlova's story particularly was surprising yet so inspiring, it was the surviving of six concentration camps which amazed me the most.'*
  - *'During this topic, one thing that shocked me was the different experiences Jews (and others that were victims of Nazi persecution) had with Nazi persecution. Another thing that had shocked me was Britain's involvement with the holocaust as their knowledge of the holocaust did not correlate with their actions as they hadn't contributed to Kindertransport as much as they should have.'*
  - *'The perpetrators of the Holocaust have always been conveyed as some sort demons throughout the course of my Holocaust education. One of the main focuses of my seminars leading up to my visit to Auschwitz was the fact that these perpetrators were human and probably had families they went home to and despite aiding or committing such atrocities, many of the perpetrators had relatively normal backgrounds. The educators stressed the*

*importance of viewing the perpetrators as humans rather than doers of evil. This surprised me as it allowed me to see the events of the Holocaust in a new way.'*

- *'The thing that surprised me the most was how horrific and traumatic the victim's experiences were and how different everyone's experience was, even though they went through the same type of persecution and torture.'*
- Teachers have sought to explicitly challenge some widely held societal myths and misconceptions within their planning and teaching, particularly within History and RS provision, and there is a clear commitment to continuing to hone and refine Holocaust education best practice to meet the needs of the learners Nishkam serves and be responsive to contemporary issues, like hate crime and safeguarding threats, locally, nationally and internationally.
- There was more than one example in the student voice panel, alluding to '*...the many people, not just the killers, who made the Holocaust happen*' and during the work scrutiny there were numerous examples of students using evidence and case studies to grapple with the complexity of complicity, compliance and responsibility; itself a meritorious and impressive student outcome. The Centre's '*Being Human?*' lesson adds a further dimension or layer to students understanding; uncovering how and why ordinary people became complicit in mass murder. The case studies enabled young people to pose searching questions about what it is to be a citizen in the modern world among themselves and explore their questions like 'How was the Holocaust humanly possible?' 'What kind of people became perpetrators and collaborators?' 'What sort of people resisted the Nazis or risked everything to save their Jewish neighbours?' and 'Who gains from genocide?' or indeed, 'Why do some people lead or get involved in mass murder and others not, either standing by or actively resisting and rescuing?'
- By highlighting prevailing myths and misconceptions as revealed in the UCL student survey data and by applying the research to her school and class contexts, The Lead Teacher has been able to begin to make inroads on those stubbornly prevailing societal myths. As a school, engagement and familiarity with the national survey results have enabled 'casual antisemitism' such as 'All Jewish people are rich' to be discussed and successfully challenged. It was noticeable that identifying and challenging misconceptions or even generalisations were also a feature of staff reflections on the Centre's CPD.
- During the student voice feedback, students reflected and thoughtfully articulated a complex understanding of atrocity images. They demonstrated an awareness of the pedagogical and ethical considerations at play, again revealing their values of respect and empathy, their maturity and insight beyond their years;
  - *'I haven't seen a lot of imagery but from the pictures I have seen, it makes everything even more real. Students should see the chaos that caused this and should feel the sense that this really happened and was not just an event in history. However, children shouldn't be seeing gory*

*images or violence as it evokes more horrifying images when your younger- otherwise apart from that, telling them about it is crucial.'*

- *'I think atrocity images should be shown, but with sensitivity, accompanied with the full context of the images. I have seen Holocaust related imagery, not necessarily as part of this project, however, I think by seeing them it really reinforced how despicable and painful the Holocaust was. A picture is a thousand words, it is important to show reality, as harsh as it may be.'*
- *'I feel like it depends. Most atrocity images are heart-breaking to see while they may teach us lessons and show us the reality of situations, they're never something someone wants to see. Some people may not believe something till they've seen it and atrocity images are evidence. I think that if students were to see such images they'd have to be mature and a certain age. I personally wasn't shown any images but doing my own research did come across some.'*
- *'I have not seen an atrocity image; however, I do not believe they should be shown to children to be used as sources. This is because they are still developing and so all students would react to it differently. For example, A gruesome image may be harmful to a child/teenager as (while it may show the effects of the holocaust) it isn't something a child/teenager should be seeing at that age.'*
- *'I was shown images related to Holocaust atrocity the more recently than when I started my Holocaust education. I believe that students should slowly be exposed to such images in year 9- when Holocaust education starts- and showed more intense images at ages 16-18.'*
- *'We WERE NOT shown such images that are UNNECESSARY and could be quite upsetting for some people. I think that NO ONE should be exposed to such images and unnecessary content as it can be quite gruesome, upsetting and may be even traumatic for some people.'*

The diversity and depth of these students thinking was impressive, and students had a clear understanding of the potential for 'shock and awe' when learning about the Holocaust which echoes international scholarly debate and this much contested aspect of Holocaust education, teaching and learning (see revised IHRA guidelines<sup>16</sup>). Comments from Nishkam students are a striking reminder for taking young people seriously – as Korczak said:

*'Children are not the people of tomorrow, but people today. They are entitled to be taken seriously. They have a right to be treated by adults with tenderness and respect, as equals.'*

- This review confirms there is a real appreciation for Holocaust education and that Beacon School status has stimulated reflective teaching and learning. Students spoke of the importance of learning

<sup>16</sup> See <https://www.holocaustremembrance.com/sites/default/files/inline-files/IHRA-Recommendations-Teaching-and-Learning-about-Holocaust.pdf> which has adopted a more nuanced approach to imagery than was previously the case. Similarly, UCL Centre research (2016) regards imagery has revealed a shifting mood and attitude, particularly among young people, whilst there remains a scholarly and pedagogical tension and duty of care issue to wrestle with.

about the Holocaust's '*reality*'. Nishkam High School students, even if unaware of the Beacon School status, were insistent that what they understood as the '*reality*' of the Holocaust should not be hidden from them (by that they meant the horror or true nature of genocide and mass violence) and felt that by learning about the Holocaust, that they be respected by not being given a '*sugar coated version*'. Most students interviewed felt this was the case and that their teachers had done a 'good job' with a 'difficult topic'.

- It was noticeable that a vocabulary of rights was an undercurrent, informing or framing several student contributions throughout the review process. This indicates a positive climate within which to consider application to become a UNICEF rights respecting school. Many of the school's pastoral, community, international and enrichment opportunities (including Holocaust and genocide education) are embodied in these principles and collectively would be a good foundation upon which more human rights education work could be built. Such links could well be maximised in December each year, as the school may choose to mark/acknowledge or raise awareness of genocide or human rights days that month. The reviewer can provide Mr Kearns and Mr Popplewell examples of links that could be made in this area – most notably regards the work and story of Janusz Korczak, and if there is interest this can be developed in the future with greater CPD involvement across the school, internal conversations and collaboration with feeder and wider partnerships. In addition to the UNICEF Rights Respecting Schools offer of professional development and support the Centre stands ready to facilitate such opportunities; for example, additional CPD opportunities such as 'Pursuit of Justice' – with its rights and justice focus - can be arranged via the Centre's Tom Haward or by contacting Shazia Syed.
- Thereby this review commends the History department for providing a rich and powerful Holocaust education learning experience for Nishkam students. It is clear students are making progress, both academically and personally and these holistic outcomes and attainment successes are rooted in strong and evolving teaching and learning practices.
- In conversation middle and senior leaders were found to be highly focused and dedicated to maintaining standards of teaching and learning, as well as extremely committed to furthering students' progression and personal development.
- Nishkam School's approach to Holocaust education continues to contribute to improving teaching standards, raising pupil achievement, aspiration and broadening horizons whilst also strengthening SMSC provision.
- In terms of Holocaust education curriculum impact at Nishkam High School, learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
- The 2014 Ofsted report concluded pupil outcomes at Nishkam High School were 'outstanding', noting that '*Students achieve exceptionally well*'. In terms of Holocaust teaching and learning it is evident substantive factual knowledge and understanding is greater than their national peers (as

evident in Dr Hale's report, 2019). But was also revealed in student voice feedback, was the values based, experiential or holistic learning that had taken place and was taken away:

- *'I've learned so much about individual survivors such as what they did to people at the beginning of it (strip the clothes and accessories for a search, and then get changed into something much later). I've also learned about the determination and flaws of the journey for many survivors.'*
- *'I have understood the importance of love, resilience and hope in the face of the worst atrocities imaginable to the human mind. Also, that the past really does make one's present, but it should never be considered as something that ruins an individual.'*
- *'From Zdenka's story specifically the key message our school took away was that 'calmness is strength' and that we should, 'never envy, never slander, never despair, wish well to all, work hard and hope.' I think these two messages are not only relevant to the Holocaust but to life in general. Zdenka also signed my copy of her book and wrote 'Every day is a gift' and I think sometimes we forget that.'*
- *'A key message I have taken away from my studies on the holocaust is that nothing is ever as straightforward as it seems. For example, while Hitler's actions were unforgivable, his harsh upbringing explained why he had committed his actions. Furthermore, While Britain seemed like the heroes, they had known what had been going on through telegrams and yet had still denied knowing anything about it.'*
- *'A key lesson I have taken away from my studies is the importance of commemorating the Holocaust to educate those on the dangers of violating human rights and to ensure an event of this nature will never occur in the future.'*
- *'I have learnt that not all victims of Nazi persecution were members of the Holocaust, all the different groups ( gypsies, disabled, etc) were all treated differently and it is not fair to put one big label on all of these people as their experiences were all different.'*
- The review process - as a whole - finds so much profoundly meaningful teaching and learning taking place, so much innovation and quality practice, clear and wide-ranging outcomes for students, that it is hard to do justice and capture it in this report, so it is disappointing that internally Nishkam High School staff are not yet collating *'light touch'* evidence of impact of the Holocaust education work undertaken. In this respect use your student voice. As student's quotes littering this report indicate, your learners have a great deal to say and much of it speaks to the impact of teaching and learning that if collected and reflected upon could enhance and refine your offer. It seems likely, some of their comments could be used to inform planning and curriculum design elsewhere – so they really are a resource you should be utilising more. Your students truly are your best advocates – capturing their journey is important. You have a compelling and inspirational story to tell- that



your school can be proud of, can evolve and inspire others. That narrative needs to blend light touch quantitative data to the wealth of qualitative quotes and anecdotes.

- These remarks are not intended to give the impression that Nishkam High School staff do not know or listen to their students or aware of the outcomes and progression clearly taking place – on the contrary, their relationships are excellent. Nor should it be taken as criticism, rather be seen in developmental terms as an opportunity to further best practice and share the impact across the school. Nishkam students are outstanding ambassadors, your best Holocaust education advocates and a litmus for **what** is working – but also their insights regard **why** it is working. Listening to the students will illuminate whether it the subject matter or the distinctive pedagogy making the most difference? Understanding what it is about the Holocaust scheme that was more interesting to students than other units of study or indeed subjects, could be key to on-going departmental and school-wide improvement in teaching and learning. Student voice can provide compelling insights here – so perhaps an annual focus group would prove a useful and timely mechanism to better understand what is working well or where misconceptions stubbornly prevail.
- There are just so many indicators that could be brought together to showcase the depth of your offer – both academic and holistic. Middle leaders do have a clear understanding of the impact of teaching and learning initiatives and strategies and are reflective practitioners focused on ensuring best outcomes for all learners and are determined to have highest expectations for all – but it is frustrating not to see that celebrated, acknowledged in data (qualitative or quantitatively), nor used effectively to refine or shape future developments. Consequently, this review actively encourages teaching and learning and data SLT leads at Nishkam to consider how best to innovatively and meaningfully capture and provide a compelling narrative for the outcomes of Beacon School work and continued raising standards. This need not necessarily be a new approach, rather more effective collation or capture of the wide-ranging evidence you have – the Centre stands ready to support the school, should Mr Kearns, Mr Popplewell or others be interested in exploring this further. Student substantive knowledge and understanding is undoubtedly rich and varied. Throughout the student voice panels, a range of students were eloquently able to speak of their developing knowledge and understanding of the Holocaust, often referencing the myths and misconceptions that the scheme of work/learning exposed. The school has such a positive and compelling story to tell – it just needs a coherent and simple framework to better showcase its journey.

#### **i) Assessment**

- Nishkam High School attaches considerable importance to matters relating to students' assessment, achievement and outcomes, both academic and holistic. Across the school these are monitored effectively through accurate data capture and other means for progression and targeted intervention purposes. The various departments comply with whole school assessment and monitoring processes. The school has evolving methods of planned, standardised and formal assessment for learning opportunities, however, whilst the scheme has formal assessment at the end of the unit, the place of Holocaust education within that school-wide and departmental



assessment framework is unclear – how is Holocaust related progress within the scheme or wider school offer understood, tracked or monitored?

- At the time of the review Holocaust related prior learning was established or formally baselined in the primary scheme of work or learning thanks to engaging with the UCL DfE study (11 multiple choice questions). Similar short interactive, multiple choice survey or questionnaires could be used with students to baseline pre-and post-knowledge or attitudes, as a starter or plenary activities to provide multiple choice data that would not reduce curriculum time, but aid understanding and planning.
- Self-assessment opportunities are evident, but could have more of a place, although relying on student self-assessment alone is often unreliable, or at best, poses more questions than answers. That is not to say students are unable to reveal important and useful trends and truths to teachers; student voice panel comments at Nishkam High School, where students articulately contextualised their learning and provided examples of their progression, were powerful and offered meaningful evidence. Alternatively, another approach could be to consider student voice: The Centre has seen schools develop internal surveys or mechanisms that capture the impact of their Holocaust schemes, both academic and holistic. The validity and usefulness of such surveys varies, and it can be unclear how reflective they are in terms of illustrating the quality provision for and impact of Holocaust education, but they are illuminating for tracking trends.
- Formative planned assessment opportunities can be found within the scheme, related to and informed by, student's progression, but not necessarily planned for or explicitly stated.
- Formative assessment, where it does take place, clarifies student learning and understanding and is most notably framed as assessment for learning or diagnostic classroom conversation through quality questioning. One way this might be developed further could be within use of the Centre's 'Being Human?' lesson materials and pedagogy. It lends itself to pre- and post-lesson learning opportunities to capture the shift in student thinking. Indeed, comments from the student voice panels alluded to the self-awareness of those who could articulate the complexities of the human condition (that student understanding of behaviour or motivation became more 'grey', increasingly nuanced, rather than 'black and white') and the limitations of labels like perpetrator, bystander, collaborator and rescuer.
- Whilst work scrutiny demonstrates students have responded to ongoing teacher feedback to improve or develop their work; whether in terms of knowledge, understanding or a skill, there could be more made of timely opportunities to recognise where students are struggling and address problems immediately. There is an opportunity to develop this further, particularly to evidence skill mastery, or in terms of addressing myths and misconceptions of the Holocaust. A student and teacher *assessment for learning* sheet could be quickly developed to itemise themes or lesson topics from the scheme which could easily be linked to identifiable concepts or skills. Such a checklist could enable self or peer RAG rating of student understanding of the lesson content and/or the historical skill, whilst this could be quickly confirmed with a teacher column of emerging,

developing, secure or mastery during classwork marking. This could be used to triangulate with student voice claims whereby they referenced shifts in their thinking. Nishkam students provided many examples to illustrate how their knowledge, understanding and thinking had progressed during the study of the Holocaust and were able to articulately explain their own progress and developmental needs considering the planned assessment for learning opportunities that litter the scheme of work/learning. Such mechanisms would serve to timely chart that learning in intervals across the scheme. It could be a purposeful process, but whilst students are not formally baselined it is difficult to exemplify just how far students have progressed, be that in terms of substantive knowledge and understanding, historical, critical or literacy and emotional skills or indeed attitude or behavioural shifts. Is existing assessment framed to be *attainment* or *progression* focused?

- As noted previously, there is formal assessment of the History Holocaust unit at Nishkam High School and this is afforded the necessary time and space to be a meaningful endeavour. 3 lessons, 11-13 – precious curriculum time – is devoted to ‘What should students know/learn about the Holocaust’? Through careful discussion, questioning and case study examples, students are asked to create their own student ‘text book’ about the Holocaust and in so doing, reveal what they have understood and what they think is important for others to take away from Nishkam’s Holocaust unit of study. This is an innovative and engaging paired assessment task.
- The task is set up by careful teacher led student exploration of the Aaron Wilkes KS3 History textbook pages about the Holocaust. Nishkam have chosen to photocopy the relevant pages, with photographs covered or blacked out where deemed inappropriate, rather than give students the text unmediated. The task is framed as a paired challenge which draws upon students understanding of similarity and difference, change and continuity, cause and consequence and the use of evidence.
- With nuanced and careful teacher guidance, students are asked to spend some time looking at the Wilkes pages that relate to the Holocaust. They are asked to add thoughts, using post-it notes, and to consider 5 key questions
  1. What would you **learn** from it if this was your only resource?
  2. Is there anything you **like** about it as a learning tool?
  3. Can you see any **problems** with this textbook?
  4. Is it age/stage **appropriate**?
  5. Is there anything you think is missing?

In addition, ‘the extra mile’ encourages students to think if there is anything in the photocopied pages that would lead them to misconceptions?

- The Lead Teacher has provided teaching colleagues a number of prompts or areas to consider or explore with students during their feedback on the pages:

- The story of Kurt Gerstein is factually incorrect – see his story from last lesson. It makes him seem like a perpetrator when in fact he was a resister
- Over simplified – use of friendly cartoon style?
- Very Hitler centric – there is little reference to European collaborators. This is problematic because students end up with 'it was Hitler that done it' syndrome
- Inappropriate images that add nothing to understanding – in fact they distract and are a safeguarding issue
- Look at the positioning of the questions – what are the implications of these?
- Can students imagine what the questions are asking them to?
- Look at where it appears in the book. Does it explain the Holocaust in the context of ww2?
- Anti- Semitism! The word is hyphenated. Is this appropriate? It is perpetuating antisemitism without really realizing it
- How does the book confirm misconceptions?
- A sense that these Jews are seen as homogenous victims, not humans and people with diverse lives.

The Lead Teacher also suggests teaching colleagues read the Centres' Eleni Karayoanni piece: [http://discovery.ucl.ac.uk/1542339/1/Karayianni\\_Portrayals%20of%20the%20Holocaust%20in%20English%20History%20Textbooks\\_.pdf](http://discovery.ucl.ac.uk/1542339/1/Karayianni_Portrayals%20of%20the%20Holocaust%20in%20English%20History%20Textbooks_.pdf)

The Lead Teacher has continued support staff and scaffolding for students in a PowerPoint to accompany the assessment task. It asks students to go on to consider:

1. What content should be in a textbook on the Holocaust for Year 9?
2. What content should not be in a textbook for Year 9?
3. What are the important things to consider when creating a textbook?
4. What are the key issues and questions students should be considering?
5. Are images appropriate?

Again, this accompanied by an 'Extra mile' question: how can you ensure that students understand the contemporary relevance of the Holocaust? and colleagues are supported with advice to *'provide the list of lessons we have done to help them think back and assess what has helped them to understand things. Give students sometime in pairs to discuss this. Take feedback from discussions and produce a class criteria. The teacher should lead students to the following if they don't get there themselves: Context, Case studies, Why/how it happened, What happened, Definition of antisemitism, Life before this for Jewish people, Experiences of different groups, British responses, Contemporary relevance'*

Once these steps are complete students are tasked to 'Design and produce a textbook chapter that would education people your age about the Holocaust'. Nishkam students are encouraged to use 'the wall' (Timeline) to check details/case studies, dates etc with a final 'Extra mile' pointing to *'UCL research shows that students have a deeper understanding of events when they embrace survivor testimony. How could you include this in your textbook? What issues would you like to exemplify?'*

A schema/success criteria to assist students – ultimately to be used to assess their paired partners textbook outcome - is provided, based upon foundation, developing, secure, excellent grading of content included.

	Foundation	Developing	Secure	Excellent
<b>Understanding of disciplinary concepts</b> (cause and consequence, change and continuity, similarity and difference, evidence)	Gives <b>basic</b> explanations	Gives <b>simple</b> explanations and/or judgements	Gives <b>developed</b> explanations and/or judgements	Gives <b>complex</b> explanations and judgements
<b>Chronological understanding</b>	<b>Basic</b> understanding	<b>Simple</b> understanding	<b>Developed</b> understanding	<b>Complex</b> understanding
<b>Knowledge of events</b>	<b>Generic</b> detail	Uses <b>accurate</b> detail	Uses <b>accurate</b> and <b>specific</b> detail	Uses a range of <b>relevant, precise, and specific</b> detail

The resulting work is then peer-assessed by their partner.

- The student outcomes are hugely impressive. Appendix 5 features one such 14 page 'textbook' made this year by a year 9 girl during 'lockdown'. The Lead Teacher noted *'It's a nice example of what we were looking for and has been done with zero teacher input beyond initial minimal instructions which were given in school the week before lockdown began.'*
- Miss Moody reflected further on this assessment task during the review process:

*'In the past two years that we have conducted this task, the students have largely responded with outrage to the textbook we have in school - largely due to their oversimplification in comparison with their knowledge. I have only ever given them photocopies of the book, with the images covered, which has generated lots of discussion about the use of atrocity images and whether they are appropriate or helpful. Whilst the overriding answer has always been 'no' from the students, we have had a few who say they feel they need to see to understand. These students have largely conceded on this when we have discussed the idea that the people in these images did not give their permission to be photographed in this way.*

*One particular source of outrage for students is the testimony of Kurt Gurslein, who I always make a point of discussing in the 'being human' lesson. In both years a student has picked up on the use of his testimony in the textbook and been able to say that this it is unfair that his complex story is missing and the reader is left believing the worst about him.'*

- History department colleagues confirmed that in comparison to other assessment units there is often a clear sense that students feel they must do justice to the Holocaust topic - more so than with other assessments. This has resulted in some beautiful, thoughtful, skilful and outstanding pieces of work from students who do not normally produce such detailed pieces. With colleagues reminiscing *'Some of last years were amazing, I only wish I could send them to you as they are in school.'*
- It should be recognised, that formal assessment of Holocaust teaching and learning in schools is rare, for as the Centre's own research showed many teachers feel a discomfort with 'Assessing the Holocaust' as such and thus Nishkam bucks the national trend is assessing student outcomes. In addition, the school does enable students to showcase their sound historical, civic, religious, SMSC and holistic understanding of the Holocaust – indeed of other more recent/current genocides too – in a creative and meaningful way. But how is this progression to be understood? Whilst anecdotally colleagues could point to the impact of Holocaust education on their students, in terms of noticeable gains in so called 'soft skills' or in valuable holistic developments, there is a wealth of insight from student voice or other high challenge, low risk assessment opportunities, that if used effectively could evidence improvement and further refine practice. Making the most of, and collating, that evidence will be key to ongoing development, indeed departmental and school wide improvement.
- It is perhaps also worth considering whether this assessment can also speak to the **why** of what is and is not included in such as textbook, and not just the what/content.
- Such strong pupil outcomes within the context of Holocaust provision across the curriculum cannot be achieved without quality teaching and learning taking place, though strong and varied questioning, solid and secure historical concepts and skills being embedded and meaningful, vigorous and academic language being modelled in teacher talk.
- Nishkam students are aware of their own progression in terms of Holocaust knowledge, understanding and awareness, in their feedback they noted:
  - *'I have definitely made progress as not only does the school provide solid context, Holocaust Ed makes it more alive and clear- in terms of what happened and how we can work together as a community to help bring light to it. My behaviour towards it is more sincere and knowledgeable, I'm grateful for that as it helps me progress further in life as well, to become a decent human being.'*
  - *'I think my true assessment of my learning has been how I have been able to engage with others on this, even if it may be simply on social media. I can encourage others to learn and understand the important of such an event as well as the education of it. I don't need to be told to learn about any form of history, I am interested in it myself and have a wish to learn further.'*

- *'We have not been assessed in terms of a test or anything written but I personally think I've progressed having going from not knowing much about the Holocaust to being able to share my knowledge with those around me. I'm not sure how someone would be assessed on Holocaust learning but believe that me sharing what I know is helping others progress in their knowledge and understanding.'*
- *'I have been assessed through questions (just like other topics) however, improvement and the understanding of the topic isn't shown through constantly changing questions, but instead, I had been constantly re-visiting the same question ("what was the holocaust") and had been constantly been improving and changing my answer. improvement has been shown through my improved attitude to assessing and evaluating a statement as the final evaluation is more opinionated while still retaining necessary facts.'*
- *'I have not necessarily been assessed but I had to complete a project after my visit to Auschwitz-Birkenau to earn the role of Holocaust Ambassador. In my project, which I completed with my fellow peer, I discussed the role of the perpetrators. I believe that my knowledge has expanded to a point where I could confidently participate in a discussion on the Holocaust.'*
- *'We have been assessed on our knowledge by having an assessment lesson at the end of the term by writing our own detailed definitions about the Holocaust and what happened during this time. After this we compared our definitions to the full UCL definition and made improvement in a different coloured pen. Then we were graded on this. We knew that we had made progress as we had written a definition at the beginning of the topic and then we compared the two and my second definition was much longer and much more accurate – containing key dates, names and definitions.'*
- Student reflections or self-assessment of their progression and attainment was borne out by teacher feedback during this review:
  - *'Student outcomes and greatly improved, both in core knowledge and nuance of understanding. We know this from the UCL impact study that was carried out in 2018-19, and from our assessment of the Holocaust. Students are assessed halfway through the unit where they attempt to define the Holocaust, and despite the vast increase in the complexity of the history they are writing about, student results in this unit are strong in relation to other assessments. Then, students complete their projects at the end of the unit, which often represent the best work they do in Year 9. Furthermore, students' engagement is testimony to the quality of the scheme of work that we have developed though the Beacon Schools – as a teacher I can feel the determined focus in the room as we approach each new aspect of the Holocaust.'*
  - *'Student outcomes in RS for KS3 have been improved as a result of this CPD as we have been able to look more closely at the KS3 curriculum and cross-curricular links with History. This*



*has ensured that students can make connections between their Humanities subjects and helps them to improve their knowledge of pre-war Jewish life in History, through their study of Judaism in RS.'*

- *'CPD has helped inform the curriculum delivery, which is more coherent and thorough than I have perceived anywhere else. As a non-specialist, I feel the inclusion of a greater number of personal stories of individuals affected significantly changes the tone of the topic, and increases both relatability, empathy and overall impact. I have not taught this topic before for comparative purposes, but students are able to give clearer and more detailed and empathetic accounts and explanations of events than I would have been able to give prior to teaching it.'*

#### **j) Achievement and outcomes**

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

- Beyond the cognitive and data driven claims that could be made regards attainment and student progression in most subject areas, it is clear Nishkam High School remain committed to recognising the affective and creative outcomes for learners – specifically, but not exclusively, in relation to the Holocaust. This was recognised and appreciated in student feedback:
  - *'It's very calming and brings the sensation of compassion. I've enjoyed it so much and want to help so many people. It's unfortunate that it's the reality but there is nothing we can do to prevent it at the time as its past, but we can bring it forth now and make sure children understand. This experience allows me to talk to new people and bring the community together to make sure this doesn't happen again. Aside from the event, this type of education also allowed me to grow into a better person.'*
  - *'The experience was quite surreal. As a group, we worked to create several pieces of artwork to bring the testimony of a survivor into reality.'*
  - *'After being taught so much about the Holocaust, I feel that I have a better knowledge about it and am able to share that with other people. Taking part in the Echo Project has been both enjoyable and educational and has been a privilege.'*
  - *'My experience of holocaust education has been extremely enlightening and useful as It encourages students to have more complex reasonings and beliefs with questions like "who was to blame for the holocaust".'*
  - *'My experience of Holocaust education began when I was in year 9- which I believe is the time when students learn about the Holocaust. During that time, I learned information that*



*everyone has common knowledge on: who suffered as a result of hatred, how many people died during the Holocaust and the roots of antisemitism, Along with this I also learned about British responses to the Holocaust and case studies. As a year 13 student at Nishkam High School, I received opportunity to pay a visit to Auschwitz-Birkenau in March 2019. This was an eye-opening experience for me as it allowed me to place everything I had learned at school into perspective.'*

- *'My experience has been great. I have learnt so much about the Holocaust that I would have never known if it was not for this project.'*
- In addition to keyword understanding or use of historically specific vocabulary, quality provision for and experience of Holocaust education within the curriculum, including a successful scheme of learning, resulting in substantive student knowledge can come in recognition of misconceptions. This review can confirm a thoughtful, impactful and knowledge rich curriculum for Holocaust teaching and learning. Evidence from the work scrutiny, student voice panel, lesson observation substantiates the 2019 UCL research<sup>17</sup> which found Nishkam High School students, when presented with the 11 questions used by the Department for Education and the Centre to reflect important areas covered in the full-day CPD 'Unpacking the Holocaust' and young people's historical knowledge and understanding:

*'...were more likely to select the correct answer compared to the national sample, showing the students had developed core knowledge of the Holocaust. 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. This 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.'*

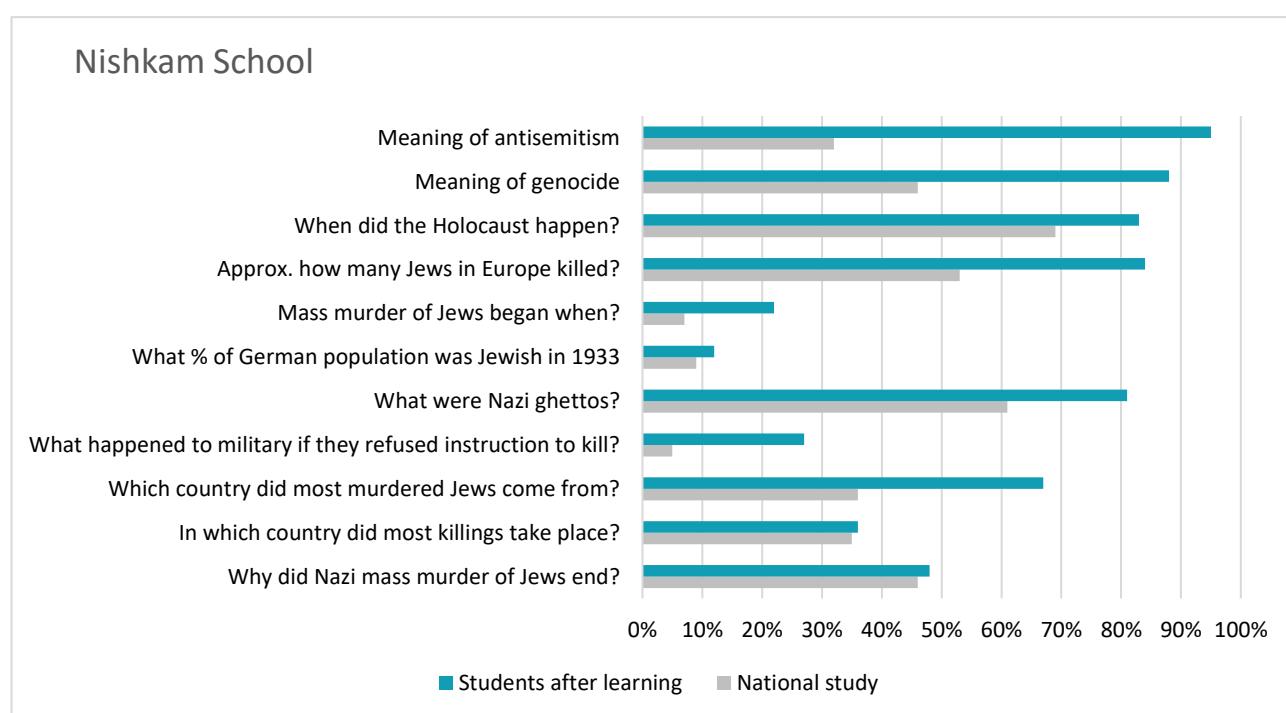
- Nishkam High School colleagues were keen to engage in the Centre's 'Impact Study' research and so students were asked 11 questions to reflect important areas covered in the full-day CPD 'Unpacking the Holocaust'. These questions resulted from misconceptions revealed in the Centre 2016 student research.<sup>18</sup>
1. What does the term antisemitism refer to?
  2. What does the term genocide refer to?
  3. When did the Holocaust happen?
  4. It has been estimated that in 1939 there were 9.5 million Jews living in Europe. Approximately how many Jews in all of Europe were killed during the Holocaust?

<sup>17</sup> See Dr R Hale report 'Nishkam High School: research findings 2019', UCL Centre for Holocaust Education

<sup>18</sup> See <https://www.holocausteducation.org.uk/wp-content/uploads/What-do-students-know-and-understand-about-the-Holocaust2.pdf>.

5. The Nazis began to kill millions of Jews when... [list of events]
6. In 1933, what percentage of the German population was Jewish?
7. What were Nazi ghettos?
8. During the Second World War, the countries listed below were allied with, influenced or controlled by the Nazis. In which country did the largest number of Jewish people murdered during the Holocaust come from?
9. Out of the countries allied with, influenced or controlled by the Nazis, where did the largest number of killings of Jewish people actually take place?
10. If a member of the military or police refused an instruction to kill Jewish people, what do you think would be most likely to happen to them?
11. Why did the Nazi organised mass murder of the Jews end?

After learning about the Holocaust, 112 students from Nishkam School completed the survey. Figure 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 questions correct.



Dr Hale outlined the following recommendations in her summary report:

'On all questions the students at Nishkam School were more likely to select the correct answer compared to the national sample, showing the students had developed core knowledge of the Holocaust. 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. This 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.

### *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 the scale of the Holocaust*

Students should have sound knowledge about the number of Jews killed during the Holocaust. Additionally, they should understand that while a tiny proportion of Jews sent to the camps survived to see liberation, and some thousands of Jews survived in hiding (helped by their non-Jewish neighbours), the vast majority who were not murdered either lived in or escaped to territories outside of Nazi domination.

### *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.'

- This review found examples of staff prepared to take risks to give learners opportunities and valuable enriching experiences through an encounter with the Holocaust that was not always judged on the quality or worth on the outcome alone.

- The Lead Teacher and colleagues recognised and were embracing of the developmental process; the resilience, skills and experience of the learning journey, the application of student knowledge and understanding was understood to be as important as the result.
- Student voice feedback, work scrutiny, the document trawl and engagement with colleagues at Nishkam High School reveal outcomes that are both academic and holistic – the students were wonderful ambassadors for the school and for Holocaust education. They were informed, engaged, inspired and empowered by the learning experience offered and this is equipping them to be global citizens in a local community. They can challenge prevailing myths and misconceptions thanks to generally good quality teaching and learning. The students were acutely aware of, and able to articulate, the contribution such rich and challenging learning experiences made to their ability to be scholarly, critical and independent thinkers and empathetic or values driven. They spoke compelling of an outcome of their Holocaust studies being their ability to be resilient and make safe choices.
  - *‘If there comes to a point where it’s hard for us to conclude what happened with a piece of ‘evidence’, having real life testimonies is what helps everything be backed up with true experience. Not only is it more intriguing, it also allows us to reflect more than documents. But documents can also come in handy for solid context.’*
  - *‘Holocaust ed helps me determine truthful claims as I am now aware of actual events and testimonies. Because of this, if something is contradictory, I will be able to know if the testimony or text is factual or not.’*
  - *Facts and evidence/ sources must be fully analysed before making any judgements. It depends on who wrote/drew/made the source and when. This is because these two main factors help us to determine whether or not a source is biased (which some are) and how much information we can retrieve from this source.*
  - *‘Holocaust education provides one with an array of evidence including testimonials, contemporary evidence, secondary sources and videos. This allows one to collate all the evidence and make an informed opinion.’*

Holocaust education is understood at Nishkam High School, by its student body, as supporting safeguarding. That students could apply their skills of source analysis to truth claims or fake news today was telling. Similarly, impressive was their awareness of the dangers of Holocaust denial...

- *‘Holocaust denial is an extremely important issue that most definitely needs to be discussed. There are concentration camps in China right now that is been covered by their government, showing that the corruption is still there and needs to be fixed. To say that the Holocaust didn’t exist is so cruel, especially to the survivors and the victims of the concentration camps in China.’*

- *'Holocaust denial is simply when individuals refuse to believe that the Holocaust never happened, that millions weren't killed due to hatred and simply for being born in a social group which wasn't approved by a single individual who managed to rally an entire nation behind him. I think it is dangerous that there are people who still do not believe that such a genocide happened, and I think that's why holocaust education is essential in ensuring that the next generations are not raised ignorant.'*
- *'Holocaust denial is the denial of the Holocaust and horrific events that took place against Jews during World War II by Nazi Germany. This could be for many reasons including trying to wash away the stain and remove it from people's past perhaps out of guilt, it could also be to 'rehabilitate the Nazi regime'. I think this is an issue mainly for those that survived the Holocaust because it is inhumane to ignore such a thing.'*
- *'Holocaust denial is when an individual denies the existence of the genocide of Jews or minimize the effects of it. While the individuals may experience this due to shock, it is still a huge problem as there are real people who had been through this (both living and dead). To deny its existence or minimize the effects of it is extremely disrespectful to all the victims who had experienced it. Because of this, it is important that children learn that the holocaust was a real even that had influenced the suffering of millions.'*
- *'Holocaust denial is the act of denying the genocide of Jews in the Holocaust during World War II. I think that this is a huge issue because is people deny the fact that such an event occurred during World War II then this could mean that they are approving of what happened and they believe that this event should occur gain – which it SHOULD NOT!!!'*
- *'Holocaust denial is the belief that the Holocaust did not occur and that it was a Jewish conspiracy. I believe that the fact that anyone can even have this idea is farcical and is an issue of extreme concern.'*

#### **k) Feedback and marking**

- This review found the following with regards to marking of Holocaust related work:
  - It is consistent with existing school policy in terms of regularity.
  - There is good evidence of meaningful teacher/student learning conversations.
  - Most feedback personal and progression/improvement driven, with work scrutiny displaying students habitually and eagerly responding in an effective and progressive manner, with few examples that is low in developmental quality, where marking was commentary driven praise, focusing upon recognising student time and effort rather than progression.
  - Much feedback is disciplinary focused, rather than generic, based on developing both knowledge and subject specific skills.

- Overall, this review finds marking regards the Holocaust to be effective, typically given as an action. The action varies, placing workload emphasis upon students, not the teacher; for example, to redraft or re-do, revisit and respond.
  - There is evidence of some literacy marking, including SPAG mistakes identified – it is unclear if a school literacy code exists or is effectively being used, as a range of strategies and marking indicators/devices were referenced by students or seen in the lesson.
- This review can confirm teachers have an excellent understanding of student's individual needs over time and offer feedback that develops both knowledge and understanding. This was evidenced by range of student voice contributions regards their feedback. Nishkam High School students generally know how to progress and are keen to improve, most act upon advice. The scheme of work lacks identified or planned for opportunities for students to reflect on and respond to formative assessment. Teachers interpret data and plan lessons effectively so as every child makes good progress, in large part thanks to effective feedback, a desire on the student's part to improve and genuine time protected within lessons for meaningful student reflection.

### 1) Work scrutiny

Throughout the review process a range of Nishkam students' learning was considered; work was presented by way of students illustrating the points SLT, teachers and students were making, and some formal work scrutiny took place, including examples that feature in the appendices of this report. Based upon a range of work scrutiny this review can state the following about Nishkam High School students experience of teaching and learning about the Holocaust and outcomes:

- Students are aware of aims and objectives for lessons and, in most cases, students' learning in the lesson meets or exceeds stated intentions. Often students 'talk' evidences the extent to which the aims have been met and how a lesson links to the previous one, rather than demonstrable only in their workbooks.
- A range of questioning is evidenced within the student activities and responses – this confirms the previous remarks regards quality and evolving questioning strategies within Holocaust education provision at Nishkam.
- There is evidence in students' work of the learner led opportunities provided; often this is clear in students choosing their response or format to a question or activity. There could be greater variation in writing styles that would enable creative opportunities to be encouraged – using poetry, prose as a stimulus, artwork or innovation in presentation. This would be exciting excellent to see, as without compromised subject disciplinary integrity, teachers could skilfully enable all learners to demonstrate their historical knowledge, understanding and skills in creative and individual ways – this could ensure inclusion and respond to literacy or access concerns, and build upon the exceptional opportunities that Echo Eternal has provided, and encourage cross curricular opportunities, perhaps with Art or Drama. But the students feel a sense of ownership of their Holocaust teaching and learning experience and this is reinforced or evidenced by the range of initiatives, opportunities, projects and direct responses students have become involved with as a result or off-shoot of their learning.



- There is compelling evidence of Nishkam School students increasingly using and confidently deploying specialist Holocaust terminology and are improving their historical, civic and human rights vocabulary.
- The range of tasks and activities in the scheme of work/learning aspire to challenge – variety means a range of approaches enable students to develop contextual knowledge and understanding. There could be consideration as to how this is experienced – is it challenge for all, most or only for the most able?
- Clear capture of self and peer assessment/feedback opportunities within classwork.
- Some differentiation is evident. In some cases, there is extended writing time and opportunities being given for learners to consolidate understanding or extend thinking.
- Criticality is encouraged, and misconceptions are usually identified and challenged in teacher marking.
- Many links with SMSC, FBV and Prevent are evident in students work, especially in discussion – though not always (nor necessarily) flagged as such.

#### **m) Outcomes as revealed by student voice:**

During the review process several Nishkam High School students participated; providing invaluable and rich evidence in their submissions. It should be noted that the students, without exception, were incredible ambassadors for the school, articulate and engaged advocates for Holocaust education and the Centre would like to take this opportunity to thank each for their invaluable and insightful contribution to the process; in many ways, their insights reveal the impact of the Beacon School programme and alert us to the strengths and weaknesses of existing Holocaust education provision at the school.

- Based upon the range of encounters during this review, we can suggest the following regards the student's perception of Holocaust education at Nishkam High School:
- When asked why Holocaust education is important and how it is relevant today, students responded:
  - *'It allows us all to learn the lesson on why this hatred to this extreme needs to stop, as it is costing the lives of so many innocent people. We really need to bring light into the situation so that people would never consider this to get rid of the population.'*
  - *'Holocaust education is extremely important'*
  - *'I believe that Holocaust education is very important and that everyone should be educated on it. I know that not everyone has heard about the Holocaust but feel that everyone at some point should be educated. I think this because it is crucial for people to understand what has happened in the past and how we as a society must learn to change because there are still wars and genocides going on in the world showing that we haven't really learnt all we can do now is educate. It's also important because we would be the last generation to hear personally from Holocaust survivors because they won't be around forever so is our to*

*share their stories. Furthermore I think that it's relevant today because it teaches us to appreciate and to be grateful and hopeful. Having heard Zdenka's story I've realised that we sweat the small stuff and give up far too easily. Zdenka survived through 6 concentration camps and that requires a strength that most of us could never comprehend as we haven't been forced to. It is relevant because we need to recognise that life is a gift.'*

- *'Holocaust education is important as it teaches students what the start and build up of a genocide looks like. Because of this, it may be possible to prevent a situation like this occurring again. It also teaches students compassion through learning other experiences.'*
- *'Holocaust education is relevant today to teach everyone- regardless of age- the importance of tackling discrimination and prejudice and apply the basic roots of the events of the Holocaust to events that are more recent, for example, genocide of the Rohingya Muslims in Myanmar, the Dinka-Nuer conflict in South Sudan and many more.'*
- *'I believe that Holocaust education is very important as everyone should be educated about how horrific those times were for Jews and how it should never happen ever again. The relevance of Holocaust education is that it teaches children the dangers of such events and it teaches them that this type of event should NEVER occur ever again in the history of the world!!!!'*
- There is a mixed understanding of Beacon School status and the Quality Mark process among students: some have no knowledge or recognition at all, others understand their Holocaust and genocide work is a key part of what they do who and what the school stands for and is highly valued, some speak with great clarity and for others their awareness is unclear:
  - *'I am aware that this is a prestigious status for schools who wish to play an integral role in emphasizing the important of Holocaust education.'*
  - *'The UCL Beacon School status is an organisation dedicated to improving and co-ordinating holocaust education.'*
  - *'I'm not too sure what the UCL Beacon Status is but I think it means that if a school was to be a beacon school for Holocaust education, there teaching and resources on the Holocaust are expected to be amongst the best. I don't know what QM is.'*
  - *'The UCL Beacon school status is a status that some schools have which means that those schools, in their history lessons, have a BIG focus on Holocaust education and the relevance of knowing about the Holocaust today.'*
- Beacon School status lies with the whole school community – and whilst not merely a badge or another award/kitemark, but rather linking curriculum provision to policy, values and the hidden curriculum – it should be known to and understood by all students, and so this review suggests this

to be an area for ongoing development, a lost opportunity to raise profile of your emerging specialism, but also in terms of ensuring student, staff and parental triangulation of what you as a school are trying to achieve. A pride and renewed engagement/awareness could emerge if Mr Kearns, Ms Wilks, Mr Popplewell and colleagues use the Quality Mark award as an opportunity to celebrate the significance of being a Beacon School within the school community and to publicly recommit to the cause. Conversely, staff involved in the review process were very aware, proud and ambitious for the school's Holocaust work to be recognised, determined to do all they could to ensure Quality Mark status be attained – keen to champion their students, the opportunities afforded them at Nishkam High School and the relevance and importance of the Holocaust. Students, once aware of the status, were full of innovative ideas that could be actioned to address this across the school and so these potential 'ambassadors' could work with the SLT to ensure Beacon School and Quality Mark status is understood and recognised.

- The students who engaged in the review recognised significant improvement in their specialist subject knowledge, especially within History, RE and as citizens of the world. This was excellent to see but would be developmental to encourage this becoming an interdisciplinary opportunity and chance to share generic teaching and learning gains.
- Students referenced the Holocaust lessons in terms of their having improved their listening skills. That the students were reflective and able to identify a change; alluding to active, rather than passive listening is revealing. It is this review's recommendation that the school's SLT spend some time exploring this with students, particularly, given two students admitted that elsewhere they were passively consuming the learning; whether they were not actively engaged or challenged sufficiently is unclear, but worth considering how better active listening and engagement can be encouraged or more consistently experienced. It could also be useful to consider embedding active listening strategies more broadly to make this more consistent.
- Changes in student self-perception, image, awareness or reflection took several forms;
  - On an **intellectual** level, students reported that their thinking had shifted and developed, that Holocaust education had enhanced their disciplinary skills and understanding. Several acknowledged that some of their own perspectives and prejudices were revealed, their myths and misconceptions identified and challenged. For example, one girl referred to her shock at realising the extent and influence of antisemitic motifs in society, whilst another spoke of how her studies had confronted her assumption that Hitler and high-ranking Nazis were responsible for the Holocaust, how she now realised other 'ordinary people' were as complicit as perpetrators, collaborators or even as bystanders.
  - At an **emotional/psychological** level, students spoke of the powerful feelings engendered by their Holocaust studies. Often this manifested itself in terms of the affective impact of survivor testimony or having explored individual case studies like Leon, Zdenka and others from the 'Timeline'. For some students, change came regarding their '*feeling*' study of the Holocaust was important; *Lessons from Auschwitz* participants spoke of the experience

being *'life changing'*, that they *'feel'* a duty or obligation to the victims and survivors to learn the lessons, try their best and share what they have learned with others – that they become the witnesses or the legacy, hoping for a better world. A clear emotional investment in the subject matter has been made by the students of Nishkam High School – particularly acute for those students involved in the Echo Eternal initiative.

- Like the emotional/psychological changes students alluded to, was a **spiritual/ philosophical** dimension, in that they clearly *'valued'* Holocaust teaching and learning differently to other aspects of their curriculum. Students *'believe'* they are changed by their experience of encountering the Holocaust; whether real, imagined, short term or long lasting, is almost irrelevant, as students speak with conviction regards the shift. Two spoke of it being the first time they truly understood the importance of identity and belonging, whilst another questioned where was God? One student talked of survival as resistance and this was met with another enquiring if it was ok for a survivor's identity to be just that – a survivor – when they may be so much more or so much less than that. The latter demonstrated a concern for name and identity and a real feel for the ethical and philosophical dilemmas raised by the Holocaust, stating she *'...believed it was for the individual to define themselves – whether a survivor, father, OAP, builder, Jew or other, not anyone else.'* As will be noted later, this speaks compellingly to the SMSC impact of Holocaust teaching and learning upon student outcomes at Nishkam High School and what it contributes to a virtues and value led school.
- The change in students' self-image also manifested itself in terms of the **physical**. The review heard repeatedly from students they had a heightened care, time and effort regards their Holocaust studies. Some admitted *'I do try harder', 'I'm thinking differently about my GCSE work because of the Holocaust work we did...It changed the way I think about history... but also how I think, how I feel and I suppose how I act today and in the future... so it's not just history I suppose'*. Others acknowledged their improved behaviour – by that they didn't mean they were previously misbehaving, rather that the subject matter had drawn them in, so they felt more engaged and thereby participated more fully in lessons. Several students alluded to the Holocaust as having provided the impetus to get involved in various charitable projects or enrichment opportunities, encouraged them to apply for the Lessons from Auschwitz project or roles within school. Students spoke of the civic and global values that the Holocaust had revealed, and so had impacted how they now see the world and their place within it. One student felt the Holocaust unit of work had triggered improved confidence, which meant she put more effort into her work, especially homework and that she fed off the praise and encouragement she then received. She spoke of it being a *'bit of a catalyst for me...it was a boost that came at the right time and just turned me on to school...'* whilst others explained the topic had had an impact on the behaviour of the class.
- It was notable throughout the review the extent to which the school's approach to Holocaust education, using UCL principles and materials, foregrounds personal stories. It is admirable that Nishkam High School facilitates survivor visits or testimony by webinar. Whilst the survivor

testimony encounter is emotive and experiential, students felt compelled by the individual stories they encountered in lessons. The Centre's 'timeline', 'Being Human?' and 'British Responses to the Holocaust' cards support this further, along with ongoing participation in the Echo Eternal project. As Principal Kearns noted '*...you can't overstate what humans can do to other people*'.

- The opportunity for direct personal testimony by Holocaust survivors is time limited. This fact is not lost on teaching staff and consideration is underway for what Holocaust educational experiences and lessons might look like without such hugely personal, enriching and impactful educational experiences. Interestingly, students too recognise the direct and personal experience they enjoyed with Zdenka will not be one their children or grandchildren will have. But they have ideas about what can be done now considering the inevitable passing of the survivor generation and are as keen to hear from survivors from Rwanda or Bosnia – the personal story is what hooks them in.
- Feedback from the student voice panel was wide ranging, but it included talk of the impact and importance of survivor testimony and personal stories. Student's spoke of the power and intimate connection made with the past with Zdenka Fantalova or engaging with survivors...
  - '*Zdenka helped me become the person I am today, compassionate and determined. Her experience allowed me to realise that even in my own everyday life, it will never be as hard- therefore I should never give up, because she never did and look how she is alive today.*'
  - '*... YES...first got to write to Zdenka and send her letters and then visited her on the 1<sup>st</sup> March 2019. A small group from our school went to London to spend a couple of hours to hear her story. The first time I'd heard Zdenka's story was through a documentary and was truly phenomenal, however hearing it first hand from a survivor was so emotional and raw but so heart touching. The story had a few of us in tears and is one I will never forget. Zdenka told us about the story of The Tin Ring, about love and survival. I myself have shared her story with as many people as I can all of which had the same surprised and amazed reaction.*'
  - '*I have heard directly from a survivor during my visit to Auschwitz-Birkenau and when I was involved in the Echo Eternal project. This was incredibly insightful to me as it is completely different to learning from a textbook.*'

For those who did not hear from Zdenka or other survivors directly, students still felt the impact:

- '*I, unfortunately, did not get the opportunity to have contact with a survivor. However, I think the testimony gave me valuable insight into the most important part of her life.*'
- '*We didn't meet any survivors in person, but we did watch and listen to Zdenka Fantalova's survivor testimony. I think that this really did help us to understand the trauma and horrors of the holocaust and how hard it was for the victims to survive.*'

- *'I, personally, have not had the chance to talk to a survivor however, I have listened to a variety of different testimonies like Zdenka in school. This has impacted my learning deeply as it gives me the opportunity to reference real experiences in my work that make it stand out to other topics that I have done in history.'*

When asked about the role or significance of personal stories, survivors' testimony and whether perpetrator voices should be heard, the student's responses were revealing, mature and thoughtful:

- *'Personal stories are what make this more alive and important. Without them, we would not get the sense of a real-life encounter. Personal stories evoke more emotion towards the younger generation. Perpetrator stories can be included as in order to have the whole story, we need the other side of it too, how they must have felt and what changes they believe they could have done, if not, why.'*
  - *'I think personal stories play an integral role in how we understand the Holocaust. Such events can sometimes become simply just events in history, we forget the emotions, the struggles and the trauma that people went through and still suffer today. If history is called the 'story of victors', then it is extremely important how the Holocaust is known because of its victims. I think the perpetrators' stories should be told, because we need to know why these things happened in the first place, but there needs to be an understanding of the reality of the situation'.*
  - *'Each story is an opinion and a view and so are both useful for learning. The role of personal stories is to interact on a human and emotional level instead of learning from a textbook which doesn't quite compare to an individual and personal story. Each survivor has their own story which in itself makes it unique and raw.'*
  - *'Personal testimonies impact my work and understanding positively as it allows me to use them as sources to back up my point and add on additional information as well. It also validates my point more than a regular source would as it contains the word for word experience of someone who had been there at the time period of the topic.'*
  - *'I believe that the survivor testimonies play a big role in Holocaust education as they help us understand the experiences of the Jews in a deeper sense. It helps us understand their thought, feelings and helps us understand the trauma that they went through. I think that perpetrator stories would be interesting to hear as it would be intriguing to hear their perception of the events that were occurring, why they did what they did and if they felt any sorrow or remorse for what they had done.'*
- Encountering survivors and personal stories or case studies has been a significant learning tool and personal development opportunity for many learners. One said *'...I felt a connection with her and listening to her and meeting her taught me to value people for who they are, not just as a survivor,*



*but to not be prejudiced, avoid stereotyping and trying to assume too much and not label...Zdenka was and is such a person, with so many sides to her and you have to strive to capture the whole person not just focus on one detail' Several referenced survivor encounters that make the history somehow 'more real' and that it had made them 'understand better' the Holocaust's impact on individuals, families or entire Jewish communities. One student apologised in advance when starkly reflecting '...it's all about hate and where it leads and actually it's all just s\*\*t really, isn't it?' Whilst another added '...even though their lives and experience are so different to mine, we're still just human beings and our hopes, fears, dreams and so on are shared... they loved their families as much as I do and they had fights or grievances with others like I do... I found myself really listening, not just with my ears and being quiet, but with my heart and my mind... it really made me think and feel... were we really so 'other' they, so different? The human connection really struck me as important when I learned about the Holocaust. It made me realise it's a universal story on one hand, yet on the other so specific a story to its time, the context and victims or targets only crime was their being Jewish... crazy what people will do to one another....'*

- When asked why study of the Holocaust was important or relevant today, Nishkam High School students provided telling evidence – not least in the progress and development of their thinking over time. Moreover, learners repeatedly asserted Holocaust education's importance, affirmed its relevance and a desire to learn more about it:
  - *'It's not gone away, still happening today... so isn't just history we are learning about...'*
  - *'I learned knowing the facts isn't enough... I know facts matter as we have to fight denial and stuff, but its more than that, it is understanding the people that is, and thinking about what that past means for me today and in the future... learning about it could have been just looking back at history but instead Miss made us look at that history to understand us.'*
  - *'The Holocaust didn't have to happen. It's was inevitable, it wasn't some random act of God or a natural disaster, it was human beings, it was planned, it was organised and so many people were complicit, whether as bystanders or perpetrators... why is the Holocaust relevant you say? I say look around you and open your eyes... how do we each treat minorities, Jews and others today? What do we stand by and let happen in school, the community and the world? Sadly the Holocaust is all too relevant today... I really think it's more important now than ever to learn about it'.*
  - *'That there is even a thing called Holocaust denial, tells you all you need to know about why we need to learn about it'.*
- Of course, assessment, achievement and outcomes for students are not always quantifiable, linear nor data driven, and this review is as interested in the intangible gains or benefits of Holocaust education as it is in trawls of mark books indicating levels or grade of progress. At Nishkam High School, and not for the first time in our Quality Mark reviews of schools, we have found anecdotal, but compelling indications that quality Holocaust education results in other gains for the individual,



department and school, often this is to be most found and valued in the context of the most vulnerable groups or learners.

- It could be that Nishkam High School looks at how it might capture or assess those soft skills and holistic learning outcomes. Holocaust education and the programme and diversity of your personal development provision is significant – so should be mapped or monitored. This would allow for recognition and tracking of resilience, resourcefulness, reflectiveness, reciprocity and respect, values and attitudes. This would make for a compelling case study of impact of Holocaust education provision should this be introduced, even for a class or two, as would be a comparative study that could be used in relation to other citizenship or history topics in the year or against performance in other disciplines. Such school-based research would reveal much about the impact of Holocaust education on personal development and SMSC or ‘soft skills’ and the purely academic and allow consideration for effort and engagement to be tracked in some way. Should this approach be considered then a strong collaboration with the RE department could allow for two very different but complementary data sets emerging; should this be of interest and something you would want to develop or consider, then contact [n.wetherall@ucl.ac.uk](mailto:n.wetherall@ucl.ac.uk) for some support and advice.
- From work scrutiny and student voice engagement, this review found student outcomes are of a strong, in some cases advanced, standard. This is borne of intelligent curriculum planning, a reflective and evolving approach to active global citizenship, and a robust but sensitive understanding of student progression based upon relationships and questioning. This review however urges further ongoing consideration of the assessment framework to ensure this work progresses and enables students to truly demonstrate their quality insights in a rich, creative, informed and skilful way.
- As noted previously, the literacy contribution of Holocaust education or its cultural capital is influencing our young people’s knowledge and understanding – and, accordingly to national research, often impeding progression in many ways – thus successful collaboration with primaries, network schools and departments across the school will help tackle this wider societal influence.
- Student voice and input during the review reiterated that powerful learning about the Holocaust had undoubtedly taken place. Students could speak about their pre-and post-knowledge and understandings, what they were surprised or shocked by – for example, they talked of the amount of people who had supported the Nazis rise to power, and with so seemingly little opposition. Students acknowledged the few who tried to help or speak out, and could speculate, based on a range of evidence, why others might not have resisted, or why so many were complicit. This represents significant progress given UCL national research revealed many students across the country, having studied the Holocaust without their teachers taking part in the Centre’s CPD programmes, could not do this.

#### n) Outcomes as revealed by internal and external quality assurance

- Despite its successes in Holocaust education, especially within History, Nishkam High School is not complacent. Rather, it has established a system of processes and procedures that are scrupulously maintained to ensure teaching and learning is of the highest possible standard. Holocaust education, in its Beacon School year particularly, though not exclusively, has been integrated fully in the internal quality assurance and monitoring of the school. Colleagues and documentation testified to learning walks taking place, peer observations within department/faculty, along with performance management observations and work scrutiny. These measures serve as forms of quality assurance, ensuring teaching and learning is intelligently and sensitively conducted. Notably, however, these frameworks are scaffolds and not cages: they maintain rigour and safeguard standards, but are not immutable and rigid; rather, they are reflexive enough to respond to ongoing evaluation, analysis, and emerging challenges.
- During the teacher voice sessions, colleagues spoke of the impact of UCL pedagogy on student outcomes in terms of feeding and fostering a distinctive hunger and curiosity for learning more. Several staff commented on improved engagement thanks largely to the approach to the subject matter that seems to foster '*investment*'; students are more prepared to '*go the extra mile*' and find that '*extra gear*' was often anecdotally recognised. This report recognises the high regard colleagues attending UCL CPD opportunities had for the range of questioning and '*hook*' moments in the pedagogy and materials, and it is noticeable this came through in student voice discussions too.
- Holocaust education at Nishkam High School has robustly and innovatively been quality assured, both internally and externally – but the school should consider consolidating that evidence to provide the compelling narrative of the success your programme deserves. Holocaust teaching and learning has been observed as part of this review process, and internally for appraisal and performance management purposes. Work scrutiny and learning walks are part of the school's regular monitoring practices and meaningful learning conversations are evident. High quality and timely consistency of feedback remains the schools goal – but it is clear that the school has invested in Holocaust education, specialist CPD and applied a degree of standardisation that has ensured it remains a key element of the schools' curriculum and provision, rather than perceived as niche.

This review confirms Nishkam High School's Holocaust education provision to be ambitious in scope and having meaningful impact. Its quality teaching and learning is indeed good, often excellent, and continuing to evolve; a powerful contributor to a curriculum that informs, engages, empowers and inspires its learners and wider school improvement.

**Potential areas for future development:**

- Quality teaching and learning about the Holocaust is largely thanks to a thoughtful, innovative, challenging and rich scheme of work. It may be worth considering History or the English Department utilising the 4 short online 'Then and now: exploring the Dimbleby dispatch' lessons, as this would help support both knowledge and understanding of Bergen-Belsen, but also link to wider safeguarding principles, FBV, criticality and media literacy.
- Whilst hugely impactful, might sustainability and pragmatic concerns mean some of the History burden be shared with other relevant faculties or across the school generically within tutor time or SMSC opportunities? Might this create cross curricular opportunities and further innovative and collaborative inter disciplinary approaches? There is a commitment to opening those opportunities up across multiple disciplinary realms and this would potentially allow teachers to make the most of their subject specific expertise, and so empower students to acquire various epistemological perspectives on the Holocaust and genocide. Perhaps a re-audit of current provision could highlight overlaps or possibilities for innovation or collaboration.
- Given the success and undoubted effectiveness of the UCL pedagogy for Holocaust education consider opportunities for this supporting whole staff teaching and learning improvement – share existing best practice - it should not be seen as niche to Holocaust education, rather that it could be transformative and key to supporting/driving school improvement. It will be interesting to see how these opportunities build and develop and there are a range of additional CPD opportunities or Centre projects that could be of interest as the school's Holocaust provision moves forward.
- Whilst this review takes as its focus the teaching and learning about the Holocaust, the ambition to develop genocide awareness/prevention work at Nishkam School should be commended. It is highly unusual for a school to develop a Holocaust and genocide scheme of work – whilst we would caution against using the Ten Stages of Genocide as a comparative tool, its application would contribute to students shared vocabulary for understanding human rights, crimes against humanity, mass atrocity and genocide. Moving forward, you may like to consider Hope Not Hate's 'Pyramid of Hate' as a useful model, or consider applying for UNICEF Rights Respecting School status.
- Students' confident use of vocabulary was impressive and marks genuine progress in civic and historical literacy – but it may be worth consideration to what extent we use perpetrator narratives in our teaching, learning and assessment and where religious and cultural literacy opportunities exist. Perhaps this is itself a worthy learning conversation to have with students – what words, terms and euphemisms do we use? Similarly, this may relate to decisions and discussions regards imagery/ what sources or provenance they have, and why such questions matter?

\*See also Miss Moody's SWOT analysis.

### 3. Behaviour and attitudes (wellbeing and safeguarding)

- The review concurs with the 2014 Ofsted judgement that the behaviour and safety of pupils is outstanding. Throughout the review process it was clear that *'Respect for everyone in the school community guides the work of this free school...Behaviour is exceptional. Students show respect for everyone they meet, irrespective of beliefs or culture, in this multi-faith school community which is built on Sikh values... Students know how to keep themselves safe and have a deep understanding of right and wrong.'*
- Throughout the review there was strong evidence of relationships among Nishkam High School learners and staff, that reflected a positive, respectful culture of empathy and inclusion, fostering an environment and climate of learning.
- During the review process students encountered showed themselves to have high levels of respect for each other. The priority for whole SLT team is to ensure behaviour *for* learning is consistently expected and to consider to what extent some of their learners are passively complying, rather than actively engaging. It is clear the school has high expectations for learner's behaviour and conduct and there was a sense from students that these were applied consistently and fairly.
- Most students encountered during the review process exhibited positive attitudes and demonstrated learning habits that embraced their educational or training opportunities – including for Holocaust education provision and experience. They seemed committed to their learning, knowledgeable about how to study effectively (being resilient to setbacks and taking pride in their achievement), but also thoughtfully aware of some key Holocaust education pedagogical principles that underpin their learning.
- This review finds Nishkam High School's arrangements *for safeguarding to be outstanding and meet all statutory requirements*; particularly regards duty of care and safeguarding procedures for visitors, but also in terms of what the student voice input revealed, namely confirming the 2014 Ofsted report findings that:
  - *There are very few incidents of unacceptable behaviour. Exclusions are extremely rare.*
  - *The school's work to ensure that students are safe and secure is outstanding. Students know how to keep themselves safe and understand the threats that can be posed by gang culture and knife crimes. In a sixth form personal, social, health education lesson, students took part in a 'Prevent' presentation from the police to increase their awareness of extremist views.*
  - *Students who met with inspectors said that bullying was extremely unusual. They know about the different forms of bullying including cyber-bullying and homophobic and other prejudice-based bullying.*

- *Attendance is above the national average and school leaders rigorously monitor attendance. Very few parents take their children on holiday during term time as all requests for holidays have to be presented by parents at a governors' meeting.*

We found in Nishkam High School an environment in which bullying, peer-on-peer abuse or discrimination are not tolerated, thanks to leaders, teachers and learners' values of respect, empathy and inclusion. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.

- Neither staff nor students reported the existence of antisemitism within the school, or of any recent antisemitic incidents, though the latter could point to examples in the wider world and in the media. Both the Principal and staff confirmed there was also no record of parental concerns or complaints regarding the teaching of the Holocaust or related topics at Nishkam High School.
- Mr Kearns spoke of the Holocaust providing 'Real, clear cut examples' of the need for civic, local and global safeguarding of rights and responsibilities, that were both contextual and historical (the Holocaust in and of its time) but also with contemporary relevance in the face of denial, distortion and rising antisemitism. For the Principal and his SLT team this comes back to a question providing ethical leadership and for deepening students awareness of the Holocaust, genocide and human rights through a virtue led spiral curriculum throughout their time at Nishkam. He hope that Holocaust education and other such powerful learning opportunities across the curriculum help develop a sense of 'moral compass' and are able to use a language of values fluently in their problem-solving and actions each and every day, equipping them to engage and contribute in the world positively.
- Given the vulnerable nature of some learners in an 'alternative facts/fake news' era, attempts to increase students' ability to interrogate sources (not accept at face value), identify bias, think for themselves, develop criticality are of vital importance. It is key to safeguarding, as well as to students' ability to engage in the world of work; not be at risk (in any sense); and to become active, responsible global citizens free from harm or exploitation. Holocaust education, through the History scheme and the wider approach of Nishkam High School, makes a significant contribution to safeguarding.
- Such an approach helps with the school comply with its Prevent duty, the FBV agenda and feeds into aspects of VFPD, SMSC and wider holistic and personal development or social skills areas of the curriculum. Nishkam's pastoral system and tutor time programme means that students are weekly exploring modern British culture, by considering their rights as UK citizens, local, national and global environmental concerns and developing themselves as individuals during assemblies or in sessions.
- Young people today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust. Therefore, we need – as Nishkam High School 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, Nishkam High School recognise the necessity to encourage and develop critical and independent thinking to prevent radicalisation, denial, and endangerment in all senses; and the need to promote positive values, provide counter narratives and reinforce both rights and responsibilities to self and others. Whilst it is entirely reasonable and indeed, necessary, to provide young people with ‘unbiased’ coverage of the contemporary world, such as in the current affairs programme, we must also navigate carefully that space as educators whereby, not all views are equally valid or acceptable.

- A safe learning environment that enables freedom of speech and expression, must also preserve truth and evidence. Holocaust education can play a valuable role in this vital work, such as in claims to deny or minimise the Holocaust. In this way, teaching and learning about the Holocaust offers valuable learning opportunities to develop important life skills and epistemological questions about truth claims and how it is we know what we know. Beacon School related work has made a consideration contribution to these enriching and vital opportunities in which the Nishkam High School learners engage, distinguishing evidence, fact or truth claim from opinion or belief. Best practice in ‘Authentic encounters’ UCL pedagogy speaks to these concerns and if this can be generically shared as a key part of classroom planning, the school might well see the benefits of improved questioning (both by staff and among students), use of case studies, making sure relevance and skills are understood as it works toward securing curriculum intent.

#### 4. Personal Development

In the best schools the mission and ethos of the school is deeply embedded in the curriculum. Such schools do not have a narrow view of curriculum as merely the teaching of a syllabus or academic programme but moreover that it is inclusive of all aspects of a child's learning experience and development as a human person. This review finds this to be true of Nishkam High School, where the behaviour of students is outstanding due to the strong faith-inspired and values-based education that students experience at this school. This is built around the Sikh principle of being 'seva', or selfless service.

The 2014 Ofsted report stated:

*'Students' spiritual, moral, social and cultural development is a school strength.'*

It went on:

*'Students are taught to develop honesty as one of these values supported through the 'unsupervised' honesty tuck shop, which relies on students paying for what they have taken.'*

*At lunchtimes, teachers and students sit together to share a meal as a family. Sixth form students serve the food to Years 7 and 8. All eat together and chat sociably in a calm and caring environment which encourages the development of social skills. After the meal, students from Years 7 and 8 wash the hands of other students and willingly help to clean the tables.'*

*Students are polite and courteous to adults and to each other. They stand whenever an adult enters the room as a sign of respect. This respect extends to the school facilities. One student, when asked by an inspector why there was no litter around the school site replied, 'because that would be disrespectful to the building that has been built for us'.*

and stated that:

*'Opportunities for students to experience spiritual, moral, social and cultural development are rich and varied and make a profound difference to the lives of students at this school. Students are able to take part in worship through Sikh, Hindu and Christian prayer which all choose to do.'*

Ofsted were keen to cite the holistic, pastoral and safeguarding depth of provision at Nishkam High School in their report, and its complementarity to the academic.

This was/is recognition of the extent to which Nishkam's learners can make a positive contribution to their community – epitomised by its culture of serving others. This is echoed in the deliberate choice of the school to make celebrations open to the public and the stance it takes on citizenship or holistic education, its VFPD programme, which is so intrinsic to the school's culture and ethos.

This review found students to have a clear understanding of the many differences in British society today. Pupils commented on the equality and inclusivity of the school community. One said, *'You can be whoever*



*you want to be at this school and you don't have to conform to peer pressure, because difference is celebrated and you are valued as a human being, as an individual who is part of the Nishkam Community'.*

- The richness of provision and its outward facing nature means Nishkam's curriculum extends beyond the academic, technical or vocational – and, as a result it focuses upon and impacts significantly the personal development of the 'whole learner'. Holocaust education and genocide awareness and prevention opportunities contribute to this values and civics led Nishkam High School experience, in which such knowledge and content provides leaders opportunities to broaden their thinking, experience and horizons in powerful ways.
- Holocaust and genocide related curricula and opportunity at Nishkam undoubtedly supports students character development – including their empathy, resilience, confidence and independence.
- The decision to principally deliver Holocaust teaching and learning provision through History, but within a context of VFPD and civics means Nishkam High School is, explicitly or not, preparing learners for life in modern Britain by equipping them to be responsible, respectful, active citizens who contribute positively to society – developing their understanding of fundamental British values – developing their understanding and appreciation of diversity – celebrating what we have in common and promoting respect for the different protected characteristics as defined in law. The school's Holocaust related work does contribute to its duty to support Fundamental British Values.
- This report considers the extent of learners' spiritual, moral, social and cultural development to be a strength in the curriculum and education offered – and this plays a significant part in developing the whole person, someone equipped to give society, an active global citizen and ready for the world of work. Personal development and wellbeing of Nishkam High School students is understood to underpin strong academic performance and together provide a well-rounded educational experience. The Headteacher and SLT's clarity on ethos, vision and mission feeds the School's holistic and traditional curriculum that results in a broad and balanced Nishkam educational experience. This fosters personal development, whilst also being outward facing, ensuring colleagues provides the skills, confidence and knowledge necessary for its learners to succeed, thrive and be safe.
- This review found SMSC provision that provides Nishkam learners with a rich programme of opportunities and experiences (often 'life-changing' encounters or learning episodes that enrich students' knowledge, understanding of the world, and their sense of self, community and place in the world). The Holocaust education, and values work that underpins the school's mission, is contributing significantly to the SMSC agenda. This provision is a real strength of school, something for Nishkam High School to champion, celebrate and further develop in pursuit of ensuring educational excellence, personal development and active global citizenship. The schools' SMSC policy document is innovative, robust and clear in its defining of the spiritual, moral, social and cultural and its illustrative examples of SMSC within the curriculum demonstrates clarity of thinking

among SLT and governors. One wonders, however, if this could be more effectively mapped and articulated equally by all students and staff?

- There is a values/virtues led approach to SMSC across the school that champions respect, self-esteem, appreciation and wonder, commitment and open-mindedness. Teachers spoke of the thoughtful and often insightful discussions that were had concerning such moral and philosophical discussions but also the active listening that was emerging during such exchanges and the capacity for students to respectfully consider interpretation and shift their perspectives over time. This speaks to that value and impact of relationships developed over time, soft skills and creating conditions in which a thirst for knowledge and love of learning can flourish. Building on that active listening, reflective engagement and the resilience for learning, will be key to Nishkam High School's long-term success – not just for ongoing development in Holocaust teaching and learning.
- As noted previously, the History scheme of work is seen in the school's documentation as contributing to enhancing high quality teaching and learning, encouraging independent learning, and developing provision for SMSC. The contributions it makes to whole school priorities are telling, along with the subject specific contributions highlighted:
  - Literacy, subject or departmental development plans for stretching and challenging (encouraging criticality and independence) and SMSC, a range of oracy initiatives and opportunities feature.
  - **'SPIRITUAL:** Giving students opportunities to reflect on issues such as slavery, the holocaust and imperialism.' (case studies within the Timeline and Being Human support this work)
  - **'MORAL:** Showing appreciation of the moral implications of the actions of historical figures.' (for example, The Death Penalty, slave trade and encounters with Holocaust survivors or case studies of individual stories)
  - **'SOCIAL:** Showing awareness of the creation and evolution of British society.' (for example, Battlefields visit to France and Belgium, working in partnership with other schools on Echo Eternal project)
  - **'CULTURAL:** Analysing the impact of nations on our culture and traditions.' (for example, immigration in Britain, refugees, the study of pre-war Jewish life and British responses to the Holocaust)
  - Numeracy, opportunities with the Timeline, plus chronology and sequencing of causation, support this work.
- By valuing choice, rights, protection and student's empowerment, the school's broad and balanced curriculum is configured such to provide the knowledge and skills which enable pupils to make safe choices. Holocaust education plays its part in this by appreciating faith, protection, dignity, self-discipline, esteem and commitment in survivor stories, individual case studies and by examining the very best and worst of the human condition. In this regard, Nishkam High School staff repeatedly, and independently of each other, spoke to the civic and moral dimension of Holocaust teaching and learning, acknowledging that whilst it is not its stated aim or objective, that study of the Holocaust

does seem to heighten students' sense of justice. They also spoke of the Holocaust work being key to students' understanding of the complexity of human nature. The Centre's 'Being Human?' materials are cited as key to that provision and seen as a very useful way into exploring individuals, the dilemmas and responsibilities they faced, then and now, through personal stories. Its layering of complexity, with the uniqueness of context and personal stories, had an engaging and relatable quality, ensuring the students sought to meet the challenge by wrestling with the details and unique circumstance of each story encountered and in so doing, building up a richer, deeper, more nuanced understanding of the Holocaust.

- Work scrutiny and student voice panels evidenced that students are aware of the various minority and targeted groups discriminated against and persecuted by the Nazis. They are similarly articulate in their discussions of contemporary marginalised groups; reference was made to refugees, Rohingya, women, black lives matter and disproportional stop and search for black, Asian and ethnic minority groups, those with mental health or with disabilities and the current plight of China's Uyghur Muslims.
- The UCL 'Unlocking antisemitism' session, and forthcoming training guidance developed by the Centre for the OSCE and UNESCO may also help the school address or explore the shifting nature of the discrimination and persecution of Jews throughout time. Whilst students still ultimately returned to the question of '*why the Jews*', Nishkam students had a far greater understanding of pogroms and prevailing myths regards Jews as '*the Christ killers*', responsible for the Great War (World War I), blood libel claims, assertions of their use of magic and being blamed as the source of the Black Death than peers nationally. Students could present a sophisticated explanation of the distinctions and continuity between medieval and Nazi antisemitism, and at times could draw parallels to contemporary examples of antisemitism in the Labour Party and rising again in Eastern Europe. This is an area upon which many schools, including Nishkam, could do more and refine practice, but it is clear that Nishkam is making clear, confident steps in the right direction and would be open to welcoming and adopting the new guidance (expected Autumn 2020).
- Older students at Nishkam High School understand, unlike many of their peers nationally, that genocide is a social act and, despite their studies equipping them with a chronology of causes and an understanding of consequence, they remain perplexed by the ethical question of 'how is genocide/the Holocaust allowed to happen?' For many, this lends itself towards consideration of active global, national and community citizenship and reflections upon responsibility.
- When asked about the extent to which Holocaust education contributes to the SMSC, FBV and Prevent agendas of the School, a range of staff and students spoke with passion about the academic, holistic, intended and unintended outcomes of the Beacon School work. Some spoke of the '*shallow level*' whereby the Holocaust work had provided a useful '*tag to hang many of these concepts like tolerance and other values*'. Others pointed to issues of community cohesion and its relevance to the school's context, the potential for collaboration and values education. Some talked in terms of the purely '*historical dimension*' or '*British values context*' and explained that Holocaust education had informed the way the school now thinks about and shapes its SMSC policy and

provision – but how consistently understood and adequately articulated is this among staff, students and parent body?

- Within the student body Holocaust education opportunities had heightened awareness of stigma, stereotyping and the distinctive persecution of Jews and others victim groups of discrimination. Throughout student voice panels, Nishkam High School students alluded to individual case studies that had *'touched'*, *'moved'* or inspired them. Encountering these stories and having empathy or feeling a *'connection'* was repeatedly cited as making their learning *'real'*.
- *'Learning to see life through another person's eyes'* is key to the approach adopted by the Lead Teacher, SLT link and all Nishkam colleagues as is very much aligned to the school's values. Nishkam students have relished opportunities to meet Holocaust survivors.
- Emotional intelligence and literacy are understood as important by senior and middle leaders at the school – and students too. There was widespread recognition during this review that learning about events such as the Holocaust can be profoundly disturbing, but developmentally important. The Beacon School programme is credited by school leaders and students alike as supporting learners as they deal with powerful and sometimes disorientating feelings, helping them to express themselves and to develop their emotional literacy.
- Character education, holistic education or the SMSC dimension and school ethos were not recognised as a strength in SWOT analysis produced by Miss Moody. It is clear from the review document trawl, engaging with key staff and students that personal development is a key priority, sitting at the heart of Nishkam's aims and values, personal relationships and pedagogy. It is evident that Holocaust education's contribution to that endeavour is both recognised and respected, indeed a moral purpose was explicit in the Schools' Beacon School application. Along with citing a disciplinary perspective, the application explained its Holocaust education intention as transformative whilst not prescriptive or simplistic moral lessons from. Similarly, students spoke of it contributing to their ability to recognise the complexity inherent within dilemma's, the importance of VFPD and the ability to discern right from wrong. Considering this dimension of the schools' approach, the review would also recommend considering UNICEF Rights Respecting School status, and the Values Based Schools model. Similarly, an audit or review of the diverse holistic and personal development programme the school offers – as much to celebrate your own depth and impact in this regard as to better coordinate or hone it. This would do much to ensure all staff are able to articulate the SMSC contribution their subject or role in the School contributes.
- The student voice feedback was exemplary; undoubtedly the best advocates for the school. They clearly felt safe to voice their opinion, were articulate and happy to talk openly, confidently, able to identify strengths and weaknesses of their Holocaust education and wider Nishkam High School experience. This review recommends more use could be made of your students to speak to wider public, engage other schools and to champion Holocaust education's value and purpose. They were a credit to themselves, their families and to their Nishkam community in their thoughtful, reflective

and compelling contributions.

- Nishkam High School students undoubtedly make substantial progress in the realm of personal development and Holocaust education plays a significant role in the SMSC, VFPD package offered – but how does the school know, track or monitor its provision and impact? This review does not suggest a cumbersome data driven understanding of the holistic achievements and progression of Nishkam learners; rather an audit of provision or mapping of values driven indicators would serve to evidence or better articulate a dimension of your work that should, rightly, be a source of great pride to the school community.
- Mr Kearns and his staff clearly recognise educational achievement and outcomes for learners are both cognitive and affective; indeed, the latter is especially important given a wide range of learners’ needs, experience and local context. The Beacon School SLT link moving forward is Ms Wilks and the Lead Teacher Mr Popplewell consider the holistic contribution of Holocaust education to their learners’ experience at Nishkam High School to be particularly significant and a valuable driver of SMSC, a contributor to promoting fundamental British (although preferred reference as human values) values, personal development and active citizenship. Given the current global and political climate, rising hate crime and antisemitism, Holocaust education is likely to become increasingly important and relevant. The UCL Centre for Holocaust Education approach, with its focus on independent learning and critical thinking, will continue to have much to offer Nishkam learners in this context.
- School staff spoke of their commitment to Holocaust education in terms of what its impact was/could, or should be, in holistic, well-being or developmental terms as well as the relevance of such a study of the past for young people.

*‘Holocaust education helps reinforce issues of not standing by... it helps us celebrate and identify opportunities for community cohesion, exploring British values... Students are more accepting.... This is especially important for a diverse school and for our efforts to ensure students are outward facing and prepared to engage in an international context, on the other hand less tolerant of the injustice they see and as a result increasingly prepared to use their voice, action or presence to stand with those persecuted and to speak out... that’s made me very proud, and is perhaps an unexpected outcome from how I originally conceived my role as a subject teacher who didn’t expect to teach about the Holocaust’.*

- This review finds quality SMSC provision at Nishkam High School and it is clear from this process that Beacon School status has further promoted deep, holistic reflection and learning opportunities, beyond substantive knowledge. School staff recognise and value the deeply spiritual, moral, social and cultural (SMSC) opportunities found within Holocaust education. The conversations with both teachers and students during the review recognised that Holocaust education and associated learning experiences were contributing significantly to Nishkam’s development of reflective, thoughtful, mature, responsible and considerate students/adults ‘able to leave as good citizens equipped for life’. One teacher commented that that being a Beacon School

had *'given renewed impetus to the SMSC and VFPD agenda's'*. Such an outlook is led from the top, from Principal, his deputy to middle leaders – however, staff echoed and understood this – it has over time become culturally engrained and part of what makes a prospective teacher the right fit to their 'special ethos' or able to embrace the Nishkam communities' collective endeavour.

#### **Potential areas for future development:**

- UCL Holocaust Beacon School status has clearly played a part in the highly effective promotion of equality of opportunity and excellent SMSC provision at Nishkam High School. Within the review process senior leaders spoke of their continued desire to seek further opportunities to promote students' SMSC development; specifically, of promoting British Values, the importance of Character Education, Human Rights Education and Holocaust Education and its Beacon School status. To what extent might becoming a Rights Respecting Schools with UNICEF be beneficial? There would/could also be fertile opportunities within that to make links to the Holocaust and genocide work being developed, especially in terms of prevention and Genocide Watch.
- Consider a review of current strategic provision of SMSC and fundamental British Values across Nishkam High School. SMSC is embedded in the school curriculum and ethos and secured by policy – but how is this monitored, mapped, and articulated? The Holocaust education offer at the School can contribute a great deal to such an audit – but the school's citizenship, charity work, safeguarding policies, RE curricula, VFPD and tutor programme also offer a great deal – together you offer a wealth of personal development opportunities, but how might these be better coordinated, so as a holistic package is better understood and valued by staff, students and parents alike? Mapping provision, identifying areas of strength and any developmental areas will be an opportunity to take forward and in doing so an avenue for you to internally recognise in your school community a real blessing and strength and externally champion to parents and wider community.

\*See also Miss Moody's SWOT analysis.



## 5. Leadership and management

Ofsted in 2014 adjudged Nishkam High School leadership and management grade 1. This review visit was an opportunity to test the temperature of effective leadership at Nishkam, and based upon this process, it offers that leadership and management, in so far as they relate and reveal themselves in terms of Holocaust education, to be outstanding. We concur with Ofsted that *'The way in which school leaders develop a culture of serving others without expectation of reward or recognition is an inspiration to all who visit the school'*, and, we would add, to those who encounter Nishkam's young people – albeit, remotely.

This review found in Nishkam High Schools 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 openness of spirit and hospitality afforded visitors – in person and online. From the school reception to catering staff, SLT to NQT, there was a sense of the School creating a safe space for its community to flourish. There is a shared sense of pride in and gratitude towards the school and sense of belonging to a community. But, Nishkam is not inward looking. From Principal down, there is a culture of engaging effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services, to ensure access to Holocaust and genocide related opportunity, understanding the importance of relationships, trust and communication in building that community of practice.

The Principal, senior and middle leaders notice the small things and in doing so honour self and individuals whilst valuing the work; there is in Mr Kearns and his team recognition that we are *'humans first, professionals second'*. This means, where necessary, reflective classroom practitioner and school leaders can debate and discuss with radical candour because there is a high level of trust between colleagues, a spirit of critical friends. Staff can take the truth of *'difficult'* or *'tough'* conversations, because a professional and wellbeing climate exists whereby the person is distinct from the work. Colleagues throughout the review felt they *'had a voice'* and would be heard because as in the classroom, SLT had fostered a safe professional space of *'high challenge, low threat.'*

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

### a) **The SLT Beacon School link**

Ms Ela McSorley was the named Beacon School SLT link. Whilst she has since moved on to Headship, Ms McSorley was a vocal advocate of the UCL Beacon School programme, and a great support, sounding board and facilitator for the original Beacon School work. Upon application, she was quick to recognise the impact and contribution being a Beacon School could make:



- *'We believe we will gain greater insight and understanding to teach the Holocaust and also do justice to the Echo Eternal project and help memories from the survivors remain alive so that important lessons can be learnt.*

*As a unique multi-faith Trust within a multi-cultural community, we'd like to explore other genocides and bring some expertise about the experiences of the Sikh community. Learning about the holocaust will help us to think clearly about our commitment to sewa – service and help we may help future communities.*

*We are also hoping to generate some teaching materials on Forgiveness and Reconciliation which we would be happy to share with other beacon schools.'*<sup>19</sup>

- Since Mrs McSorley's move, Ms Wilks has been appointed to Nishkam SLT. She and senior colleagues will ensure Mr Popplewell is supported to implement/reflect upon some/all of the report recommendations and in facilitating the schools successful embedding of bespoke quality teaching and learning about the Holocaust that meets the distinctive needs of the community they and colleagues serve, across the traditional and hidden curriculum.

#### **b) The Beacon School Lead teacher**

- Miss Moody is not unique in terms of being a Beacon School Lead Teacher destined for promotion - upon application she was already an established and respected Teaching Fellow and middle leader, with input in a range of whole school policy developments and training opportunities. Despite the enormity of pressure on her time, she wanted to develop her specialism and passion for Holocaust and genocide education, and she has over the past two years done just that, helping to move Nishkam High School forward.
- The 2018 Nishkam High School Beacon application demonstrated her ability to lead projects at a whole school and departmental level, and signalled her desire to continue her own professional development, support colleagues in that endeavour to ensure the best for learners and the wider community.
- In Miss Moody the UCL Centre for Holocaust Education Beacon School programme enjoyed a reflective and fully engaged participant. She attended the pre-requisite 1-day CPD, the London residential and Poland Study visit. Her Mentor, Darius Jackson, noted at the end of the year:

*'She always had a clear idea of what she wanted to achieve and how she wanted to develop her work – albeit wrestling with a scheme title or enquiry question proved difficult. On the Poland visit she was always positive, reflective and insightful and ready to be involved. On the London residential she readily participated and contributed thoughtfully to discussions.'*

<sup>19</sup> 2018-19 Beacon School application.

- Her highly impressive and well-respected work as UCL Centre for Holocaust Education Beacon School Lead Teacher clearly evidences both compliance with and embodiment of the teacher standards. The review found that Miss Moody:
  - Designs effective and rich subject curriculum and assessment
  - Demonstrates strong subject and curriculum knowledge
  - Fulfills wider professional responsibilities by contributing positively to school life
  - Upholds public trust in the profession
  - Promotes good progress and outcomes by pupils
  - Effectively leads, communicates and supports a large team of varying experience
  - Plan and teaches well-structured lessons
- This then middle, but aspiring senior leader is thoughtful, a highly reflective practitioner, whose commitment and developing expertise is widely acknowledged as providing the project's impetus. Mr Kearns spoke warmly and respectfully of Miss Moody's *'thoughtful, reflective and inspiring'* leadership of the project. Others of her successfully *'...taking relatively inexperienced or non-specialist colleagues with her on this journey'* ensuring it has felt a genuinely shared and collective endeavour despite staff turnover and challenges. Mr Kearns talked of Miss Moody's *'quiet dynamism'* and her role as 'Lead Teacher' having given Nishkam's Beacon School engagement *'direction and heart'* – her passion and enthusiasm for Holocaust education as part of a 'real education' experience is palpable and to be praised.
- During the review's meeting with the Principal, Mr Kearns stated his desire to *'...celebrate and share the work of the History team...'* and pride in Miss Moody *'...taking on that Beacon status and [if successful] share Nishkam's Quality Mark accolade with others in the region...'* and having *'...become such a quiet, determined, articulate and humble a champion of Holocaust teaching and learning.'* There can be no doubt that the success of the Beacon School programme at Nishkam High School is in no small way thanks to the efforts of Miss Moody, the original Lead Teacher, for whom Principal Kearns had the following to say:
  - *'When you appoint staff, or when I do at Nishkam, you are looking for something in a competitive marketplace... I want to see 'conscious competence' in what they do and have a sense at interview of who they are as people, I want to see their passion and have confidence that they belief in what they are doing and the choices they will make in school and the classroom... Hannah has what I term 'conscious competence', she is hardworking, embracing of the schools values, quietly determined but humble, kind, passionate about the opportunities she can provide or facilitate, driven by a commitment to excellent for all, devoted to quality Holocaust education... a quality professional, gifted classroom practitioner, excellent role model... great person'*
  - *'One precious memory of Hannah I have is the image of her speaking at one of our learning and teaching blasts...about VEDay... there is a common denominator here to her Holocaust Beacon School work and that is that she makes the history real. She is genuine, humble and*

*she is connectable, you are hooked in by her in the most extraordinarily powerful, deep way... on a human level... and she creates a remarkable feeling in the room and in the space between you and that is what she has gifted each and every one of her students and colleagues alike...'*

- *'She is like a watercarrier, with a pot or precious water cargo carried on a delicate head over large distance. As a senior leader my role is to clear a pathway, to enable that gift, that precious education cargo to be delivered... to enable Hannah [Miss Moody] to be brilliant... that investment is a no brainer...the water reaches the students, they are informed and inspired and they thrive and grow... that's Hannah [Miss Moody] quietly going about her business day after day, making such a difference as she goes and it's a privilege to play some part in her journey...whatever we have invested in her, she has paid us, our students back tenfold...'*
- *'The Beacon Schools programme at Nishkam was blessed to be in her hands...'*
- *'What shines through is her [Miss Moody] absolute love for history, her humility, respect for the subject matter of the Holocaust and her integrity...she reminds me of that "one light light's another" phrase...'*
- *'...the Holocaust, she loves it and is passionate about it being taught properly, respectfully, appropriately and always with humanity at the heart... her ethics and human qualities are manifested authentically in her teaching...'*
- *'She inspires others to follow... that includes students, staff and Trust colleagues... her commitment to Holocaust teaching and learning has reached a long way...'*
- *'The best pieces of her work will stand the test of time, that's inspired.'*
- *'She truly embodies our values, really gets it, her hands and arms were really wrapped around this school from day one...and we are sorry to lose her'*
- *'She is both human and professional... I trust her judgements, her instincts about people and situations is second to none and her integrity are qualities I value as both Headteacher, line manager, colleague and friend.'*
- *'...respected by students and colleagues alike.'*
- Similarly, it was telling that fellow teachers spoke of Miss Moody's support, encouragement, collegiality and engagement in her role as lead Teacher:
  - *'My Beacon School Lead Teacher (Hannah Moody) has been extremely helpful. Most importantly, she led the development of the new curriculum, whilst also including me in the process to explain the pedagogy and research behind it. Furthermore, Hannah was*

*instrumental in introducing me to the initial Beacon Schools process and teacher CPD, which led to my participation in the Berlin teacher visit and Bergen-Belsen 75 Anniversary. Not only has this allowed me to improve my own knowledge and pedagogy, but also empowered me to support PGCE students and NQTs in their own introduction to Holocaust pedagogy. Whilst there is always more to learn, I now feel confident in leading on the Holocaust curriculum, in department and in school.'*

- *'Huge support appreciated as a non-specialist: resources, ideas, case studies, suggestions on teaching strategies'*
- *'Our Beacon School Lead Teacher has supported me in discussing the RS curriculum and the most effective cross-curricular links between RS and History. We have also reviewed specific areas that students currently struggle with when studying the Holocaust in KS3 and how RS can help students to have a better understanding of pre-war Jewish life within their study of Judaism in RS. The Lead Teacher has also directed me towards CPD sessions and organized for me to a part of these sessions.'*
- *'...incredible knowledge of the Holocaust, but its more than that, it's a human, not academic or historian's exercise.... She encapsulates the best in Holocaust teaching and learning. A gifted practitioner, but reflective, kind and humble human being.'*
- Miss Moody, as Lead Teacher, was mentored by then UCL Centre for Holocaust Education's Darius Jackson. It is clear her quiet passion, determination and enthusiasm for her subject specific teaching and learning focus has driven this project – and yet, the success of Nishkam High School's review is to be found in her ability to work in collaboration with her team and alongside senior colleagues. This partnership served to ensure senior leadership support and Principal endorsement, all this galvanising a spirit of collegiality and community among faculty and departmental colleagues for the Beacon School shared endeavour. Colleagues have become immersed in this educational endeavour and empowered by the CPD that Miss Moody and UCL have provided. Teachers have used the stimulus and guidance and made it their own; relevant to the discipline and their respective roles in school, suitable for the individual needs of their learners, within the context of the community they serve – this is a huge achievement.
- Miss Moody has successfully introduced and deployed a growing wealth of resource and demonstrates it in the classroom and generously shares with colleagues. She has the skillset and experience to richly deserve growing acclaim as a regional leader in the field of Holocaust education in schools, and this review suggests consideration of whether this may be an avenue for future professional development at a regional level for UCL, in terms of peer reviewing other Quality Mark Beacon schools, or taking up future Quality Mark alumni opportunities?
- Succession planning was an issue for consideration, with Mr Popplewell taking up the Lead Teacher role in September 2020, and there are internal recruitment expectations to continue to pass on that mantle again were he to leave Nishkam. Mr Popplewell has an international education

background, and an MA in Character Education, and will bring something new to the Lead Teacher role, whilst building upon his predecessor's strong foundation. Miss Moody was keen to express her thanks and regard for Mr Popplewell's contribution to this work and to reassure the Centre Beacon School status would remain in good hands, with the UCL partnership continuing to evolve:

*'Please feel confident that Will Popplewell will be picking up the baton as Lead Teacher from me and continuing Nishkam's work as a Beacon School- he is as dedicated to this as I have been, and I am confident he will continue to build upon what has been started.'*

She reflected that:

*'In the next academic year Will Popplewell will be supported by Ellie Heard who has been recruited to the history department. Ellie will be an NQT in September and trained with us at Nishkam for her first placement - she is an excellent early career teacher, is committed to Beacon Schools work, and will be a much-needed support for Will. Damien [Principal Kearns] often talks about 'sewing the seeds of trees we will not see grow' in regards to Nishkam students, I feel like this applies to the work that has begun at Nishkam in Holocaust Education - the seeds we have planted already will continue to grow well beyond my time at Nishkam.'*

Miss Moody went on to say:

*'I am also intent on keeping my commitment to Holocaust Education alive as I move into my new role on SLT in a new school. I am lucky enough to be moving to a school where the Principal was, in her former role, my SLT link for Beacon Schools at Nishkam. Ela [Ms McSorley] and I already have plans to apply to become a Beacon school there too, and I am really excited about the prospect of continuing my work in this area, it's become such an important part of what I do.'*

This is a period of transition for Nishkam, but the foundations secured originally by the programme Lead Teacher and SLT link, have ensured fertile soil for the work to grow and flourish. Beacon School status resides with the school, not a curriculum champion or hero: SLT and curriculum colleagues and support staff have contributed to the evolution of Holocaust teaching and learning across the school. Achieving the Quality Mark is recognition of a team endeavour, one which will see Ms Wilks championing the strategic work at the SLT level from Sept 2020.

- There is an SLT backed commitment to train and invest in Holocaust education, so as potentially to secure internal applicants should need arise and much consideration is being given to sustainability, short, medium- and long-term planning. The Centre stands ready to support in whatever way it can during a period of change and evolution – and to engage with Nishkam leaders in their capacity building planning.
- The personal and professional 'journey' of a Beacon School lead teacher is always revealing; this is especially true of Miss Moody, who students described as *'inspirational'*. As UCL Centre mentor Darius Jackson commented, at the end of the Beacon School year, *'Hannah has been an absolute pleasure to work with and continues to inspire the Centre with her achievements and*

*innovations and I feel sure will take this work to new heights, new contexts and through new roles’.*  
How right our former colleague has proved to be.

### c) The Beacon School Principal

- In Mr Kearns, Nishkam High School are blessed with an articulate and passionate educator and senior leader, committed to reflective practice, high expectations – both academic and holistic – and to continuing professional development. He has been an invaluable ally and advocate for the Lead Teacher, and the Beacon School programme more broadly – not just for its developing of Holocaust education, but as a vehicle for generic teaching and learning development and therefore a contributor to whole school improvement.
- Working with other SLT colleagues in the spring of 2018, Mr Kearns worked collaboratively with senior colleagues and the Lead Teacher to ensure a successful Beacon School application, its subsequent demands and opportunities and its importance communicated effectively in the school improvement plan. It was notable that the school development plan continues to reference Beacon School status in its leadership priorities, including it being an opportunity to enhance SMSC, VFPD and safeguarding, offer equal opportunity and civics and that his senior team continue to understand and support the values of this integrated work.
- Mr Kearns can clearly and passionately articulate the importance and relevance of Holocaust education. He is a reflective and thoughtful advocate, both for Holocaust education generally, but also for the distinctive contribution of Beacon School status, particularly with how the school’s approach to Holocaust teaching and learning sits with the school’s ethos and values. He spoke passionately for example of Holocaust teaching and learning linking to the schools ‘human values’. Mr Kearns came alive whilst describing his schools’ vision, values and educational ethos and articulated passionately just what Holocaust education contributes:
  - *‘There is just so much within the Holocaust that provides numerous access points, opportunities and curriculum links...our virtues led approach is no exception and so the flexibility of Holocaust teaching and learning opportunities with the academic and personal development curriculum is a rich vein of challenge, creativity and engagement...’*
  - *‘Ours is an inclusive school, that’s easy to say of course, but we work hard to build that sense of belonging to Nishkam... that here is a place where they are safe and valued for who they are...’*
  - *‘To work towards inclusion... means celebrating diversity and difference, that links to the Holocaust and genocides since in terms of othering and the importance of identity and community...we don’t want to marginalise and instead encourage students to find their voice, and if they are able to use that to speak out about themselves, or for others in face of injustice or inequality then we know they are feeling safe and at home...’*



- *'I'd like to think we are living our values... to self and others'*
- *'We're a comprehensive school, truly comprehensive and our school work hard to build relationships so as every student matters... by investing in relationships and people to create a learning environment where each can flourish and achieve...' going on to explain the '...study of the Holocaust enables young people to explore the complexity of being human and to explore issues of responsibility, justice, equality and so much more'.*
- Mr Kearns has an acute appreciation of the potential for Holocaust teaching and learning to contribute to a schools' safeguarding duty. He spoke for example of the need for students to develop criticality and independent thinking in the face of political parties' overt and deliberate distortion of facts, the divided nature of global, national and local politics and the increase in 'othering'. He argued persuasively that as educators we must equip young people, particularly the most vulnerable in his school community, to discern the difference between opinion, belief and facts, so as on issues like human rights abuse or genocide *'you can't sit on the fence'*. Mr Kearns remarked that Holocaust education at Nishkam High School thereby *'significantly'* contributed to SMSC provision, FBV and the Prevent Duty incumbent upon all teachers.
- When asked, why they became a Beacon School in 2018, Mr Kearns response was compelling, revealing much about the values of his school, regard for his team and deep care for his students:
  - *'Our free school status and Sikh ethos, our human values and vision for young people and education mean that we approach the Holocaust with humility...we appreciate it and its enduring legacy. We have the utmost respect for those who lived through it, the victims, the survivors and as both a historian/senior leader and as a human being, that the Holocaust speaks so powerfully to the human condition is of merit and value for personal development and academics reasons.'*
  - *'...in an era of post-truth or fake news, I am personally grateful for the Trust's vision... empowering the child is a compelling vision that never changes despite the context of the time... so it becomes a question of how do we scaffold those values and Holocaust education seems to me to fill in edges of our jigsaw...it's a powerful vehicle that helps us examine, interrogate and reflect on our well laid and solid foundations of values, personal development and pursuit of academic excellence... with Holocaust education we can do both, there is absolute synchronicity. The subject is academically demanding, difficult and challenging irrespective of disciplinary approach, but offers a spiritually and morally compelling case study that is contextual to seventy plus years ago but relevant to the world today...'*
  - *'Why did we apply to be a UCL Beacon School? ... because the Holocaust is true... we had a curriculum champion in Hannah (Miss Moody), but developing Holocaust education would add challenge and enrich our curriculum... we gave her (Miss Moody) the time to reflect, think, explore and we recognised what a terrific ambassador she would be for Holocaust'*



*education and that she would inculcate that in others – as she has with Will and Ellie... we appreciated that whilst its always lovely to have stakeholder recognition for Hannah, for she was already developing Holocaust teaching before our becoming a Beacon School and is absolutely deserving of any accolade given the conduit and champion she has been for our young people, that Beacon School status would help us further nurture the soul, enable opportunities for our students to flourish and provide a culturally and civic enriching opportunity... we are not a badge collecting school, though a new Quality Mark plaque will be nice...but the opportunity to engage in cutting-edge research with UCL was a plus, and the specialist free CPD element very attractive as we strive to enhance colleague subject knowledge, their pedagogical craft and ultimately our outcomes for students...'*

- *'One aspect of my leadership approach at Nishkam is commitment to my staff in terms of trust, time and resource and by colleagues being supported to and expected to engage in research, thinking and innovation means we individually and collectively journey on a learning curve and Beacon School was another strand or indicator of that...ultimately our commitment to that rationale is borne out in so much staff evidence, its irrefutable that being a Beacon School has but enhanced our school, our practice and outcomes. UCL gave us a metric for the work, as a department and as a school, through research, ongoing evaluation and indicators and brought the intent, implementation and impact of our academic and hidden curriculum together'*
- For Mr Kearns, the academic credentials of UCL and IOE, and the research informed approach are central, aside the moral imperative to study the Holocaust, to the drive to become a Beacon School. For him, the impact of the status is upon teaching and learning, both academic and holistic that results from such study and opportunity, and in the investment of teacher training and ongoing professional developments.
- Nishkam SLT have been explicit in their praise for and clearly valuing of specialist Holocaust education CPD. The School's senior leaders have led assemblies and facilitated or met with UCL colleagues during the mentor visits to the school and been an effective support for the lead teacher in the network building and successful hosting of a CPD day and twilight events. This, alongside enabling CPD opportunities for specialist training, is indicative of a school that recognises the importance of quality ongoing staff development – and we would like to partner with you to further this by collaborative hosting of twilight CPD events in your region. As discussed in more depth later, Twilight CPD events can be arranged by contacting the Centre's Tom Haward or CPD dates calendared annually by Mr Popplewell moving forward, with Mr Kearns gatekeeping and approval, in liaison with UCL Centre's Emma O'Brien. This will enable more Nishkam School teachers', including across the Trust, access to specialist provision – which can only help consolidate school improvement and support quality Holocaust teaching and learning.
- As noted previously, Mr Kearns is full of praise for his Lead Teacher. He confirmed that the role of the Beacon School Lead Teacher has been formally recognised with the school's appraisal/performance management system. The original application for and development of the

Beacon School status work has been included and recognised as part of her performance management targets. Principal Kearns confirmed that the Beacon School target was *'...successfully achieved and [she/Miss Moody] is very much on track this year for Beacon related/Quality Mark objectives, despite securing a senior role in a new school'*, and that this will be carried forward with Mr Popplewell's annual appraisal conversations.

- Senior leaders at Nishkam High School *'set the tone'* and together, with Mr Kearns, all *'make the weather'* for their schools; so, with such strong and visible leadership in place, with the Lead Teacher and teacher colleagues hard work, the UCL Beacon School programme enjoys considerable recognition and support. It is hoped, this will be further enhanced and appreciated considering this review process – shining a light on Nishkam High School's significant achievements in Holocaust education. The developing specialism in this area is rather distinct; from the range of excellence evidenced in this review, there is much for the school to learn from sharing best practice and innovation – helping to drive school improvement - but also for network or partner schools in Birmingham and beyond.
- Nishkam's Senior Leadership Team and the Governing Body are keen to see its highly successful Beacon School programme develop even further and aspires to it becoming regarded as a model of excellent practice. Miss Moody was, and Mr Popplewell is assured full support in this endeavour.
- It is rare to see such outstanding leadership articulate the potential and need for Holocaust education so powerfully as evidenced in this review – SLT, led by Mr Kearns, including Ms McSorely's original contribution, have made Beacon School status meaningful and not superficial; they have understood the educational benefits and the moral imperative whilst also recognising its contribution to school improvement, staff development and student outcomes, and Ms Wilks will be taking this forward. The Lead Teacher has been enabled by SLT to successfully enthuse staff – communicating effectively to take all on the 'Beacon School journey' to embed Holocaust education as something meaningful and increasingly impactful within History and at faculty level – but more can be done to reach out effectively and champion this achievement, but also to heighten awareness among local schools and SLT peers.

#### **d) The Beacon School SLT and governors**

- This review finds that Nishkam High senior leaders are determined their pupils achieve academic success and leave as responsible citizens. Beacon School status has been part of that ongoing development journey and has since 2018 been in the school's improvement/development plan explicitly and will continue to be referenced in terms of SMSC and curriculum development annually (minimally for the period of this Quality Mark, until 2024).
- Mr Kearns and his senior staff colleagues provide strong and supportive leadership, critical to Beacon School success – they are very positive, supportive, and convinced of the importance of Beacon School status; committed to high quality Holocaust education provision; and have given it

the developmental and curriculum time necessary, including staff access to UCL Centre for Holocaust Education CPD.

- This review found Principal Mr Kearns to be well informed, insightful and engaged in the process and clearly proud of his staff and students for engaging in this opportunity in the way they have. It is this review's contention that senior leaders at Nishkam High School have played their part in the Beacon School process – and they should be proud of all that colleagues, the school and its students have worked to achieve to date, developing an impressive and evolving area of specialism.
- Leadership and management's support for and embracing of Holocaust education and Beacon School status was best articulated in it being key to the school's developing confidence in '*what it is we believe in*' as a school and staff body. Throughout the review process, various staff outlined the impact of UCL Holocaust Beacon School status at Nishkam High School in terms of the educational vision and the school's mission and ethos. Holocaust education has appeared to have contributed to that schools' values/virtues narrative and secured students and staff to a shared sense of collective mission and purpose in a powerful and meaningful way.
- Nishkam High School senior and middle leaders share a potent and profound sense of mission: Holocaust education and being a Beacon School is part of the commitment to there being a place of enrichment, and engagement with learning for all; where rich quality learning opportunities and experiences are valued in and of themselves.
- The schools' senior and middle leaders are rightly proud of the work and progress undertaken to date regards its Beacon School status. They speak with conviction and authority of the students having seen a '*step up*' in such work's profile and significance, and students understand how seriously their school takes Holocaust education. The fact it is valued by all was confirmed in the several opportunities to converse with students and staff across the school, during the review visit. Whilst some students don't know or are unclear that their school is a Beacon School for Holocaust education (*a finding that can easily be remedied and quickly actioned*) they can articulate absolutely its importance in ways that reflect both sound historical, substantive knowledge but also the character and civic values of the school. Several students spoke about questioning how it could happen, the dignity of the human person, what it meant for them as people, its relevance today regards refugees and for preventing such atrocities in the future. Students were informed, spoke with passion, and with a genuine sense that learning about the Holocaust was meaningful, and an important subject made accessible and relevant to them.
- Whilst it is evident and right that the Lead Teacher values Holocaust education from a discrete disciplinary perspective, Mr Kearns and senior team, along with governors and colleagues across the Trust, recognise and appreciate its wider contribution, whether in terms of SMSC and other whole school priorities, or in terms of school improvement. He spoke of the Holocaust's emotive resonance and embedded historical connection but pointed to problematising 'Britishness' and pride in the study of the Holocaust, something within it which speaks to her school communities' identity, values and sense of self.

- Whilst there is no named link governor to support Holocaust education, the Principal noted that the Governing Body/Trustees and Patron are *'fully aware and very supportive indeed'* of the schools Beacon status for Holocaust education. The Lead Teacher echoed this point, recognising their support regards resourcing their Holocaust education work and some of their participation events, including engaging in Echo Eternal and CPD opportunities.
- Nishkam High School is a forward-looking school. Despite challenges – as with any school - its commendable and empowering vision for its learners, is led from the top, and embodied in the schools' ethos, character, identity and values. That comes from the Principal, Mr Kearns, his SLT and flows throughout the school community. Senior leadership and middle leaders at Nishkam recognise the important contribution Holocaust education can make to school life, as evidenced by a very thorough and innovative school development plan.
- There is a prevailing feeling that Nishkam High Schools Mr Kearns and his senior team recognise and value the Beacon School work achieved to date, but also the work still to do and the opportunities that lie ahead for Mr Popplewell and others; that Beacon School status was *'a learning journey and partnership'* and that together the school is looking forward to further developing its links and engagement with the UCL Centre for Holocaust Education, especially regards research and future CPD opportunities.
- The success of Holocaust education provision at Nishkam High School is testimony to the best in respectful working relationships and meaningful communication between school leadership and middle leaders; especially evident in the supportive, constructive and creative dialogue and open spirit of collaboration.
- Nishkam High School *'knows itself well'* and this was reflected in middle leaders and classroom practitioner's engagement with the programme, but also in SLTs strategic oversight. This review found the schools self-evaluation to be both accurate and forward-looking. Much of the staff commentary provided throughout the process was reflective and developmental in nature, though more effective and illustrative data tracking, monitoring of Holocaust related progression and outcomes could be developed – this would be at odds with the values of the programme as seeking attitude shifts and transformative change – but could be done in high challenge, low threat episodes as starters/plenaries. One other factor for SLT to consider moving forward is long term sustainability, succession planning and the extent to which whole school impact is sustained long term. What would Nishkam alumni students from 2018 say about their experience for example in another 5 years' time? How can that legacy be achieved but also captured?
- Self-evaluation and reflective practice at SLT level is – in the judgement of this reviewer – a Nishkam High School strength. All this adds to the culture and climate of continual and shared 'learning' among teachers and students alike. There is no complacency from Mr Kearns and his SLT, instead there is an ongoing commitment to support and invest in Mr Popplewell and colleagues to further reflect, develop, refine, innovate, collaborate and explore Holocaust teaching and learning opportunities where appropriate.

- There is pride in belonging to and being part of the Nishkam High School community from students and staff. This was palpable with regards to Beacon School status from senior and subject leaders. Beacon School status continues to be a school priority but is not yet fully a recognised award among the school community or respected by all students. The Lead Teacher recognised this during the review. There is a clear commitment to developing this status at Nishkam and it seems opportune with the Quality Mark award to address this in the schools newsletter, local media, in school assemblies, in displays around the school so as to raise student awareness, pride and for them to recognise what their school does is rather special. It then becomes something of the culture of the school and something that can be seen and understood at parents or open evenings, and community events.
- School senior leaders have a clear vision and drive to move the school forward, to ensure for all its learners the positive, quality and enriching learning experience and outcomes they deserve. In Mr Popplewell, they have an aspiring and innovative, committed teacher, determined to build upon Miss Moody's Beacon School status and provision. He also enjoys the collegiality and support of colleagues and there is confidence from Mr Kearns and Miss Moody that he will continue and increase interest from others across the school who might embrace the Beacon School programme, develop curricular or adopt the Centre's pedagogy. Together these leaders and teachers have the potential to enhance Nishkam High School's 'Beacon School journey' – it is a team effort, a true 'Beacon'
- Despite the hugely impressive provision of Holocaust education in Nishkam High Schools' History curriculum, it is not to be assumed this is the norm, or indeed easy to attain; the national educational landscape and its policy and accountability demands are immensely challenging, curriculum and assessment ever-changing and budgetary factors are of significant concern, as are staff recruitment, retention and teacher training or CPD access. It is even more creditable then that Nishkam colleagues have achieved so much despite this broader difficult educational landscape. This review acknowledges the honesty and openness with which the weaknesses of and potential threats to this incredible Holocaust education work (as noted in the SWOT analysis on page 125) were explained and outlined. The Centre stands ready to work with Nishkam High School to respond to some of those concerns and issues, and to continue to raise issues of national scope, such as compressed KS3 and cover costs, at government and policy level. It is also important for students, colleagues and the whole community to understand how unusual the quality provision for and experience of Holocaust teaching and learning is that students at Nishkam enjoy. Whilst the Quality Mark is more than a plaque, a label or badge – it does go some way to helping students and the community understand your emerging specialism, commitment and that their experience is likely to be so very different to their peers nationally. This should be something to be proud of – be also provide impetus to the schools' commitment to sharing best practice and its spirit of service to others.

### Potential areas for further development

- Ensure that the new Lead Teacher role is recognised or acknowledged through the school's Appraisal system – whether as a target for ongoing development in relation to an 'even better if...' of this report, or simply by way of acknowledging her ongoing work in this area in a comment box.
- Ensure that the new Lead Teacher and colleagues developing specialism is supported with ongoing access to, time for, and engagement with research and ongoing CPD opportunities.
- Look for opportunities to further engage school governors, parents and the local community – perhaps through family and community learning or policy developments. A named Governor and SLT would be useful to supporting the Quality Mark status at a strategic level.
- Commit to ensuring Beacon School status is referenced and retained in the school's improvement/development plan and documentation for the duration of the Quality Mark Award and use this accreditation to ensure your study body, parents and wider community are aware of your excellence in this area.

\*See also Miss Moody's SWOT analysis.

## 6. Commitment to CPD, networks and research

- CPD – whether internally or externally provided, by the Trust or by organisations and partners like the UCL Centre – is highly valued at Nishkam School, in terms of ongoing school improvement, a teacher’s appraisal right to developmental growth and investment, but also key to recruitment and retention. That Beacon School status facilitated and embedded Holocaust education CPD as an integral element to participation has been embraced.
- According to then UCL mentor Darius Jackson, the school successfully ran a CPD day ‘Unpacking the Holocaust’ in partnership with UCL, thereby fulfilling its programme expectation to host the teaching team and provide specialist training provision for the school and four of its hub partners. The day saw approximately 18 teachers, including 7 from Nishkam, participating in UCL research informed, specialist FREE CPD. This is indicative of the school’s commitment to Beacon School status and the support afforded the programme by the senior leadership team.
- Later in the Beacon School year, in addition to the expectation to run a CPD in partnership with the Centre, Nishkam hosted the Centre’s ‘Whose Anne Frank’ twilight, where 22 teachers participated, and later Ruth-Anne Lenga led an ‘Ordinary Things’ twilight at the school where 25 attendees actively engaged.
- When asked **how** they would describe their experience of/engagement with the Centre’ CPD, its core day, twilights and MA offer, staff were very open and complimentary:
  - *‘Overwhelmingly positive experience, it was very engaging.’*
  - *‘I have been impressed with the range and scope of the CPD on offer, and this has really allowed me to deepen and develop both my understanding and teaching of the Holocaust. Personally, this has ranged from afterschool sessions focusing on the pedagogy of one story – which we weave through our scheme of work – to the four-day residential trip in Berlin which pushed me to grapple with the bigger and most complex questions regarding remembering, teaching, and personally reflecting upon the Holocaust. All of this CPD has had a direct and tangible impact, as I have been able to draw upon both the knowledge and nuanced understanding whilst teaching.’*
  - *‘I have been fortunate enough to engage in various CPD and twilight sessions linked to Holocaust Education. In 2018 I attended a UCL training day for Holocaust Education along with some of my colleagues in the History department and in 2019 last year I completed two twilight sessions on Holocaust Education. One session focused more specifically on the use of personal stories as a method of teaching and learning in Holocaust Education and one session focused on Anne Frank and how her story has been used as a romanticised symbol and how we can use personal stories within Holocaust Education more appropriately and effectively.’*



- Similarly, when asked to describe or outline what impact that Centre CPD has had, colleagues were able to speak to subject specific practice in exploring the Holocaust with young people, but also the generic teaching and learning gains:
  - *'As a non-specialist, I think the main impact is that some incorrect misconceptions / assumptions I had have been challenged, which has enabled clearer and I am sure a fairer delivery off some of the topic. In specific lessons, repeated reference to the 'big picture' literally spread across the wall in the form of a huge informative timeline with multiple strands was very helpful too.'*
  - *'The CPD has impacted my subject specific practice as it has allowed me to consider which areas students are currently struggling to access in RS, particularly the distinction between Race and Religion and comprehending Religious Diversity. As a result of this CPD, I have considered how we can most effectively support students in understanding these areas. It has also impacted on my T&L more generally as I can see the benefit of using personal stories within a sensitive topic and how this approach can be used with students to help them understand the severity of an event/situation.'*
  - *'Before undergoing the Beacon Schools CPD, I did approach the Holocaust with a raft of generalisations. Having attended an international school which 'took the Holocaust seriously', when joining teaching I felt well placed to teach it to students. I spent much of my first year talking about 'the six million', trying to impress upon students the horror of this number. This is just one of the pedagogical generalisations and oversights that the CPD has allowed me to spot, and rectify. Now, we start with, weave through, and end with stories. Zdenka Fantlova, our school's Echo testimony is instrumental in teaching students how German Foreign Policy and the search for Lebensraum brought more Jews of different backgrounds under Nazi control. Leon Greenman helps students explore the tragedy of individual choices and 'turns of fate' which see some Jewish people survive and others murdered. The 'double-sided' story of Edith Stein and Sister Theresa Benedicta teaches students about how the 'racial' construction of Jewishness was externally imposed by the Nazis, and Jews couldn't simply 'convert' to 'escape'. This means that students gain a richer and more meaningful understanding of the Holocaust, without unhelpful and even harmful generalisations of a homogenous '6 million' faceless and voiceless victims.'*
- Nishkam teachers were able to identify, articulate and explain how the curriculum had altered, been developed, deepened or enhanced as a result of increased engagement with Holocaust related CPD and UCL research. Colleagues spoke of:
  - *'My lead teacher re-planned the entire scheme of work, and then worked with me on implementation with last year's Year 9. From that, and following the UCL impact study, we have tweaked and improved it for delivery to year 9 this year. The main changes were the focus upon case studies and testimony, alongside a disciplinary concept focus on causation around the origins and build-up of the Holocaust, and similarity and difference between the*

*diverse experiences. Personally, thanks to the CPD I have attended, I have been able to answer questions in more detail, and with a greater understanding of the relation that component parts of Nazi persecution have to the wider 'story' that is being told.'*

- *'The KS3 Religious Studies curriculum has been altered as we have looked closely at students' knowledge of Jewish life, practices and culture. Many students previously struggled to comprehend that Judaism is not only a religion but also a nationality and ethnicity. We have therefore introduced a unit of work more broadly in our year 7 curriculum focusing on the distinction between: 'Race, culture, religion, ethnicity and nationality.' Students have also been introduced to Orthodox and Reform Judaism in year 8 and the topic of 'Religious Diversity' more broadly to understand the varying practices between religious denominations.'*
- *'The impact on the History curriculum, and that branching out across the curriculum seems significant. The Geography Dept teaches a 'spiral curriculum' of different knowledge and concepts via topics. We are looking for cross curricular links to the Holocaust, so for example on the 'Lake District' topic plan to include a lesson on this:*

*<https://www.historyextra.com/period/second-world-war/orphans-holocaust-children-stories-survivors-lake-district-uk/>*

- That Nishkam invests in its staff, as professionals and as people, and that CPD is so valued is commendable and cultural. There is a palpable appreciation for the need to grow, support flourishing and expertise. This became clear when colleagues were asked to reflect upon what further CPD or support would be most helpful/useful in terms of Holocaust Education, and how best can/might the UCL Centre continue to partner and help development of individuals and support school improvement:
  - *'Firstly, I would say that I haven't even scratched the surface of the wide range of CPD available! The breadth is already excellent. I know that UCL and the HET are considering subsidising more of the costs, including travel costs, for teacher residentials – which would be extremely welcome at a time when school budgets are too stretched to offer such support. Furthermore, I am excited to see how, as a Beacon School, we can not only extend our best practice to others, but also link to other Beacon Schools to share and compare best practice. If UCL, through their greater knowledge of each schools' strengths, were able to facilitate this, then that could be a way to work forward in partnership, rather than each individual school grappling somewhat with 'reinventing wheels'.'*
  - *'It would be useful to have more specific CPD sessions around how to deliver Holocaust Education in RS and how we can make cross-curricular links between History, RS and Geography specifically within this area.'*
- It should also be noted that the Schools SLT and Lead Teacher continue play a significant training role regards teachers coming into the profession and leads internal and local training. For example,

the Lead Teacher has taken a leading role through 'in-house' training at Nishkam High School West London, related INSET training for all secondary staff from the Trust. In addition, 2 Nishkam staff attended UCL training on Unlocking Antisemitism in collaboration with Jewellery Quarter Academy.

- Beyond engaging in UCL training opportunities, Nishkam High has facilitated 1 colleague to participate in the Holocaust Education Trust's Berlin study visit, 4 sixth form students, accompanied by one member of Nishkam's teaching staff were able to engage in the #Belsen75 visit, with another 6 students afforded the 'Lessons from Auschwitz' opportunity.
- Reaching out to other schools and building or developing a network of schools is a key feature of the Beacon School model, as schools become hubs of excellent, support and a CPD bridge to the Centre for local or regional schools and colleagues.
- Miss Moody has a commitment and emerging specialism in the field of Holocaust education before successfully applying to become a UCL Beacon School Lead Teacher:
  - attending a number of CPD sessions with the Holocaust Educational Trust, including their ITE course – completed 2012, Lessons from Auschwitz course (Including one day visit to Poland) – 2013, Teacher CPD Lithuania – 4 day visit to sites related to the Holocaust in Lithuania 2014 and a CPD course – in school 2015.

However, her involvement in the UCL Beacon School programme has enhanced this and she has been tireless in using her platform and opportunities to advocate for the Centre, champion her school and share good practice with others, whether in local schools, her hub or network, of in outreach more broadly. For example, in the last few years she has been invited to:

- attend the premier of the film *Condemned to Remember*. Including a question session with survivors of the massacres in Srebrenica and the Holocaust.

In all she does, Miss Moody epitomises life-long learning: in her 2018 application to the Centre, she noted:

- *'I am also keen to further my own knowledge and understanding of the events and experiences of the Holocaust. Although I have undertaken a range of CPD sessions and site visits, I am always learning new things about the experiences of those involved – it is often the personal stories which capture my students the most and I would like to further my own knowledge of these with the view to sharing them with students.'*

It is this review's belief that the Lead Teacher has modelled such openness to ongoing, new learning and embraced research, continued professional development, curiosity, awe and wonder in her words and deeds; inspiring students and colleagues alike, both at Nishkam and at the UCL Centre for Holocaust Education.

Upon application, Miss Moody, had already demonstrated skills and qualities that would support her during the programme. She already held the position of 'Teaching Fellow' at Nishkam High ahead of becoming Beacon School Lead Teacher, and had led on school projects including:

- Assessment approaches – Life after levels
  - Marking and feedback – strategies and approaches
  - Edmodo – online platform for learning
  - Action research about Flipped learning
  - CPD sessions, including: etymology and morphology, approaches to ensure high level thinking (hexagonal learning) and using Edmodo to support home learning.
  - Teaching and learning blasts during briefing.
- It is clear from the review that Mr Kearns and Lead Teacher remain committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2020-2024 and, with Mr Popplewell taking a leading role, are keen engage with research, evaluation or piloting projects or host further CPD/twilight opportunities.
  - It is also noteworthy, that in the scheme of work document itself, colleagues were able to identify and articulate what/how the school as an institution would benefit from the approach undertaken throughout the Beacon year:
    - *'Developing subject expertise has been a core focus of the school and Trust this academic year; teachers have been encouraged to join subject associations, attend subject seminars, read and research around their own specialisms and internal subject hubs have been set up across the Trust. The focus on developing staff knowledge on the holocaust has been a catalyst for this – the model of in-depth study of one specific area is one which can be applied across all disciplines and which supports our drive in creating an excellent curriculum, planned and delivered by passionate subject advocates and specialists. In addition, the pedagogical approaches that the subject lead and I, as senior leadership link, have picked up have supported our own internal professional development sessions, including a whole Trust day. For example, the timeline exercise we participated in at our holocaust training day event (which was attended by participants from all our schools within the Trust), we intend to use the principles and methodology to create our own timelines within our primaries to help teach chronology and enable pupils to have a better understanding of the periods of history they are studying. We also feel lessons learned from the holocaust and through the individual stories and testimonies we have been gifted, help us to reflect seriously on our own values and sense of moral purpose. The testimonies we have read and studied help us to understand what happened a little better and perhaps consider how these atrocities might be avoided in the future. Every pupil and teacher who has so far worked with us on the various projects and topics has been moved, but also incredibly interested – what is fascinating, is how little prior knowledge many people have; so for all these reasons the approaches we are taking are having a huge and very real impact on our school, and Trust.'*

- Re-engagement with research and pedagogy was an exciting and unexpected positive outcome of Beacon School status along with engaging with specialist CPD that was a common feature of colleagues providing evidence to this review. Some talked of the Beacon School coming at a pivotal time in their personal and professional lives – that in some way the opportunity and engagement in CPD was ‘vital’, ‘timely’, ‘transformative’ and ‘empowering’.
- For several Nishkam High School colleagues the re-engagement with research and pedagogy was an exciting and unexpected positive outcome of Beacon School status, and was referred to on a few occasions throughout the review as ‘welcome’, ‘something I hadn’t done since PGCE’, ‘refreshing’ and ‘good to be challenged in that way as made me reflect more on my practice... and not just my Holocaust teaching either.’ This seems to have been especially welcomed and appreciated by non-specialist staff delivering Holocaust education across the school.
- This review found the ongoing investment in equipping staff to successfully and appropriately tackle and address this complex history and subject matter, combined with the variety of individual needs across the school and wider teaching and learning community, to be exceptional. It demonstrates the importance Nishkam High School affords the subject matter and what can be achieved; it speaks to the broader educational and civic mission statement of Mr Kearns and the SLT.
- As noted previously, whilst the opportunity for Miss Moody to travel to Poland as part of the Beacon School programme, was not the first Holocaust related trip or educational visit undertaken, it provided the Lead Teacher a personal and professional stimulus, the continuing professional development of which is clear to see. The trip to Poland, has impacted upon classroom practice when teaching and learning about the Holocaust, but also in wider departmental considerations of generic site-based pedagogy.
- Whilst the Lead Teacher’s understanding of the complexity of complicity and compliance and the role of agency was challenged during her Poland visit – the student voice panels also reveal students were alert to the complexities of human nature and thereby concerned for individual experience and importance of context. Using the ‘Being Human?’ materials from UCL had tangibly enhanced this aspect.
- Senior leaders at the school are forward thinking and not complacent. Despite obstacles and challenges to the provision and status of Holocaust education they are keen to move forward to consider the opportunities, the ongoing possibilities for partnership with UCL and furthering professional develop. They are committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2020-2024.
- CPD opportunities can be calendared annually by Mr Popplewell and the senior leadership team, in liaison with UCL Centre’s Emma O’Brien. This will enable more Nishkam School teachers’ access to specialist provision – which can only support quality Holocaust education provision and consolidate school improvement – whilst also enabling network opportunities and sharing of best practice. In

addition, the range of UCL twilights now on offer could also be of interest to colleagues at Nishkam and among local/regional partner schools. Twilight CPD events can be arranged by contacting the Centre's Tom Haward.

So much quality and commendable work has been achieved to date but can be developed and built upon in the future, by Mr Popplewell and others, to the benefit of Nishkam High School learners, teachers, UCL and other partners.

### Potential areas for further development

- Aim to schedule at least one CPD event linked to UCL Beacon School status a year – whether partnering to host a full CPD day in your locality or a specific twilight opportunity for your school - to ensure capacity and critical mass in the school or further develop your network to ensure a thriving hub. The UCL Centre for Holocaust Education stands ready to assist – contact Emma O'Brien, Tom Haward or Shazia Syed to arrange this for the coming year.
- Encourage and support colleagues who have completed the one-day UCL CPD to consider the online MA module, as they might relish the academic challenge and its direct link to pedagogy and practice. Contact Ruth-Anne Lenga or Shazia Syed for details.
- Consider the Centre's 45minute online 'Authentic Encounters with the Holocaust' CPD as a vehicle for whole staff INSET, not just to enhance Holocaust teaching and learning, but as a means to support safeguarding and explore the notion of a pursuit of truth. Through this lens, Authentic Encounters can support scholarly resilience among colleagues, and help teachers and indeed students in our classrooms to question how it is we know what we know. Such an opportunity would allow colleagues to engage in deep thinking about what it means to *'develop young people's critical thinking skills through exposure to a wide range of primary and secondary sources, leading them to question motive, reliability, authenticity and typicality whilst being acutely aware of the certainty with which they can make judgements about the past'*, indeed inferences and examine fake news or information today. In conjunction with this, our new suite of online, open access materials for students, 'Then and now: exploring the Dimbleby dispatch' may be something English, Citizenship and History colleagues could work together to adapt or facilitate – and there is CPD available from the Centre to support this.

\*See also Ms Moody's SWOT analysis.



#### Phase 4: Summary reflections of quality mark visit

Because of these activities the reviewer would like to report

##### What Went Well:

- This review confirms that Nishkam High School's Holocaust education provision, its quality teaching and learning is indeed strong and distinctive, its genocide education emerging.
- Holocaust and genocide education provision at Nishkam High School is contributing to a curriculum that informs, engages, empowers and inspires its learners and does support wider school improvement.
- Beacon School status plays a crucial part in securing excellent SMSC provision and this should be widely celebrated.
- The quality of teaching and learning, and the outcomes for learners, particularly within History, has benefitted from Beacon School status.
- Ambitious and reflective school and leadership. Senior leaders and teachers alike are committed to the principle that all learners have the right to access quality Holocaust education.
- Nishkam High School have developed a clear rationale for their approach to Holocaust education that speaks to affective and cognitive outcomes for learners. They are developing a specialism and expertise in the field that is rare, particularly with its virtues led approach. As a result, the provision for and impact of Holocaust education at the school has significantly improved because of UCL Beacon School programme participation.
- This scheme of work/learning is informed by the UCL Centre for Holocaust Education pedagogy and educational principles.
- The centrepiece of Nishkam High School's strength in Holocaust education is built upon the quiet constant pursuit for research informed quality teaching and learning and a commitment to ongoing and specialist professional development for its staff as life-long learners.
- Lesson planning bares the hallmarks of quality teaching, rather than just quality teaching about the Holocaust – as also evidenced in student outcomes and work scrutiny.
- A vocabulary of rights was an undercurrent, informing or framing several student contributions throughout the review process – more could be made of this for behaviour for learning, citizenship, and indeed in securing UNICEF Rights Respecting Schools status.
- Pedagogical practice in Holocaust and genocide education at Nishkam High School is underpinned by research-informed CPD. The commitment to ensuring that all teachers involved in the delivery



of Holocaust (and genocide education) have received training is both a credit to Senior Leaders, and a reflection of how integral the support of such individuals is. At the same time, the comprehensive CPD programme provided to staff is borne of the vision and organisational skills of the Lead Teacher.

- The emerging specialism in Holocaust pedagogy at Nishkam High School carries with its wider positive ramifications for teachers' general practice. This is recognised by Senior Leaders as well as by teachers and goes some way to accounting for the passion and enthusiasm that staff members display towards the programme.
- Student voice was strong: students were articulate, offering sophisticated and nuanced insights in empathetic, confident and thoughtful ways. Student substantive knowledge was shown to be sound, their use of subject specific terminology excellent. The students were the school's best ambassadors regards the impact of Holocaust education.
- Students are genuinely interested in and enthused by teaching and learning about the Holocaust, as well as other genocides and human rights issues. In short, they enjoy studying these subjects, and want to know more. This can only be the result of good teaching practice, which – of course – is itself dependent upon curriculum design, adequate training, and strong leadership, to name but a few prerequisites.
- Personal stories were a feature of the Holocaust scheme of work that the students found particularly compelling.
- Strong and supportive leadership from the Principal, Mr Kearns, and Miss Moody as Lead Teacher has been critical to the success of the development of Holocaust education at Nishkam High School. They are very positive, supportive, and convinced of the importance of Beacon School status; committed to quality Holocaust teaching and learning; and have afforded staff and the subject matter the developmental and curriculum time necessary, including staff access to UCL Centre for Holocaust Education CPD.
- The passion, commitment and expertise of Lead Teacher, Miss Moody, 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.
- The Lead Teacher is a gifted Holocaust educator, committed middle leader (soon to be senior leader – and UCL Centre for Holocaust Education would like to take this opportunity to thank her for her dedicated engagement as a Beacon Lead Teacher and to wish her well in her new role) and a passionate advocate of quality teaching and learning in Citizenship and a wider holistic curriculum, for all. Thanks to her engagement with the UCL Centre for Holocaust Education CPD, the Beacon School London residential and Poland study visit, Miss Moody has a secure and rich range of strategies and materials to draw upon, which she deploys confidently and demonstrates in the classroom and among colleagues. She has the skillset and experience of a leader in the field

of Holocaust education. This is an avenue for future professional development that UCL should consider regarding opportunities for peer reviewing other Quality Mark Beacon schools.

- The commitment to the status and successful re-designation as a Beacon School is evidence of Nishkam's approach to ensuring quality outcomes and experiences for all its learners in History and beyond. There is now a difference in teaching and learning about the Holocaust, and some of the generic gains should be recognised as best practice in other subject areas.
- Nishkam High School have found their participation in the UCL Beacon School programme to be important of itself, but also recognised its opportunities to serve other whole school, educational policy agendas: Spiritual Moral Social and Cultural development, Global Learning, Fundamental British Values, citizenship, VFPD and Prevent. Together this work serves to enhance and enrich the students' personalised curriculum, sense of self, personal development, well-being and safety.
- The School's Beacon School work undoubtedly contributes to developing learners' emotional literacy.
- Innovative and creative partnership with CORE Trust and its Echo Eternal initiative.
- Independent thinking is being embedded within Holocaust education and the pedagogy of the UCL Centre for Holocaust Education distinctively recognisable. It is planned into the scheme of work with the expectation that teachers lead less and that students will do more. This is aspirational and an ongoing commitment that should be encouraged and its best practice shared.
- Use of teacher talk is also noticeably strong within Holocaust education and powerful distinctions can be drawn between teacher talk, *at*, *to* and *with* students and this best practice should be shared more widely across the school.
- Strong and developing body of staff with substantive specialist subject knowledge and skills – need to build on this and share. Clear evidence of staff subject knowledge, enthusiasm and passion for Holocaust education.
- Innovative and impactful use of summative assessment.
- Partnership with UCL Centre for Holocaust Education in its role as mentor and critical friend has been extremely rewarding, positive and productive. There has been increased engagement with research, pedagogy and classroom practice; staff spoke of a re-engagement with teaching and learning, and true thinking about purpose of education via the Beacon School programme.
- It is clear the Beacon School project has been instrumental to staff and school engagement with academic and educational research.

- The partnership of Nishkam High School and the UCL Centre for Holocaust Education continues to be valued, especially regards CPD provision. Both the school and the university look forward to continuing this partnership in 2020-2024 and beyond. Contact should be made with Centre's [e.obrien@ucl.ac.uk](mailto:e.obrien@ucl.ac.uk) and [t.haward@ucl.ac.uk](mailto:t.haward@ucl.ac.uk) to arrange hosting of CPD days or annual twilight events, to continue building a collective expertise and securing sustainability through succession planning.
- Nishkam High School students are articulate, thoughtful citizens; many are keen to learn, respectful and are the school's best advocates. Use your students to champion the school and the cause of Holocaust education. They are proud of their school and their teachers and appreciative of the experiences they are offered here, so this review encourages you to give students opportunities to talk or 'shout about' their positive Holocaust education and genocide awareness experience to parents, governors and the wider community. Nishkam High School is doing some incredible and important work with young people, so it is worth sharing that more widely and loudly – especially the Quality Mark Beacon School status - with the local press and constituency MP.

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

- Whilst the quality of teaching and learning, and the outcomes for learners in History has benefitted from Beacon School status and this continues to be an area of outstanding practice, expertise and passion, it should be regarded as a driver for generic quality teaching and learning throughout the school so that best practice helps drive whole school improvement, not just Holocaust education.
- Whilst infused with UCL Centre for Holocaust Education pedagogy, Nishkam High School's History scheme and linked curricular in RE and elsewhere, perhaps in English, there is little use made of direct Centre materials. Some of the Centre's newer materials or resources, could be utilised to enrich existing schemes, perhaps *'Unlocking antisemitism'* and the *'Pursuit of Justice'* suite might particularly support your work, aims and approach, or the Dimbleby Dispatch or 'The Long Night' be of interest to colleagues within the English/media department.
- Given the success and undoubted effectiveness of the UCL pedagogy for Holocaust education consider opportunities for this supporting whole staff teaching and learning improvement – share existing best practice. There is so much that is positive in this review – it should not be niche to Holocaust education, rather considered transformative and key to supporting/driving school improvement. For example, a whole school *'Authentic Encounters'* twilight could be provided that would inform and support greater staff knowledge and understanding of the Holocaust, but would demonstrate quality questioning, allow for teacher talk reflection, model what student led learning and AfL generically could look like.
- Students' confident use of vocabulary was impressive and marks genuine progress in historical literacy – but it may be worth considering to what extent we use perpetrator narratives in our teaching, learning and assessment. Perhaps this is itself a worthy learning conversation to have with students – what words, terms and euphemisms do we use? Similarly, this may relate to decisions and discussions regards imagery/ what sources or provenance they have, and why such questions matter?
- Consider developing opportunities for understanding attitudinal change. This could draw upon the key findings and recommendations of the new UCL research briefings. This could serve to help share lesson content and be useful in the personalising of the curriculum and address perceived barriers regarding learners' varying points of entry. It could be a short interactive, multiple choice survey or questionnaire that could act as a student voice indicator. Perhaps a trial or pilot in conjunction with UCL Centre for Holocaust Education research team? An attitudinal survey or use of student voice could powerfully speak to the broader contribution of Holocaust education at Nishkam High School and its impact on well-being, behaviour and safeguarding agendas (Prevent, SMSC, VFPD, FBV and so on).

- Conduct a second Holocaust education audit across the school since the Beacon School year to see just how and where your provision has progressed. Where do other departments use Holocaust case studies, explore texts with a Holocaust contextual background or focus, whether as individual lessons or as wider schemes of learning? Where are the opportunities for collaboration, restructuring or for a mapping of provision and furthering your thinking regards a spiral curriculum? This could support or inform discussions about further cross-curricular opportunities and ensure the joined-up approach that RE and History (whilst retaining distinctive disciplinary natures, but embedded in UCL principles and in-keeping with IHRA guidelines) is universally recognised and practiced wherever the Holocaust is taught, referenced or explored. A new audit process will help identify areas of possibility and serve to eradicate misconceptions earlier in a whole school, coordinated Holocaust education approach – it may also serve to identify appropriate areas of the curriculum that could help reduce the burden and share the load. This is an aspirational and long-term potential goal and may tie to sustainability and succession planning conversations.
- Consider a review of current strategic provision of SMSC and Fundamental British Values across Nishkam High School. SMSC is embedded in the school curriculum and ethos and secured by policy – but how is this monitored, mapped, and articulated? The Holocaust education offer at the school can contribute a great deal to such an audit – but the school’s History work, safeguarding policies, RE curricula, FVPD and tutor programme also offer a great deal. Together you offer a wealth of personal development opportunities, but how might these be better coordinated and articulated, so that a holistic package is understood and valued by staff, students and parents alike? Mapping provision, identifying areas of strength and any developmental areas will be an opportunity to take forward.
- Given the strong commitment to SMSC, values and holistic learning opportunities, this review suggests consideration of the UNICEF Rights Respecting Schools initiative and/or of becoming a Values Based Education School. The Centre’s [n.wetherall@ucl.ac.uk](mailto:n.wetherall@ucl.ac.uk) can provide the necessary contact details if interested in considering either of these programmes. The work you do in terms of Holocaust education would certainly underpin a strong application for either.
- Ensure the new Lead Teacher’s developing specialism is recognised and acknowledged through the school’s Appraisal system. This could be a formal identified target, or – minimally – a standing agenda item for discussion/recognition at the appraisal meeting and review. Is there an emerging role for the Lead Teacher across the region? Could there be a UCL Associate role in the future?
- Consider capacity building across the school, including succession planning. Beacon school status resides with the school, not the Lead Teacher, so it is essential to ensure that the principles and opportunities are shared widely to ensure, should Mr Popplewell leave or his role at the school change. Work to ensure Nishkam has a group or individual ready to step up and continue this work. Being mindful of all schools’ risk in changes to personnel (national issues regarding recruitment and retention), this could be crucial to sustaining and further developing the

outstanding Holocaust education provision and opportunity. Similarly, what steps can be taken should Mr Kearns leave to ensure senior leadership capacity and interest in the short, medium and long term – including by embedding in school improvement plan, policy and by galvanising governor support?

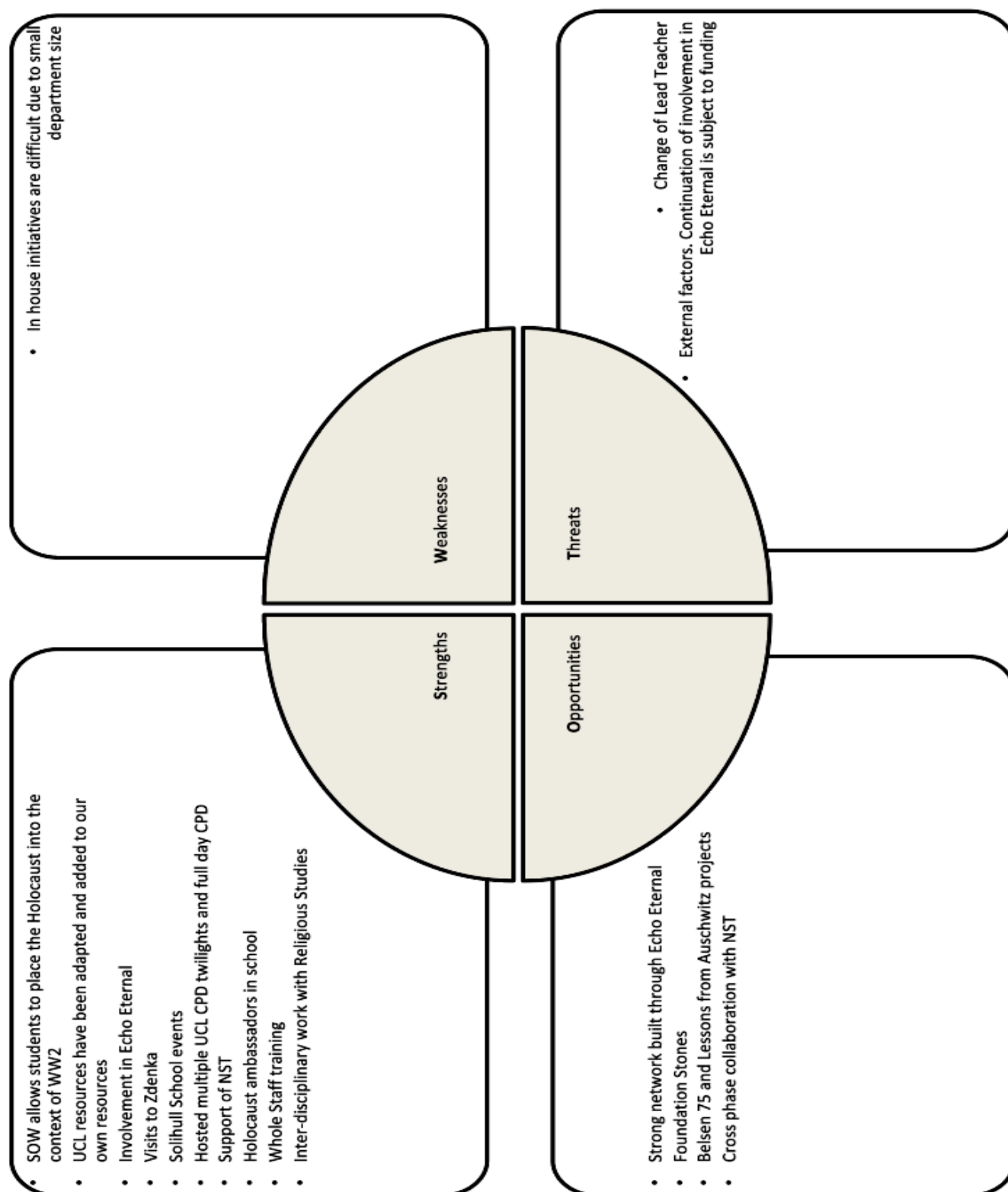
- Look for opportunities to further engage school governors, parents and the local community – perhaps through family and community learning or policy developments. What is the possibility of parental or community engagement, small scale family learning, or survivor event? Parents ought to know of your ‘Beacon School’ status. Governor/s to up skill in relation to Holocaust education which will enable them to challenge as well as support the school in this important area of its work (possibly a named link governor/Humanities governor)?
- Commit to ensuring Beacon School status is referenced and retained in the school’s Improvement Plan and documentation for the duration of the Quality Mark Award. Including the status in the school’s plans serves to help protect the development and reflection time; embed and share best practice as indicated during visit. This could be as a stated target, or as an example or reference point regards holistic aims.
- Engage in the Quality Mark alumni programme moving forward.
- Continue to embed CPD opportunities in conjunction with UCL Centre for Holocaust Education within your professional development calendar. Aim to schedule at least one CPD event linked to Beacon School status a year – whether hosting a full CPD day to ensure capacity and critical mass in the school, or further building your network or engage your Federation to host a specific twilight opportunity. This will ensure a thriving hub is focused upon Nishkam High School and the UCL Centre for Holocaust Education stands ready to assist – liaise with the Centre’s Emma O’Brien for full-day CPD, and Tom Haward for twilight opportunities.
- To further substantive knowledge, confidence, skills and reflective practice, encourage and support colleagues at Nishkam High School colleagues, to consider the FREE ‘Holocaust and the Curriculum’ online MA module. Contact Ruth-Anne Lenga or Andrew Copeland for details.
- Be better at showcasing your evolving specialism in this area – you have far more strengths than your SWOT analysis showed – so, use the schools website, twitter and parental newsletters or local media to ‘shout about’ this Quality Mark achievement, and thereby use that opportunity as a catalyst to raise awareness of the importance and impact of Holocaust education.

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

Not applicable as Nishkam High School achieved full accreditation.



**SWOT analysis of TandL:** Completed by Hannah Moody, Nishkam High School (Beacon School Lead Teacher)



**Beacon School Accreditation summary;**

In light of a successful Beacon School year, for participating fully in all required elements of the programme and in response to a highly impressive review visit, the UCL Centre for Holocaust Education are delighted to award our Quality Mark and extend Nishkam High School's designation as a UCL Beacon School for Holocaust education from 2020-2024.

\*Renewal of Beacon School status can be again sought within the 2023-2024 academic year. A calendared visit should be arranged to coincide with the teaching of the Holocaust Scheme of Work.

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


**Comment:** It was an honour to review Nishkam High School and learn more about your impressive provision for and quality teaching and learning about the Holocaust. I was moved, inspired, impressed and empowered by the depth and quality of opportunity and engagement. This Quality Mark is richly deserved recognition of your efforts, including its being driven by such a passionate and gifted middle leader, in a spirit of openness and collegiality in a school where relationships, values, civics and personal development matters. Thank you to the students who spoke so eloquently and openly about their learning and to the staff and senior leaders who gave me precious time to reflect upon the impact of their work. Together, Nishkam High School, students and staff, have and are achieving so much in the field of Holocaust teaching and learning. You should be very proud, congratulations to you all on this award.

**Date:** July 2020**Executive Director:** Professor Stuart Foster**Executive Director signature**


**Comment:** We are delighted to award Nishkam High School with the UCL Centre for Holocaust Education 'Quality Mark' and re-designate your Beacon School status for a further three years. We congratulate Principal Kearns, the whole staff and student body for embracing this programme, giving it the status, time and support necessary to ensure such highly impressive outcomes. We value this opportunity to continue our partnership with such a true 'Beacon' and relish working with your Trust and network to ensure quality provision and experience of Holocaust education for all learners. We will be keen to hear more of the action points, opportunities and impact of this Beacon School work and look forward to the next three years.



## Appendix 1: Journal Article, Nishkam High School's 'Echo Eternal' experience.

### Echo Eternal

In January 2018, Nishkam High School Birmingham became one of fourteen local schools involved in a once-in-a-lifetime project about the Holocaust entitled *Echo Eternal*. The project aims to preserve the memory of Holocaust survivors, using the arts to examine their testimony and to leave a legacy through educating young people about the Holocaust, and its contemporary relevance. When embarking on this project we could not have predicted the wonderful, thoughtful, mature and, at times, profound responses from the students who worked together on this project.

Each school involved in *Echo Eternal* was gifted one piece of survivor testimony, captured by Natasha Kaplinsky, for the UK Holocaust Memorial Foundation. Nishkam High School was gifted the testimony of Zdenka Fantolva, a Czechoslovakian Holocaust survivor, now living in London. We have all received plenty of gifts in our lives, but this is one incredible, precious and extraordinary gift:

When the Nazi regime occupied her home town in Czechoslovakia in March 1939, Zdenka was a teenager and a keen pianist; she had no idea of what was to happen. Within a short time, her family began to be subjected to the antisemitic persecution that was being enacted in Germany and Austria; Zdenka was forced to leave school and her father to hand over his business. It was during this time that she met Arno, a Jewish man from the Sudetenland, who became her boyfriend. Under Nazi occupation, Zdenka, unable to go to school with her friends, but keen to learn, went to Prague where she was able to learn English. In 1942, her father was arrested, and later murdered by the Nazis. She never saw him again.

As Nazi persecution across Europe developed into mass murder, Zdenka, her family, and Arno's, were deported to Terezin, a concentration camp in northern Czechoslovakia. It was here, in June 1942, that Arno snuck into the female barracks one night to give Zdenka an engagement ring, she would treasure forever. Zdenka does not know how Arno managed to make this hand-crafted tin ring for her in such terrible circumstances, but it is beautifully engraved with the date 13-6-1942, the date of their final meeting.

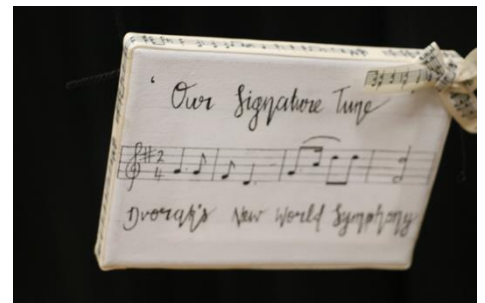
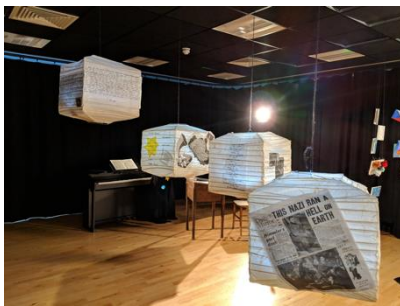
When Zdenka showed this tin ring to our students on a recent visit to her home in central London, she explained how she wished the ring could 'talk'. Arno was deported 'to the East' the next day, and almost certainly murdered upon arrival at his destination.

Zdenka remained at Terezin until 1944, when the camp was liquidated. She, her mother and sister were then deported to Auschwitz concentration camp in Poland. On arrival at Auschwitz, Zdenka bravely hid Arno's ring under her tongue – an act of resistance and love that could have cost her life. Over the next months, Zdenka was moved across central Europe, mostly on foot in freezing conditions, to a further five concentration camps, wearing nothing but the green evening dress and men's shoes she had been given upon arrival at Auschwitz. Arno's engagement ring hung from a string, hidden under her dress and never left her possession through her remarkable journey.

In 1945, Zdenka was in Bergen Belsen concentration camp when it was liberated by British soldiers. Two weeks after the had British arrived, she was still at the far end of the camp in the appalling conditions, awaiting rescue. She was extremely sick as she had contracted typhus and felt sure she was at the end of her life. However, one evening, too weak to stand, she managed to crawl from her hut to a red cross station. Here she was discovered by a British soldier who told her to go back to her hut. Using the English

she had learnt in Prague some years earlier, she spoke to the soldier. She told him that if he made her return then she would certainly die, but that he could save her life by leaving her there until morning. Zdenka described how, as she spoke to him, his 'military mask slipped to reveal a human face, full of compassion and understanding'. The next morning the soldier returned with a stretcher for Zdenka to be taken to hospital in the ambulance; he broke army orders to save her life. She survived, but was never able to thank him for his selfless act. In later life she dedicated the book of her survival to him, the 'unknown soldier'.

After watching Zdenka's testimony, pupils and teachers at Nishkam High School Birmingham, worked with an artist in residence: Roz at Complex Simplicity, and a local film company, Vyka, to put together an incredibly moving film, and beautiful artistic creations; these included lanterns, a patchwork quilt, canvas paintings and written letters. The artistic echo they created aimed to preserve Zdenka's story and shine a spot-light on the values and virtues that the students have learnt from working with it. The film, encapsulating it all, will eventually be housed in a new Holocaust memorial exhibition in the gardens of Parliament.



In December, the students shared their completed 'Echo' with an audience of students from other schools, sixth form students, teachers and parents. The atmosphere in the room was extremely emotional – as they echoed the story to their audience it was clear that they had learnt so much, not just about history but about the values of love, determination and compassion. Afterwards, they spoke confidently with their guests to answer their questions and share their experiences.





In January students acted as young curators at an exhibition of the 12 schools work in Birmingham Central library for the day. Here they guided members of the public around the exhibition and they met and talked to journalist Natasha Kaplinsky about their experiences. In the evening, to mark Holocaust Memorial Day, the Echo project held an evening celebration event at Birmingham Town Hall. 'Horizons' brought together the echoes from all 12 schools, into a celebratory performance of theatre, music and dance to shine a light of civic optimism through the darkness of hate, prejudice and extremism. A number of the students, parents, and staff involved in the project attended this event; it was an inspirational evening in so many ways.



In February, the students wrote heartfelt letters of thanks to Zdenka for sharing her testimony and explained how much they had learnt from her. The students were delighted that Zdenka wrote back, inviting them to come to her home. On March 1st, we travelled to London to meet her. The experience was unforgettable; the students listened to her speak, they asked questions and she even allowed them to hold the engagement ring given to her by Arno. Returning home that evening, students made some moving comments:



*"We are the last generation who will meet the survivors."*

*"She gave us a duty – to fight against holocaust denial, to keep going and share the stories and the truth."*

*"She gave us advice: every day is a gift...don't give up.'  
'It's made us question the trivial things we complain about."*



As a result of our work on the Echo Eternal project, Nishkam High School Birmingham has committed to being a UCL Beacon school for Holocaust Education, reaching out not only to all schools in our Trust, but to local schools, to help inform, educate and reflect on lessons learned. Zdenka's testimony has gone beyond NHSB and was shared with secondary teachers from across the trust during a CPD day at NSWL. It has begun to inspire staff to think about how they may incorporate Holocaust education in their own subject areas, as we work towards a multi-disciplinary approach to Holocaust Education. The History and Religious Studies departments at NHSB have also worked in conjunction with UCL to produce schemes of work which enable students to understand the Jewish faith and embrace the complexity of the Holocaust. The new schemes promote academic rigour, are driven by survivor testimony, and are underpinned by UCL research. Above all, they promote the values of tolerance and respect, and help students to reflect seriously on their own sense of moral purpose. It is through this that perhaps we can understand how these atrocities might be avoided in the future.

Every pupil and teacher who has so far worked on the various parts of the project has been moved, but also incredibly interested – what is fascinating, is how little prior knowledge many people had; so for all these reasons the approaches we are taking are having a huge and very real impact on our school, and Trust.

We have pledged to UCL to further the work of education about the holocaust to build towards a lasting peace and a world without hatred and discrimination, through:

- committing to creating and delivering schemes of learning in our curriculum which educate about the Holocaust and other genocides, and support our students to consider their own virtues in light of this.
- educating parents and the wider community through educational evenings and civic engagement projects.
- hosting UCL CPD for staff at Nishkam School Trust and the wider educational community.
- continuing our work by creating new echoes each year across each of our schools in the Nishkam Trust so that important messages are preserved, and lessons never forgotten.

From the very start of the project, we have immersed ourselves in Zdenka's story and have learnt so much more about the Holocaust and the impact on ordinary people, as a result. We have watched our students build real understanding and compassion for what happened and a determination to ensure the memories and truths are preserved and lessons learnt are shared with future generations. It is no exaggeration to say that this project has been **life changing**; the memories we as teachers and the children will take from the incredibly warm, brave and vivacious Zdenka, will remain with us forever. As will the duty we have been given by her: to ensure no-one denies the holocaust. Where we can we will educate and set about changing minds. As the passage of time elapses, our heroes and survivors

become part of history and our echo helps to keep this story alive and allow its crucial messages to reverberate, helping us to learn and to ensure our world is a better place as a result.

**Nishkam High Schools 'Echo #10' – entitled 'The Ring' can be found and viewed here:**

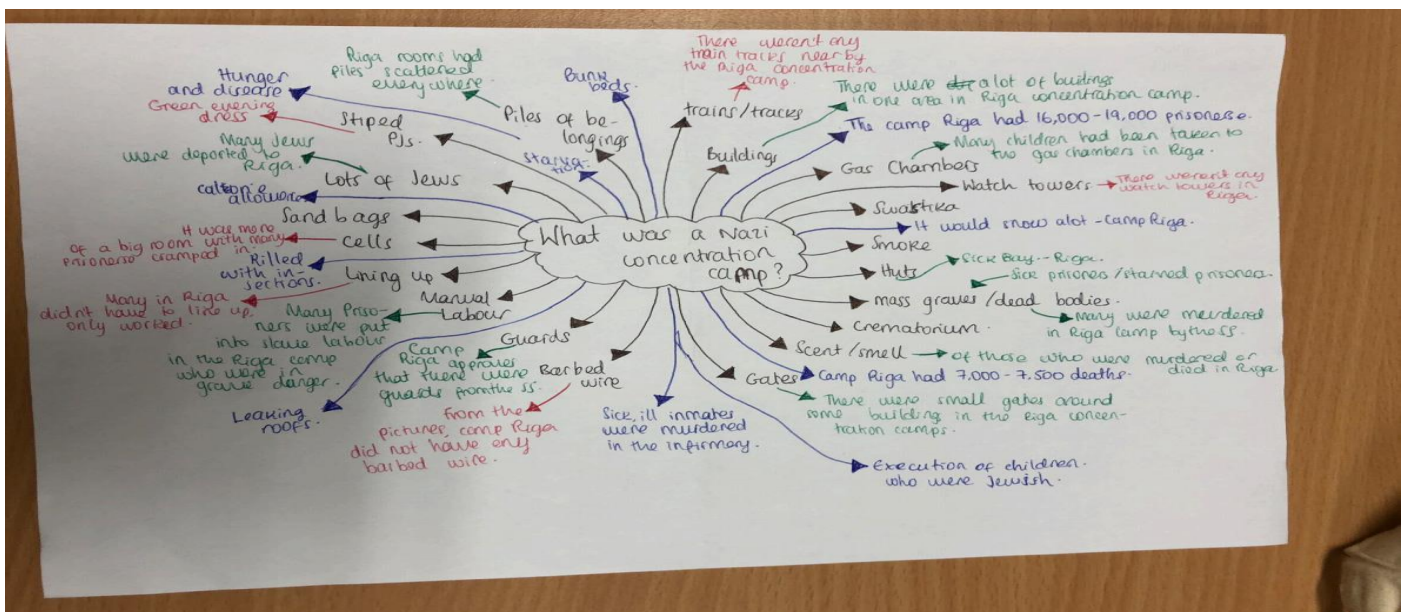
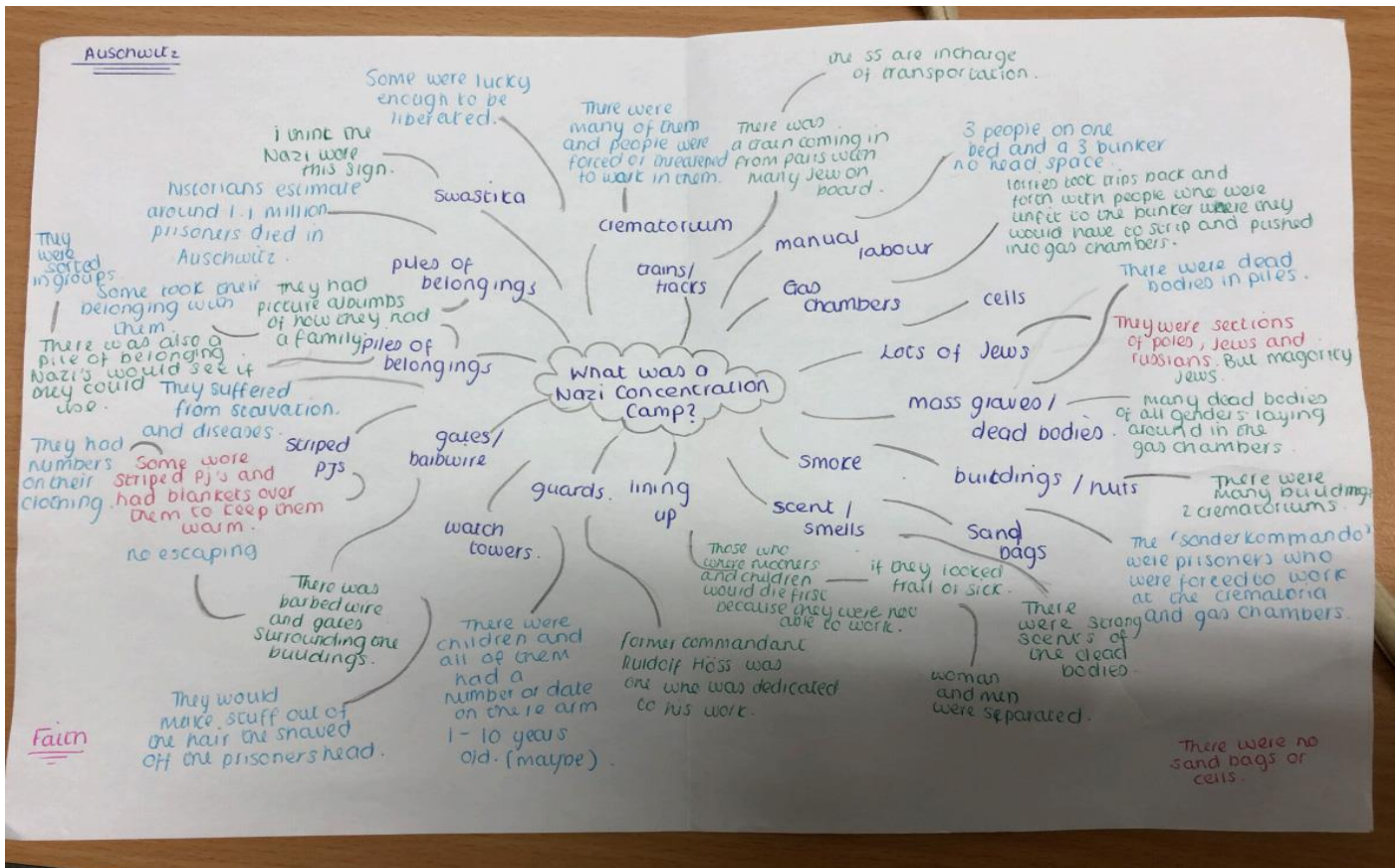
<https://echoeternal.uk/participants/schools/nishkam-high-school>



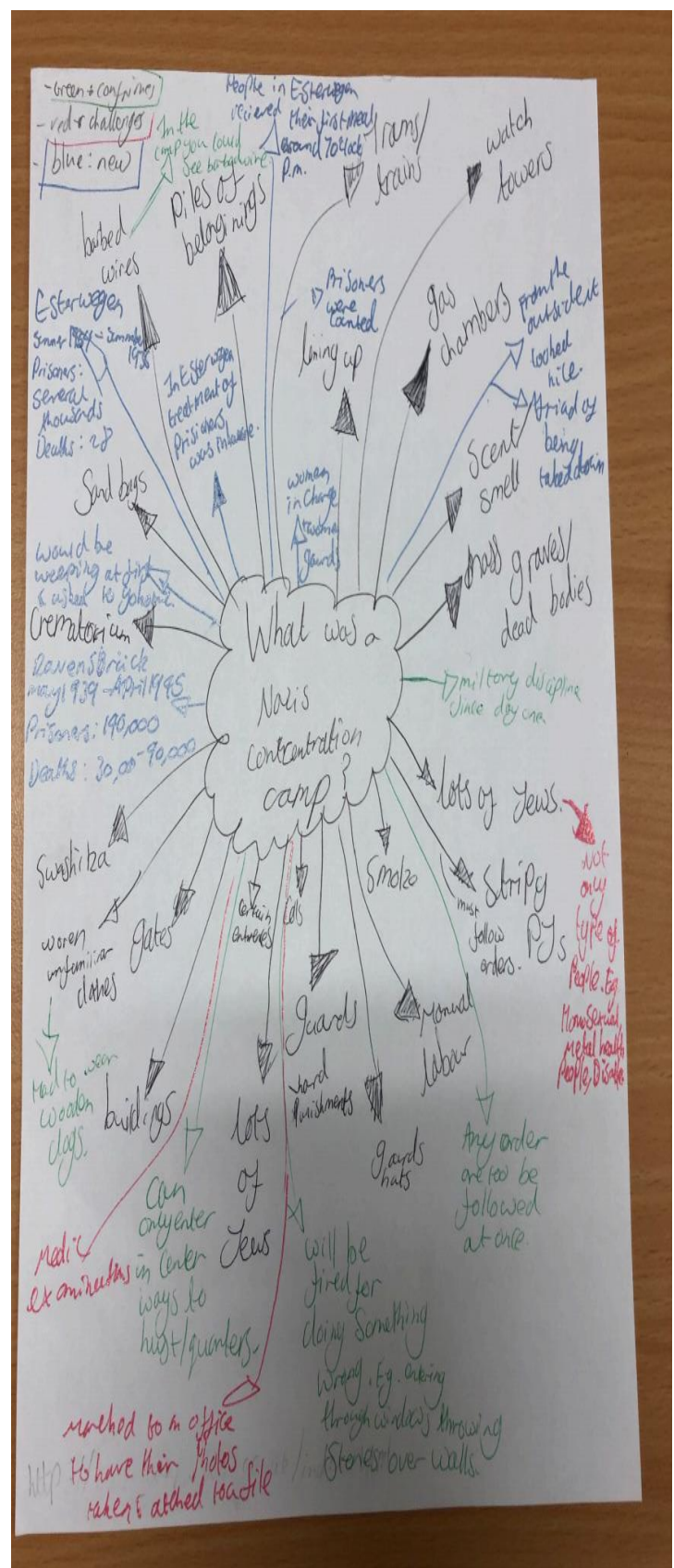
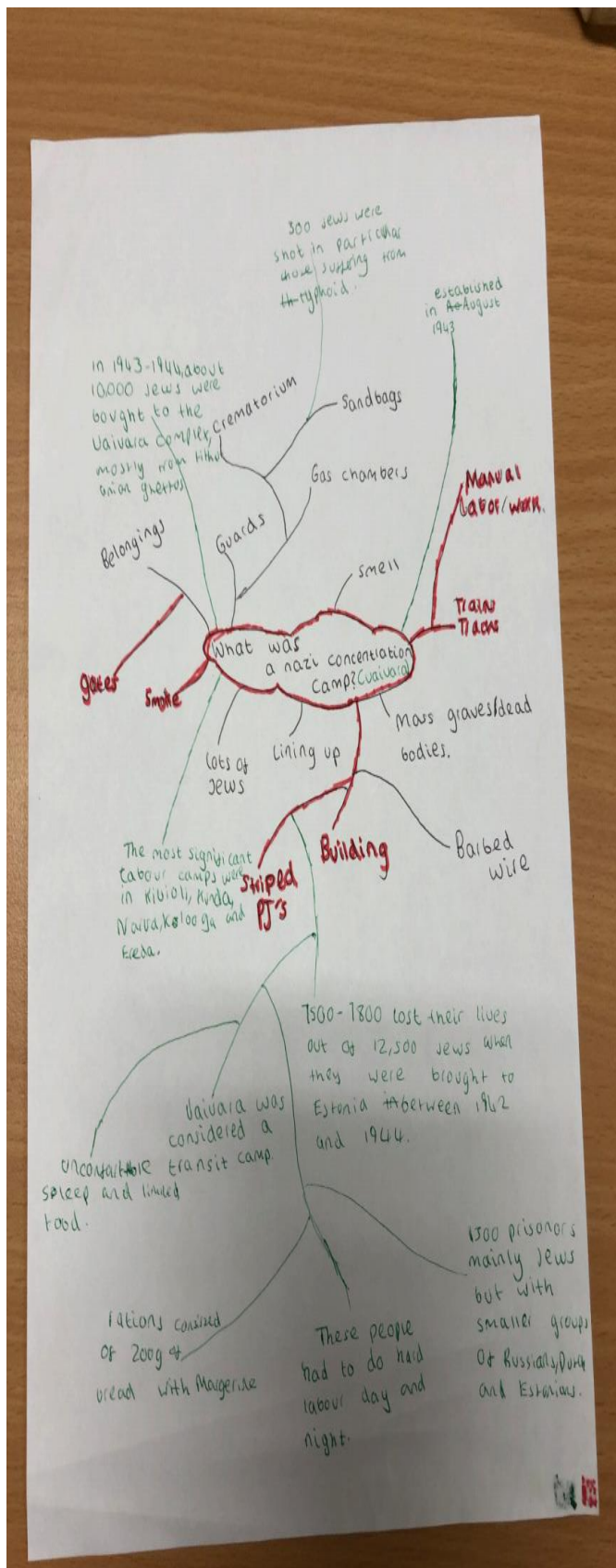


## Appendix 2: Examples of student outcomes.

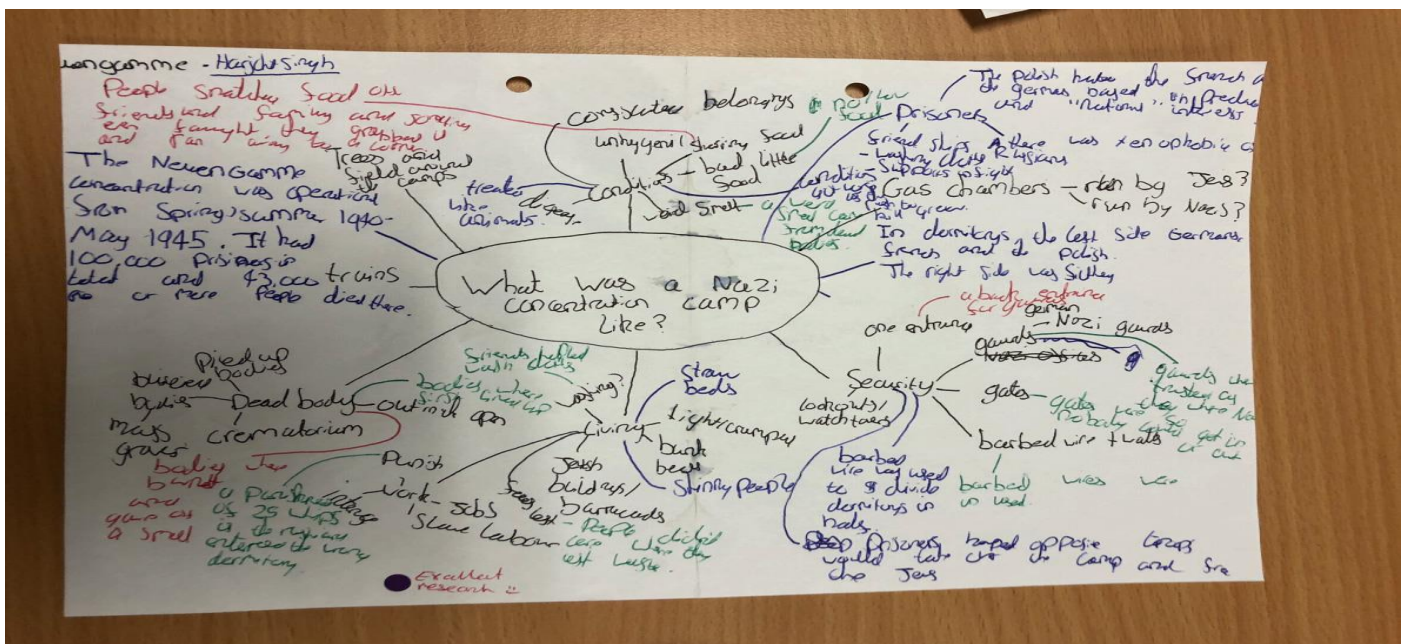
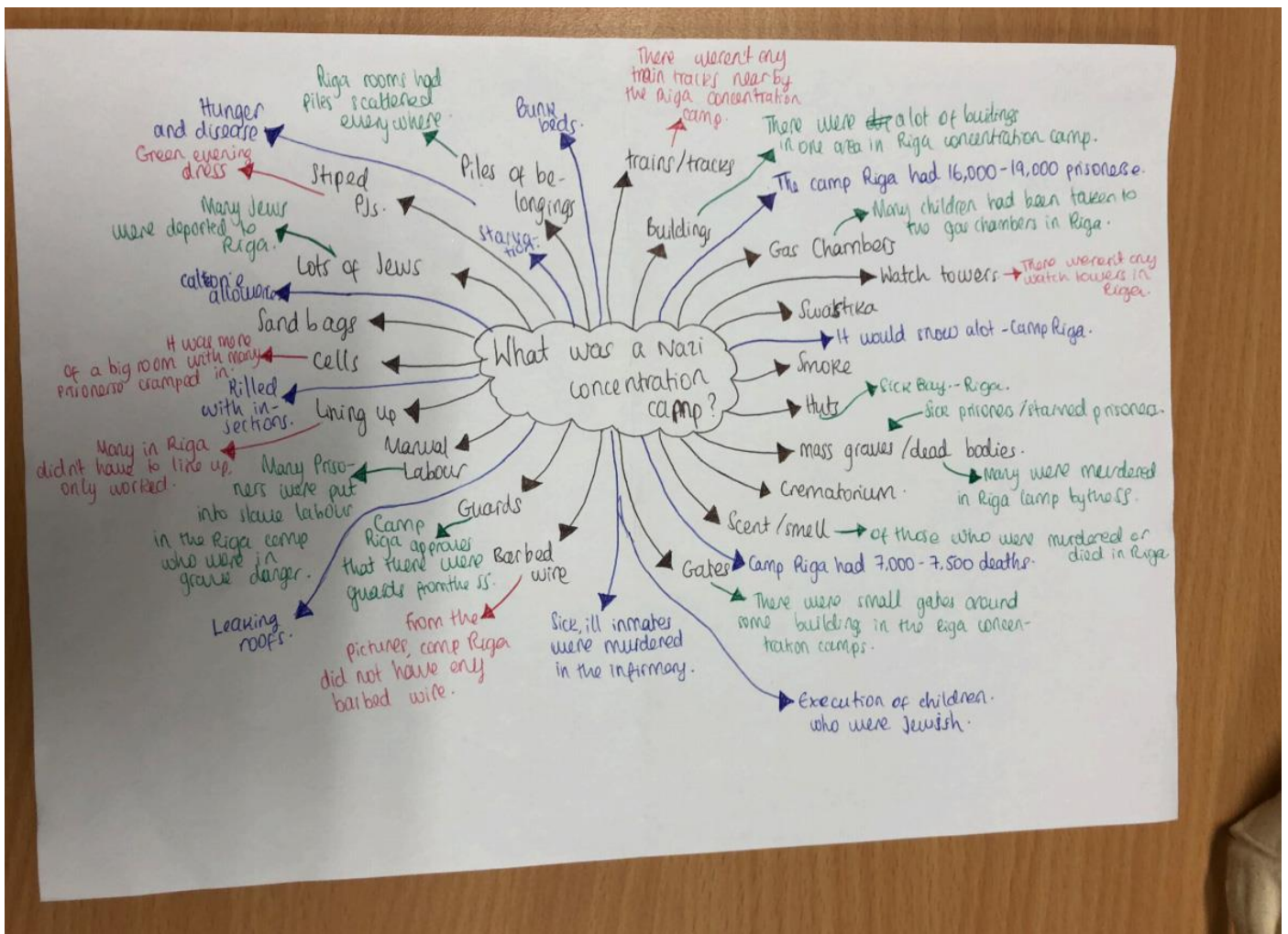
What was a Nazi Concentration Camp? (L7, using evidence)















What was the Holocaust? (L3-5 Definition, cause and consequence, chronology, continuity and change, Assessment 11-13)

killed. Many Jews were shot and many were taken on death marches. Especially near the end of the war. This is because Hitler wanted to get rid of as many Jews as he could. So he made them walk from camp to camp. Many would die of starvation and exhaustion in the end and millions of Jews died. *An excellent name definition*

Expand → Rescue for? → Other groups? → Legalisation? Great effort after many some lessons &

The Holocaust is the mass killing of Jews by the Nazis. When the Nazi Party came into power in 1933 they started to separate Jews and make them feel like outcasts. When the war started in 1939, the separation began to worsen and more and more Jews were sent to concentration camps to either work and then die or just die. Jews from all around Nazi controlled Europe also came under threat of death. Jews were transported in trains to camps. Many Jews were killed by shooting squads or they were gassed, or they were killed in death marches. Many other people

Wednesday 12<sup>th</sup> February

What was the Holocaust?

The Holocaust was a mass killing of Jews by the Nazi party during the 1930s and 1940s. The beginning of the Holocaust started with Adolf Hitler in Austria, there Hitler heard a lot about antisemitism and this added with the rejection he received from an art school that was run by a Jew is what started the lead up to the Holocaust. When the Nazi Party came into control in 1933, they swiftly tried to create a separation between Jews and everyone else, as they gradually increased the separation, this allowed Hitler to send some Jews to concentration camps. Then after the declaration of war, Hitler used the land he gained (Czechoslovakia, Poland, Austria) to create bigger concentration camps. Jews in these other countries were also persecuted. Places like Auschwitz were created all around Nazi territory. Jews were stripped of their belongings and separated into groups, those that could be of use and those that couldn't. The people that couldn't be of use, like elderly and disabled were often sent straight to gas chambers where they were

Wednesday 12<sup>th</sup> February 2020

What was the Holocaust - Assessment

The Holocaust was the mass murder of Jews and other persecuted groups. This all started in Germany by a man called Hitler who blamed the Jews as the cause of Germany's problems. His opinion influenced the people of Germany and Europe till this date. In 1933, this was the start of hatred and over time forcing people to leave homes. In 1941, the industrial way changed how many people died (around about 6 million Jews died) by inventing gas vans. From this year to 1945, many Jews died from shootings, badly treated and mainly gas chambers. This first started in Germany and spread to other countries like Poland and many other countries. The process was

Many other people died alongside the Holocaust. This included people who were homosexual or did not fit in the Aryan race. This is because Nazis wanted the perfect countries and counted the Aryans as the 'perfect race'. As well as that, they did not like it if there were gay or homosexual people as they wanted an increase of population. Many people were effected and sent to numerous of concentration camps left to die and some still alive to share their story of the Holocaust.

trains transported them from ghettos and other holding centers to extermination or labour camps, where they were gassed, shot or worked to death.

Wednesday 12<sup>th</sup> February 2020

What was the Holocaust? (Assessment)

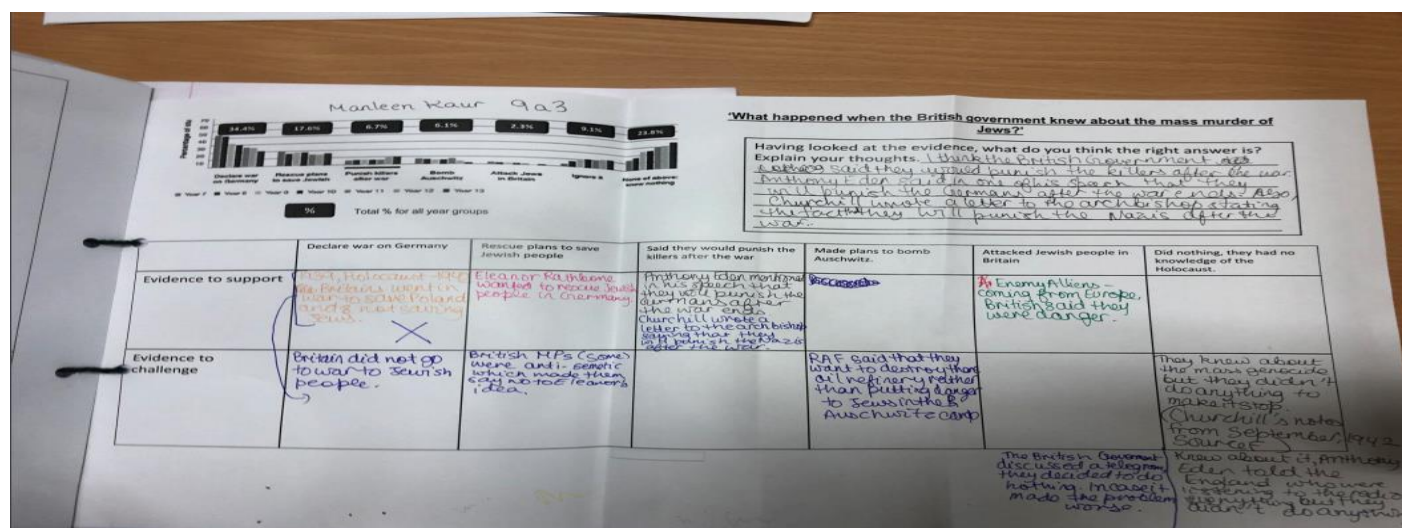
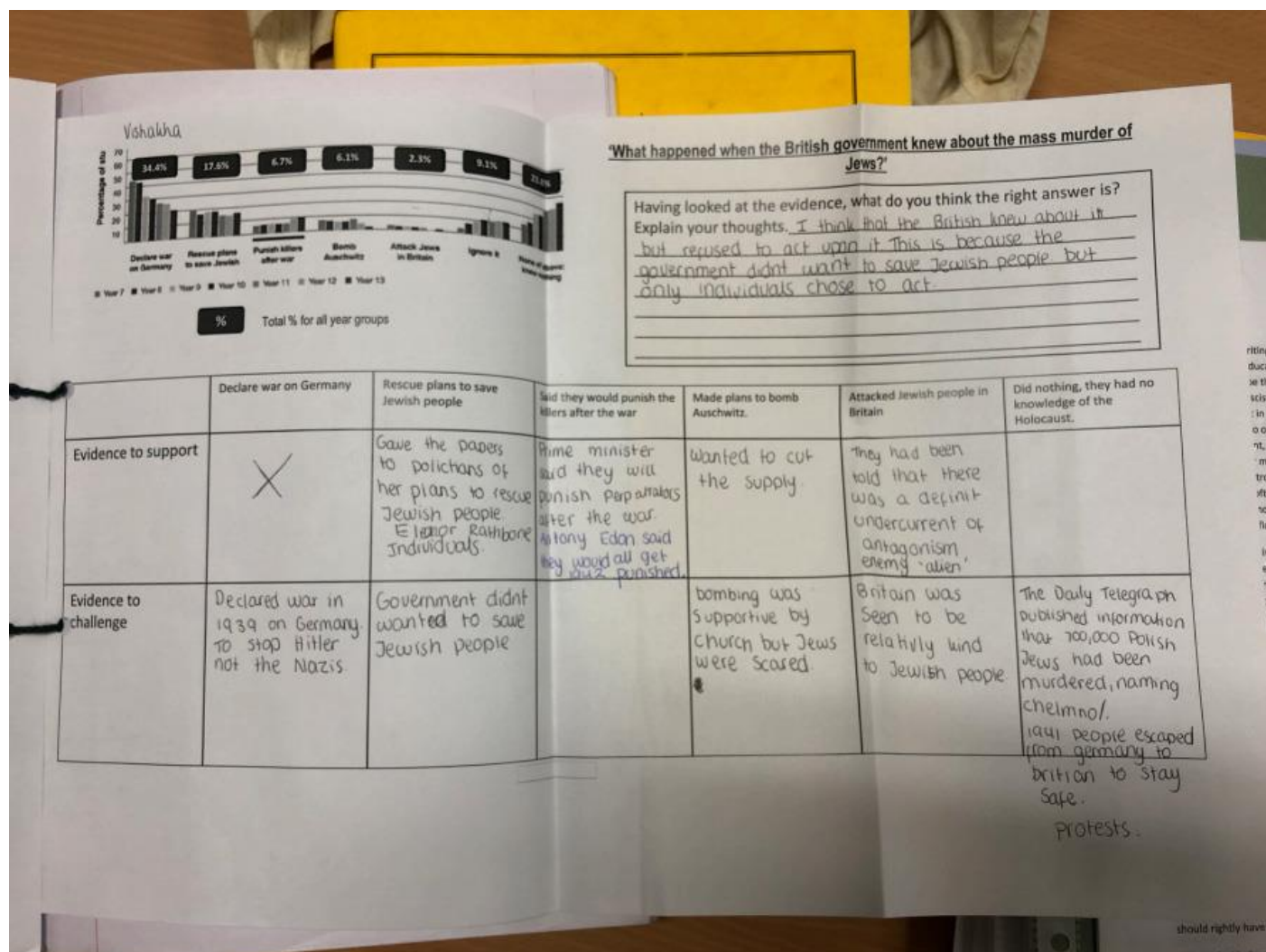
The Holocaust started from 1933-1945 and was when Hitler ordered the Nazis to persecute the Jews and take them into concentration camps. They were dragged out of their synagogues, which were burnt down. This was known as the night of broken glass. While in concentration camps, they were starved, abused and if wanted dead they would be gassed. Furthermore, there were laws that prevented Jews from doing certain things. For example, Jews were not able to marry Aryans (a German typical person with blue eyes and blonde hair). Jews were forced to work in concentration camps and in fact sometimes in factories. The Holocaust was when Nazis persecuted Jews and then tortured and executed them. Although only Jews were involved in the Holocaust, Jewish disabled, black and gay people were also tortured and murdered. Some Jews tried to escape the camps but were unsuccessful and were murdered instantly. Some died of disease or neglect. Some in concentration camps. An elite killing squad known as the Einsatzgruppen.

These people are victims of Nazi persecution but not victims of the Holocaust.





## British responses to the Holocaust (L8)





Joshua Sasse

Year	Percentage
1942	34.4%
1943	17.6%
1944	6.7%
1945	6.1%
1946	2.3%
1947	9.1%
1948	23.8%

Total % for all year groups: 10.1%

**What happened when the British government knew about the mass murder of Jews?**

Having looked at the evidence, what do you think the right answer is? Explain your thoughts.

	Declare war on Germany	Rescue plans to save Jewish people	Said they would punish the killers after the war	Made plans to bomb Auschwitz	Attacked Jewish people in Britain	Did nothing, they had no knowledge of the Holocaust
Evidence to support		Smol, English-born, a Polish Jewish man made high attempts to persuade to help the Jews.	Churchill said to the US that they would not take anyone else into Britain, only the 10000 children that is it. Two Jews removed the children on a plane but they were sent back as soon as they got there and just	Churchill said to the US that they would not take anyone else into Britain, only the 10000 children that is it. Two Jews removed the children on a plane but they were sent back as soon as they got there and just	There was a meeting in the Albert Hall about what was happening in 1942. On 25 June 1942, the daily telegraph published information that 10000 Jews had been murdered in Auschwitz. Churchill replied to Parliament that he knew about what was happening in Nazi Europe.	There was a meeting in the Albert Hall about what was happening in 1942. On 25 June 1942, the daily telegraph published information that 10000 Jews had been murdered in Auschwitz. Churchill replied to Parliament that he knew about what was happening in Nazi Europe.
Evidence to challenge	Neville Chamberlain made a speech on British Radio declaring war on Germany because of the invasion of Poland. The Holocaust didn't begin until September 1941.	The Bermuda conference was held in 1943 USA and UK talk about holding refugees. The UK did not want any Jews.	Churchill said to the US that they would not take anyone else into Britain, only the 10000 children that is it. Two Jews removed the children on a plane but they were sent back as soon as they got there and just	Churchill said to the US that they would not take anyone else into Britain, only the 10000 children that is it. Two Jews removed the children on a plane but they were sent back as soon as they got there and just	There was a meeting in the Albert Hall about what was happening in 1942. On 25 June 1942, the daily telegraph published information that 10000 Jews had been murdered in Auschwitz. Churchill replied to Parliament that he knew about what was happening in Nazi Europe.	There was a meeting in the Albert Hall about what was happening in 1942. On 25 June 1942, the daily telegraph published information that 10000 Jews had been murdered in Auschwitz. Churchill replied to Parliament that he knew about what was happening in Nazi Europe.

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Raypreet Sahi

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Elaborate on the evidence to support the 'Rescue plans to save Jewish people' option. Elinor Rathbone said in 1943 that there needs to be rescue plans.

Antony Eden made a speech and said that they would punish the killers after the war.

Interment camps: Jewish people being arrested by Police. Jewish adult refugees at Croydon airport - deported back to Europe. Ludwig Noe was interned in the Isle of Man as an enemy alien. He was a German Jew.

On 25 June 1942, the daily telegraph published information that 10000 Jews had been murdered in Auschwitz. Churchill replied to Parliament that he knew about what was happening in Nazi Europe.





## Persecution circles

	Gay men	Jewish people	Roma and Sinti people
What types of persecution happened to this group?	<p>sent to prisons to become thought.</p> <p>After they spent time in prison they were sent to concentration camps. They were never seen again.</p>	<p>Children weren't allowed to go to school. They lost their jobs, and businesses. They were sent to concentration camps at the end of the war.</p>	<p>They were sent to Gypsy camps and they were gassed in gas chambers.</p>
What were the reasons for persecution?	<p>so they were seen to become gay again, or be in a gay relationship.</p> <p>They wanted to make the 'gay' race stronger.</p>	<p>Jews were considered to be a low race and at the same level of poor people. weren't seen as the perfect race.</p>	<p>They were seen as dirty, scared, lonely and criminals. They wanted to clean the streets of Gypsies.</p>
What laws/decrees were passed against this group?	<p>It was illegal to have gay sex or be in a gay relationship. They can be imprisoned without trial until they were brought.</p>	<p>Jews and some other German people, couldn't have sexual activity with Germans and Jew. Judaism isn't a religion, but a race.</p>	<p>They were included in the Nuremberg laws. They weren't allowed to be classed as German or marry German people.</p>
Space to record notes for The Extra Mile:	<p>Robert <del>and</del> Odessa was sentenced to prison for two years, closely watched by police.</p>		<p>Osli Heger was deported to Auschwitz-Birkenau died of typhus at 7.</p>

	Disabled people	Jewish people	Black people
What types of persecution happened to this group?	<p>There was mass murder in 1939 170,000 died had to be part of the euthanasia programme.</p>	<p>They used to be put into ghettos and separated from any German society. expelled from school - couldn't enter shops.</p>	<p>They were discriminated against due to their colour of their skin.</p>
What were the reasons for persecution?	<p>They were seen as weak, and they made the German race weaker.</p>	<p>Because of the Anti-Semitism beliefs going around Europe.</p>	<p>Because they were black as they thought they were inferior.</p>
What laws/decrees were passed against this group?	<p>They couldn't have children (it was a law that they couldn't have children) 300,000 to 400,000.</p>	<p>They were not allowed to own any businesses and they couldn't marry and Germans and they had to wear a Star.</p>	<p>They were sterilised so they couldn't have kids.</p>
Space to record notes for The Extra Mile:	<p>Helena Etiebel. She had schizophrenia and was told she was going to a better place. She was part of the euthanasia programme.</p>	<p>Edith Stein converted to Catholic yet was still put in a gas chamber.</p>	<p>N/A</p>





Were all ghettos the same? (L6, knowledge and understanding)

20/ Hitler invent opinion?

Tuesday 25<sup>th</sup> February 20/

Where all Ghettos the same?

Ghetto = An area of a town or city in certain parts of Europe in which Jews were interned by the Nazis during WW2

Life like in the Ghettos

- cramped - poor condition
- lives were taken away
- Cold, wet
- star of David on clothes

Factory

Kaunas Ghetto

where - Lithuania

created - July - August 1941

liquidated - July 1944

population - 30,000

people - 10,000 were shot in October 1941. 1943 it was turned into a concentration camp

"No less than 60% of the Ghetto inmates go out daily to do forced labour. 'work is back-breaking.'"

Stanisławów

where - Poland

created - December 1941

liquidated - February 1943

population - more than 20,000

everyone was murdered in 1942 and early 1943 - mass shootings

Radom Ghetto (two)

where - Poland

when - April 1941

liquidated - August 1942

population - 30,000

Terezín Ghetto

where - Czechoslovakia

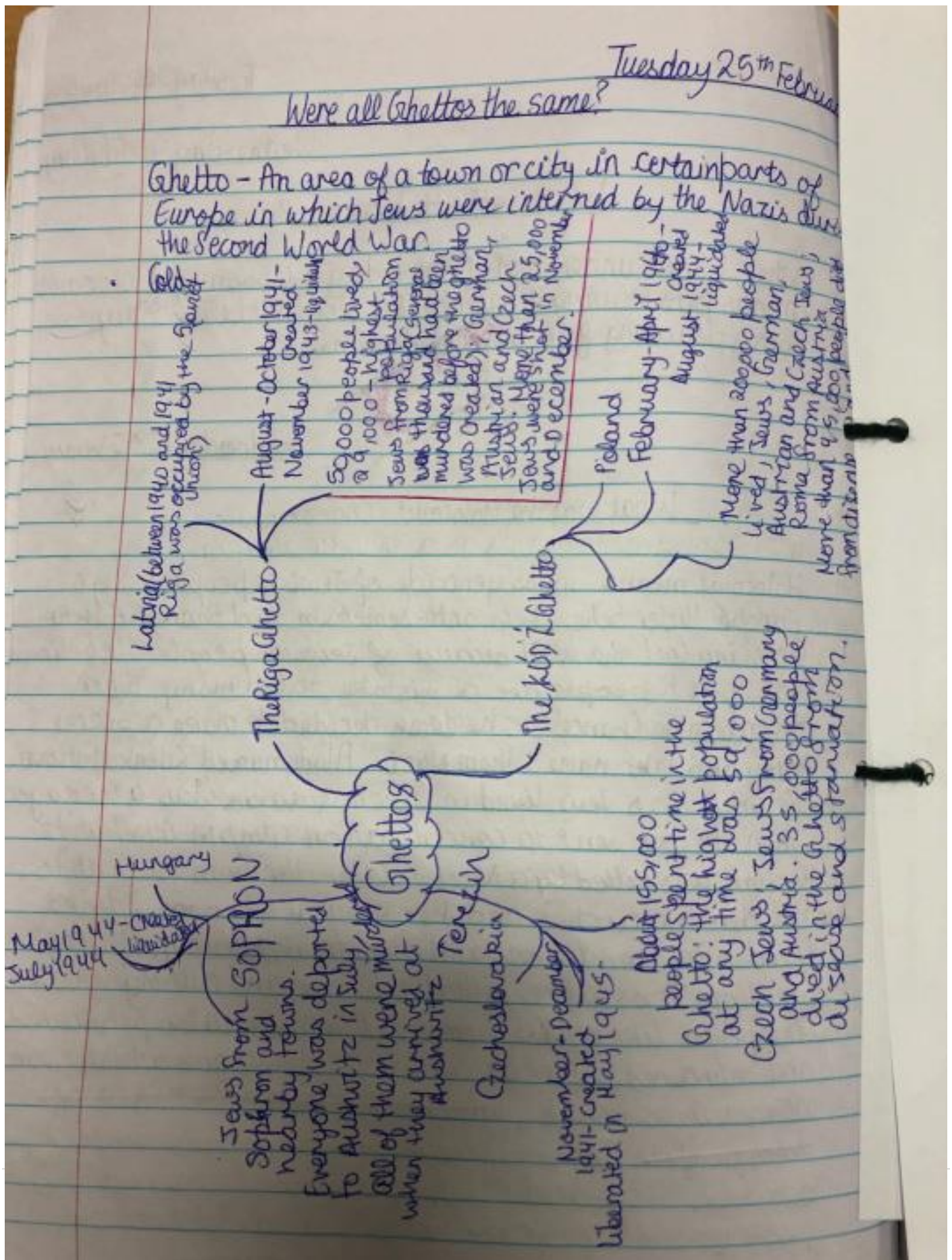
when - November - December 1941

155,000 people lived there

- Czech Jews - world war I veterans, elderly people -
- 35,000 died from disease.
- 87,000 were deported to killing sites

The Jews who were not deported to Treblinka were sent to labour camps - most were killed in 1943









Did Jewish people resist the Holocaust? (L9, using evidence, knowledge and understanding)

What types of resistance can you see	Notes on questions
1 a secret school in the kaunas ghetto was created.	<ul style="list-style-type: none"> <li>• They could have been killed for educating kids 10,000 kids</li> <li>• Because they wouldn't ever get an education 1/2 shot 1941</li> <li>• education was resistance as they weren't allowed to be 1944-all shot</li> </ul>
2 a theatre in the Łódź ghetto.	<ul style="list-style-type: none"> <li>• in the photo they are happy</li> <li>• they were making a bad situation seem good</li> <li>• they did it for amusement however it was resistance as they made a play criticizing the leader</li> </ul>
3 a bunker in the Warsaw ghetto uprising	<ul style="list-style-type: none"> <li>• difficult as they would have been locked away</li> <li>• they fought back as they knew they were going to die</li> <li>• no success however it was organised so they have a chance</li> </ul>
4 Jewish Partisans in Vilna	<ul style="list-style-type: none"> <li>• women were fighting and they were smiling</li> <li>• they escaped the ghetto</li> </ul>
5 a flask found in Auschwitz-Birkenau	<ul style="list-style-type: none"> <li>• a Greek Jew who was a member of the Sonderkommando was selected to work around the gas chambers. other members also wrote books and letters that were buried under the soil near the gas chambers, found in 1980 described experiences</li> </ul>

What types of resistance can you see	Notes on questions
Unarmed Resistance	<ul style="list-style-type: none"> <li>1) A challenge might be that they might get caught by the Nazis</li> <li>2) I think they did expect to live because they are collecting memories</li> <li>3) It is a piece of info that tells us what Hitler did to the Jews</li> </ul>
Unarmed resistance	<ul style="list-style-type: none"> <li>1) Difficulties would be that Nazis could find out what they were writing</li> <li>2) They wrote letters because the future conditions</li> <li>3) They had to hide what they were writing</li> </ul>
Unarmed resistance	<ul style="list-style-type: none"> <li>1) They might get caught and get killed by the Nazis</li> <li>2) Who because children are going to be the people who tell the other generations</li> <li>3) It is an act of resistance because they are protesting</li> </ul>
Unarmed resistance	<ul style="list-style-type: none"> <li>1) Showing a house which he has all his faith in</li> <li>2) In this painting, the painter has truly believed in his work and thinks it is a great work</li> <li>3) The person is proud and celebrated for their religion</li> </ul>
Armed resistance	<ul style="list-style-type: none"> <li>1) They might get not</li> </ul>

### Appendix 3: Commitment to staff training and sharing



#### UCL Holocaust Beacon School Status



- Our pledge: to extend the training we have received from UCL across our schools, to improve our students and our teachers' understanding, so that we can all contribute meaningfully to Holocaust Education, whilst also developing our core virtues including **compassion, tolerance, respect, justice** amongst others







## Appendix 4: Timeline

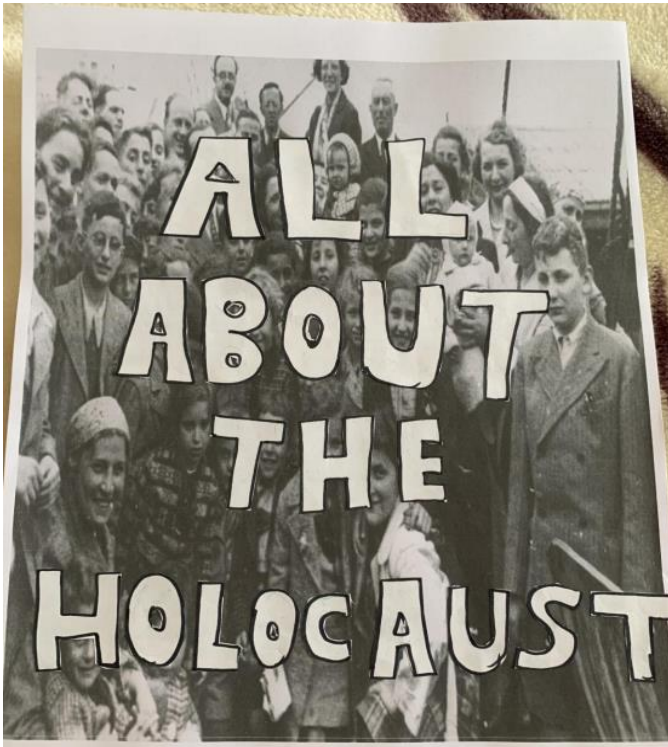








## Appendix 5: One assessment example (during lockdown, 2020)

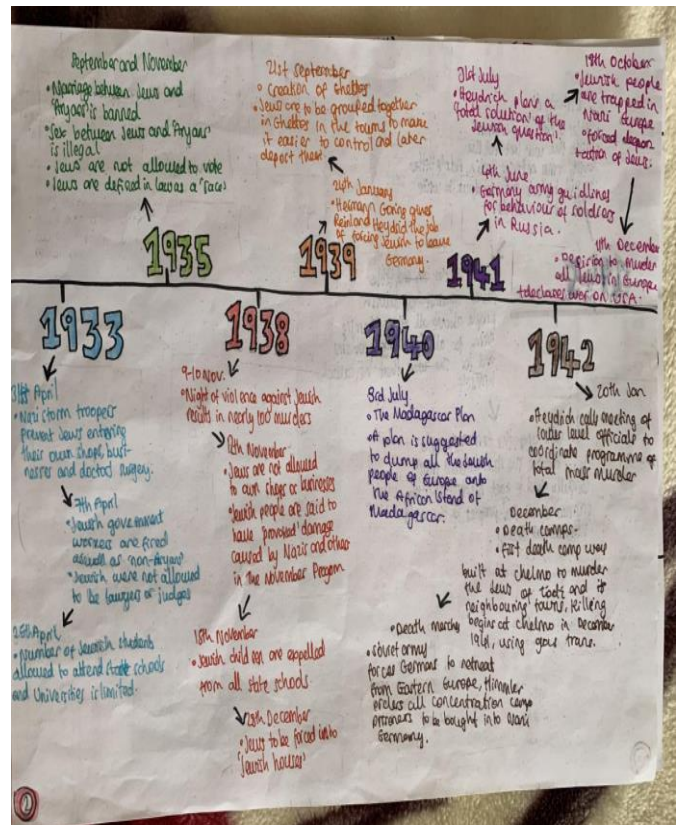


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WHAT IS THE HOLOCAUST?

The Holocaust, as a whole, is a series of events of the persecution of Jewish people that lead to the death of approximately 6 million Jews during World War 2. The Holocaust itself was from the idea of Anti-Semitism, hostility to or prejudice against Jews. The Jews were seen as a separate race and the 'Aryan Race' - where white people were seen as the superior race. Although the Holocaust itself began in 1941, Jewish people faced persecution long before that. The idea of Jews being a 'lesser race' was brought back by Adolf Hitler, throughout Germany. In 1933 the laws of antisemitism began separating Jews from the rest of the population. By 1939, Jews had been forced out of their homes and their synagogues had been burnt and destroyed. They were soon forbidden to go to school, fired from work with little to no money. Many Jews had been forced into ghettos placed in small towns. Due to this persecution, Jewish wanted to leave the country, however, because they had no money, not many Jews were able to leave. As 1940s came, a plan was created by Hitler and his Nazis to isolate all Jews and leave them on the island of Madagascar to perish. This plan was not carried out. Whilst the persecution of Jews was taking place, there were a number of people who faced persecution for other reasons: for homosexuals, were sent to concentration camps as well as the Jews, the disabled, alcoholics and political opponents. Hitler saw these people as 'weakening' their society. Although these groups faced harsh persecution, they were not classified as victims of the Holocaust. The Holocaust was the ill-treatment and oppression of Jewish people, who were tortured and murdered, worked to death, or murdered in gas chambers. The Holocaust industrial methods broke out during the Second World War as Hitler gained power from 1933-1945 and targeted for segregation, discrimination and extermination of Jews. By 1945, the 90% of the persecuted Jews were killed. The victims of the Holocaust were not persecuted because they were Jewish. It was because people were prejudice against Jewish people. They were antisemitic.







29th April  
 • Hitler's Political Testament  
 • With the war lost and the Soviet army entering Berlin, Adolf Hitler to kill himself and sit down to write his last words.

**1945**

↑  
 Gases of the war and Hitler  
 comes against the Jewish  
 people above all others blaming  
 them for all Germany's problems  
 and for the war that he called  
 himself

↓  
 He calls upon the German people  
 to... drive the racial laws most  
 carefully and to fight mercilessly the  
 enemies of all the peoples of the world  
 international Jewry.

## Life Before Persecution for The Jewish

Life for the Jewish, before Hitler and his law of antisemitism was very normal. Jewish people had very high end jobs; they were lawyers, teachers, editors and much more. Jews were living in every country in Europe. The largest population of Jews lived in Poland making 10% of their population. Although Jewish people made a total of 0.75% of Germany's population, Hitler continued to falsely accuse Jews of taking over most jobs in Germany and ruining their economy. The Jewish had many communities and few synagogues. Their community had lived for many years - Poland had had their Jewish community for approximately 300 years. The Jewish people and community were no harm to Europe, as they were seen as regular people by most.

The idea of Antisemitism:  
 Antisemitism's hostility to or prejudice against Jews.  
 The idea of antisemitism was not introduced by Hitler, but was in vented long before, during medieval times. It was the racial views against Jews that inspired Hitler to create a future society of isolation toward Jewish people by the Nazi persecution resulting in the Holocaust. Antisemitic attitudes dated back to ancient times where throughout the Middle Ages Jewish people were forced to live in ghettos. This may have been Hitler's idea of ghetto building for the Jews as he did during the disaster of the Holocaust. Before this however, Jewish people were made to wear the Star of David.

Jewish made to wear the star of David to isolate them for their identity.

## Experiences of different groups

### Disabled People & Gypsies & Alcoholics

On 14th July 1933 Hitler began to introduce the idea that people who weren't seen as 'The Aryan Race' were supposedly weakening the German empire/society and therefore introduced the Sterilization Law. Disabled people and others, such as severe alcoholics were forced to have operations that prevent them from having children. From January 1934 until the end of Nazi rule, between 300,000 and 400,000 people were forced to have these operations and one 'sterilized'.

### Homosexuals

Long before the Nazi rule, during the 1920s, homosexuality was a crime in Germany, however this law was not widely used. In 1936, after the Nazis gained power the law against homosexuality was re-enforced harshly; gay clubs and bars were raided and closed down. The Gestapo ordered local police to draw up 'pink lists' of gay men which were used to hunt people down and thousands were brought to trial. In 1933 Nazis were afraid that gay men will seduce other Germans into homosexual acts and so were imprisoned without trial.

Homosexuality was seen as an illness - Nazis thought they could be 'cured'.

There were many groups who faced persecution, not all persecution was faced by Jewish people. For example, Jehovah's witnesses were sent to prison and concentration camps or even as Hitler came into power, because of their commitment to religion. Therefore refusing to join the German army - Gypsies were not allowed to be German citizens since 1936 (they were it allowed to marry German citizens or have sex with German people. Himmler also a pro-segregationist. Gypsies to continue operations on Roma Germans to prevent them from having children. Furthermore, the sterilization of black people. Black people were also racially abused and prevented from reproduction. In 1939 the 'euthanasia' programme was introduced was the mass murder of disabled people. Having homosexual thoughts was illegal and a mass murder of the Soviet Union was taken place in 1941 where over 20 million were killed.

## The Ghettos

During the Holocaust, ghettos were a significant part in the plan of separating Jews from the rest of Europe. It was small areas of town where multiple Jews were cramped together isolating them from the rest of the world. The first ghetto was established on 21 October 1939, during World War II in Piotrków Trybunalski. Many Jews suffered from hunger, illness and sickness due to poor conditions. Jews were sent to concentration camps on trains from the ghettos.

### Łódź Ghetto

The Łódź ghetto was created in Poland from February - April in 1940. More than 45,000 of the approximate 200,000 Jews, living in the ghetto, died from disease and starvation; around 30,000 were murdered at an extermination camp in Chelmno in 1942 and 1943. Further more, in 1944, more than 65,000 Jews were deported to Auschwitz, Birkenau, where most were murdered. The Łódź camp was liquidated in August 1944 - just before the second World War ended. David Warszawski, a victim of the Holocaust, describes about life in the ghetto in his diary entry: 'our bread ration has been reduced and vegetables don't arrive anymore, hunger is even more terrifying... at work, food is almost the only topic of conversation. (the food we had before the war, naturally)' Many ghettos had people work and every ghetto had to ration food. Rationing food sometimes meant not everyone could eat due to the lack of it. This led to a large amount of hunger.





**The BRAUNAS (KOVNO) GHETTO**  
This ghetto was created in 1941 July-August and liquidated in July 1944. Account from Abraham Rabin: Not less than 60% of the ghetto inmates go out daily to do forced labour - the work is back-breaking. The inmates risk their lives trying to purchase goods for themselves and families - all this under eyes of watchful German and Lithuanian policemen... all these saw the strength of forced labourers - 1943.

**A STREET MARKET IN KOSZ Ghetto**

Some ghettos made Jews work awfully hard torturing them for their needs.

Other ghettos were used as the others for administering ghettos.

**Different Types of Ghetto**

Ghettos often had extremely cold conditions and were filthy as they were uncleaned.

**TERESIN (THERESIENSTADT) GHETTO**  
German headquarters started to present Theresienstadt as a model ghetto and a day rich town. It was highly organized of course. Before the war, everybody was engaged in house cleaning... Children were rehearsed on what to say when the camp commandant arrived: they would round a round him and he would give them each a box of candies... and that of course was used for German propaganda. After that the transports to Auschwitz went every single day. - Zdenka Ehrlich, survivor  
This ghetto in Czechoslovakia was created in November-December 1941 and liberated in May 1945.

Although these camps were seen as better than many people still died of starvation; 85,000 were deported to Auschwitz-Birkenau and other killing sites in eastern Europe.

About 155,000 people spent time in the ghettos: the highest population at any time was 60,000.

If some ghettos were too overcrowded people would volunteer to kill the Jews.

**CONCENTRATION CAMPS**

The first Nazi concentration camp opened in 1933, shortly after Adolf Hitler became Chancellor of Germany, and began introducing laws of antisemitism. These camps were specifically designed for Jewish people however, many others were put in concentration camps for various reasons: alcoholics, homosexuals, gypsies and disabled people. Anyone who were seen as 'weaker' to the 'Aryan Race'. In these concentration camps, the victims were either sent to work manual labour, more place and many were worked to death or you were sent into gas chambers where all were gassed to death. The concentration camps were filthy and under extremely poor conditions: cold, dark, infectious. Many also died of starvation in the concentration camp and disease. Three millions of Jews were tortured and abused for their background.

**AUSCHWITZ**

The Auschwitz camp, in Poland, opened in June 1940 and was liquidated in January 1945. This camp held 1,300,000 prisoners and continued 1,000,000 deaths during the 6 years it was opened. Approximately 960,000 of these prisoners were Jews. The camp was like a modern and the prisoners were given one piece of clothing uniform and were made to work all day. Lack of hygiene led to outbreaks of diseases that spread around the camp, increasing the number of deaths. Some of these prisoners were from Germany, Czechoslovakia and other places in Europe that Hitler had invaded and introduced the harsh antisemitism laws. These people were transported by trains where they had to leave their belongings behind. Bodies were also cremated and buried.

94 Letter by the Jewish poet, Rachel Talmor, Krakow, 6 September 1944

I am writing these words in a moment of the greatest danger. We, the 'Judenrat', had long since worked to put a stop to our horrible work which we were forced to do under threat of death. We wanted to do great things, but people from the camp, a section of Jews, Russians and Poles, have betrayed us with all might and have forced us to put up the stake of gallows that day is approaching. It may happen today or tomorrow. I am writing these words in a moment of the greatest danger and excitement.

**"The Sauckenhallen Song" (1977)**  
We march along with steady steps, stepping, need and sorrow, and marching with us is the hope of freedom and tomorrow.  
What lay behind us in the past, the worst days it always, the future, people a real man, in it we sing our song.  
From concentration we set out, away from here and in need, and Sauckenhallen we too reached, the gates were once more shut.

**MAUTHAUSEN**  
This camp was created in August 1938 and liquidated in May 1945. Just before the world War ended it held approximately 120,000 prisoners and was responsible for over 10,000 deaths. The concentration camp was located in Austria near the village of Mauthausen. Mauthausen was a quarry camp where much manual labour took place. It was a camp, much smaller than Auschwitz and its population: political opponents were kept in the camp as well as Jews and Gypsies. A song was written in 1937 about the camp.

**Different types of Camps**

- Death Camp
- Gas chambers
- Concentration Camp
- Camp made for persecution of Jews
- Many other groups were persecuted in concentration camps.
- Labour Camps
- Worked to death

Behind bodies were our work, our backs are now from bending, we're turning, hard we're turning back, our work is never ending.  
A lot arrive but no one leaves, the years just slip away, before the camp is fully built, we will be old and grey.  
Life lines beyond the wire fences; it tempts us with its wonders, the thought many thousands die, but our hands will wonder.  
We march along with steady steps, stepping, need and sorrow, and marching with us is the hope of freedom and tomorrow.

**The Final Solution**

Auschwitz Gas Chamber

In 1941, on the 31st of July, Reinhard Heydrich is given the power to plan a 'final solution of the Jewish question' in all parts of Europe that the Germans control. This led to the organization of the Einsatzgruppen (a special killing unit) for the mass murder of Jewish people. The killing units follow the German army as they advanced into the Soviet Union. This then began the genocidal killing of Jewish people. By 1942, 80% of the victims of the Holocaust were dead. The 'final solution' is the name German reference to the genocide of the Jewish, creating the main event, Holocaust.

With the Second World War and Hitler's plan to invade the rest of Europe, Himmler was given the permission and responsibility as well as the authority to physically eliminate further threats to permanent German rule. The leader of the Nazis, Hermann Goering authorized General Reinhard Heydrich to make preparations for the 'final solution of the Jewish question' which was the complete mass murder of Jews - to get rid of them totally. Ongoing shootings of prisoners were taken place and many were sent to death camps while others starved/worked to death in other concentration camps or ghettos.

Soviet Union.

Hitler took over the Soviet Union in June 1941. It was another German invasion which resulted in further Jewish persecution. Approximately 6 million Jews were killed during the Holocaust.





### Who Was Responsible?

Hitler himself was not entirely responsible for the Holocaust. Although his racist ideas against Jews and his policies against many other groups were put out by him after his rise, it was the help of the whole of Europe that allowed the continuation of persecution. These people chose not to do anything to help the victims who were being tortured. They did not stand against Hitler and his incorrect views. The perpetrators were the people who actively volunteered to eliminate Jews, as well as the people of Europe who continued to let every cruel event take place. These are the people who are responsible for the millions of deaths that occurred during the Holocaust.

**Kindertransport** - transport for children who were transported on their trains to protect them from the Holocaust.

The government agreed that the people from Germany were "temporary".

The British chose to ignore the situation that they knew clearly of.

People came 17 were not allowed on Kindertransport.

**British Remorse**

The government planned to punish the killers after the war assuming they would win.


Harry was born on 16th December 1925 and died a father, his bond, a grandfather and a great-grandfather on 8th January 1999, aged 73. He lived in Vienna, Austria, where his father owned a shop, which was soon "Aryanized" by Nazi Germany in 1938 and Harry's father was arrested. After the family was robbed, they fled to Harry and his sister to flee to the UK as refugees. All refugees had to be sponsored by welfare agencies who would pay a £50 bond so their children would not be a burden to the public. Harry did not speak English, however went to school (in London) until 1940 when he had to work in the factory. Him and his sister, Gretha both suffered the war but never saw their parents again. Their father died in a heart attack in 1940 after being arrested and their mother was deported to Poland in 1941 and murdered at Sobibor extermination camp. Harry met his wife in 1945 when he married 7 years later the eldest to go to school, had a son named Michael and by 1958 he had 3 degrees and worked as an engineer, taught engineering until he retired in 1981. From there, Harry decided to educate others about the Holocaust in the hope of encouraging equality and decreasing the prejudice and discrimination that were at the root of the Holocaust, to which he finally dedicated much of his time to.

### BRITISH RESPONSIBILITY

<b>Declaring war on Germany</b>	In declaring war on Germany, to fulfill obligations between France and Britain that was made to protect Poland if they were ever invaded, there is no mention/evidence to prove that Britain declared war on Germany because of the persecution of Jewish people. The evidence to prove that war in 1939, Neville Chamberlain announced on the radio and declared war on Germany because they had invaded Poland.
<b>Rescue plan</b>	The Kindertransport was the only successful rescue plan made after Kristallnacht, the anti-Jewish pogrom, which was destroyed in tens of thousands of synagogues in November 1938. Kristallnacht persecuted the British Government extremely hard and many children (under 18) were saved - approximately 10,000 young Jewish people.
<b>Said they would punish killers after the war</b>	In December 1942, British Foreign Secretary Anthony Eden, quoted that those responsible for these crimes "shall not escape retribution" (punishment). This was announced during the hour of liberation. Britain said, once they win the war, as they assumed they would deal with the perpetrators - this was a promise made by Parliament.
<b>Made plans to bomb Auschwitz</b>	Churchill was supportive of the idea of bombing raids on Auschwitz after the possibility of an allied bombing in Auschwitz was discussed. However, weekly briefings were not continued with because the RAF was needed for logistical reasons - they preferred to use materials elsewhere in the war. In the end, this plan in 1944, was not carried out.
<b>Attacked Jewish people in Britain</b>	Britain's ambivalence toward Jewish immigration was poor. Rules were set for Jewish people to follow; they included laws to "fit in" with the English and not to use their mother-tongue, Jewish papers aggravated unemployment and so people threatened to open "flood gates" to other refugees, creating anti-Semitism in Britain.
<b>Did nothing, they had no knowledge of the Holocaust</b>	The British were very knowledgeable about the fate of Jews in Nazi Germany. In 1940, 5 years before the end of the Holocaust, a newspaper telegraph was published informing the public about the genocide of the Jewish, yet it was ignored. Furthermore, Eleanor Rathbone gave information in her book about the refugee problem, yet none of her supporters chose to listen or do anything about it. In the same year, a Jewish refugee committed suicide after his suicide note about this problem.

### What Effect Does The Holocaust Leave?

The Holocaust is still relevant to us today as there are still continuous genocides happening. For example, in China Muslim concentration camps are being held, coming from the idea of communism and homophobia. The knowledge of the Holocaust gives the world's society an opportunity to pass on the knowledge so there can be a decrease in racial comments or judgments. The Holocaust is a reminder of the missed opportunities the world had that could have resulted in a reduced amount of deaths.



Having human rights gives us the chance to stand up for others, and against those whose views we know are wrong. Democracy is not in every country, the Holocaust was a contemporary relevance as Hitler did not allow many to vote for various reasons. This is relevant today because there are still many countries in the world who do not allow their people to have any right to vote. Some women are still treated poorly and the Holocaust is a big reminder to humanity of the damage and impact, discriminatory views can have.