

UCL Beacon School Programme

QUALITY MARK AND RE-DESIGNATION REVIEW, WRITTEN REPORT

SCHOOL NAME	Saint Michaels Church of England High School
SCHOOL ADDRESS	Astley Road Chorley PR7 1RS
SCHOOL PHONE NUMBER	01257 264740
SCHOOL EMAIL	admin@saint-michaels.lancs.sch.uk
DATE OF LAST OFSTED INSPECTION AND GRADE	9 July 2009, Grade: 1 SIAMS inspection: 28-29 November 2018, Grade: Excellent
DATE OF QUALITY MARK AND RE-DESIGNATION REVIEW	27 March, 2019
QUALITY MARK AND RE-DESIGNATION REVIEWER	Nicola Wetherall MBE, UCL Centre for Holocaust Education



Review Document content:

School and review/reviewer details	Page 1
Contents	Page 2
Review context	Pages 3-4
School overview	Pages 5-8
Further context and actions agreed on last review	Page 9
Phase 1: non-negotiables and any actions urgently required for re-designation	Page 10
Phase 2: summary of review visit methodology	Pages 11-12
Phase 3: key findings	Pages 13-30
Holocaust education within St Michael's Church of England High School curriculum	Pages 13-30
quality of teaching and learning, pedagogy and practice	Pages 31-72
assessment, achievement and outcomes for students	Pages 73-97
wellbeing, behaviour and safety of students (PD)	Pages 98-108
the leadership and management	Pages 109-121
commitment to CPD and networks	Pages 122-125
Phase 4a: summary reflections of Quality Mark visit; <i>What went well?</i>	Pages 126-129
Phase 4b: summary reflections of Quality Mark visit; <i>Even better if...</i>	Pages 130-134
SWOT analysis document (completed Lead Teacher and/or SLT/SMT)	Page 135
Review accreditation summary comment, Centre for Holocaust Education remarks	Page 136
Appendix 1:	Pages 137-143
Appendix 2:	Page 143
Appendix 3 and 4:	Page 144
Appendix 5:	Pages 145-146
Appendix 6:	Pages 147-149
Appendix 7:	Page 150
Appendix 8:	Pages 151-152

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

- St Michael's Church of England High School is a larger than average sized (former comprehensive), non-selective Academy converter (Inspected as voluntary aided for Ofsted and SIAMS purposes) 11-16 secondary in Chorley, near Preston. At the time of review there are 1127 pupils on roll.
- In its distinctly Christian character the school takes as its mission: *'To be a vibrant learning community choosing to serve God, pursue excellence and celebrate the uniqueness of each individual. This means growing in body, mind and spirit in order to flourish and experience the joy and hope of "life in all its fullness"'* (John 10:10) and its motto *'Therefore choose...'* (Deuteronomy 30:19)¹
- Two strategic objectives drive the 2017-2020 school improvement plan:
 - *To provide a distinctively Christian education which is relevant to young people in the 21st Century*

and

 - *To provide an outstanding education for our young people.*
- Within the whole school improvement plan Holocaust education and the school's Beacon School status sits in 1/8 strategic objectives - Christian dimension 1.1: To continue to develop the Christian distinctiveness of the school by developing character education (think, apply, reflect) and enhancing opportunities for growth in body, mind and spirit.
- The largely monocultural nature of the school community and the religious character of the school requires that the curriculum offered be outward facing. Senior leaders and staff must work hard to ensure all learners are equipped for a diverse world of work and engaged and enriched sufficiently by their experience at St Michael's as to be sufficiently informed to take their place as respectful global citizens.
- Most pupils (92%) are of White British heritage and come from relatively advantaged social and economic backgrounds; the proportion of pupils considered to be disadvantaged, or PPG eligible, is below national averages. At the time of writing, 7.36% of students are PPG eligible and 2.75% of students access FSM.
- The school has very low levels of religious and cultural diversity and very few speak English as an additional language. At the time of writing, 0.98% of the High School's cohort are recognised EAL.

¹ See St Michael's 2018 SIAMS inspection report: https://www.saint-michaels.com/files/documents/2018/Michaelmas2018/SIAMS_-_St_Michael27s_-_Report_November_18.pdf

- The proportion of pupils who have special educational needs and/or disabilities (SEND) is below that found nationally. At the time of writing, 10.2% of students have identified SEND need, whilst 0.35% of St Michael's students have a statement or EHCP.
- The school is very popular within the community: there are more applications for places than the school can provide.
- The school acquired specialist status as a specialist college of the performing arts in 2002 and was re-designated in 2007. Through its specialist status the school has established a wide range of local and international partnerships. The school also has the Artsmark Gold Award, and Healthy School Status.
- The school's various awards and quality marks also includes one for religious education (RE). The most recent SIAMS report for the Church of England school notes: *'Since 2016, there has been a new headteacher, a restructured senior leadership team and a change in leadership for RE' and rated the effectiveness of its religious education (RE) provision as 'Excellent'*.²
- The gender cohort of the High School is detailed thus, as at review, with Year 7 data pending;

	Year 7	Year 8	Year 9	Year 10	Year 11
Number		224	227	225	224
% Boys		45.1% (101)	50.2% (114)	47.1% (106)	46.9% (105)
% Girls		54.9% (123)	49.8% (113)	52.9% (119)	53.1% (119)

- The ability profile of St Michael's was reported thus:

	St Michael's Church of England High School		
	2016 (YR10)	2017 (YR9)	2018 (YR8)
H	66.7%	'For Yr9 down there were scaled scores for the new SATS and the DfE have not released what makes someone upper, middle or lower band. We are still waiting for the DfE. The 2016/current Y10 is fairly representative, most students are upper band with a very few lower band students.' ³	
M	29.8%		
L	2.2%		
NA	0.9%		

- Most recent DfE published final data (2017/2018) regarding St Michael's Church of England High School reveals:⁴
 - Progress 8, 0.56 (well above average)

² See St Michael's 2018 SIAMS inspection report: https://www.saint-michaels.com/files/documents/2018/Michaelmas2018/SIAMS_-_St_Michael27s_-_Report_November_18.pdf

³ Email from Mr Egelnick, 30/03/2019

⁴ Headline figures and reporting taken from: <https://www.compare-school-performance.service.gov.uk/school/136893/st-michael's-church-of-england-high-school>

- Attainment 8, 59 points (school; as compared to 46.7 points in local authority and 46.5 England average)
 - Entering EBacc, 31% (school, as compared to 29.70% in local authority and 38.40% nationally)
 - EBacc average point score, 5 (school; as compared to 3.99% in local authority and 4.04% in England)
 - Staying in education or entering employment, 99% (school; as compared to 94% in local authority and 94% in England)
 - Grade 5 or above in English and maths GCSEs, 74% (school; as compared to 44.20% in local authority and 43.30% in England)
- St Michael's Church of England High School was last formally inspected by Ofsted in 2009, and adjudged Grade 1: outstanding.⁵ Back then the report described a school where; *'...lives out, in a practical way, its aim of "pursuing excellence and celebrating the uniqueness of each individual"'. The report adjudged the school's overall effectiveness thus:*

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' wellbeing?	1
The capacity of make any necessary improvements	1

- The quality of provision was adjudged by Ofsted in 2009 as:

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

- Ofsted's 2009 report identified one area that St Michael's Church of England High School should do more to improve further: *'Ensure that marking across all departments meets the schools very clear guidance.'*
- Despite the gap since a full Ofsted visit, the Headteacher, Mrs Jayne Jenks and colleagues have remained ambitious for the students and community they serve; they have made progress regards the 2009 area of improvement and during this review visit we saw examples of marking and feedback that was both in line with school policy and demonstrably enriching student progression in terms of Holocaust knowledge and understanding.

⁵ Please see: <https://www.saint-michaels.com/information/ofsted-parentview>

- More recently, in 2018, the school was subject to its Statutory Inspection of Anglican and Methodist Schools (SIAMS). This provided contemporary validation of the school's work.⁶ Its keys findings included:
 - The school's cohesive and deeply embedded Christian vision is integral to all aspects of its life and work. It profoundly and positively influences decision making, policies, and practice at all levels.
 - There is successful support and challenge, and effective pastoral care, for pupils to be their best, academically and personally. This is expressly based on encouraging them to flourish and embrace experiences for growth in body, mind and spirit.
 - The school's innovative approach to curriculum planning and delivery, effectively linked to its vision, is successfully tailored to meet the learning needs of all pupils, including the most vulnerable.
 - Collective worship is inspirational and exemplary, and along with excellent RE, contributes richly to the strong spiritual and moral development in evidence.
- The 2018 SIAMS report identified one area for development for St Michael's to focus upon moving forward, to *'Increase the range of global partnerships to replace some previous ones that are no longer active, in order to support the school's outward looking nature.'*⁷

⁶ See St Michael's 2018 SIAMS inspection report: https://www.saint-michaels.com/files/documents/2018/Michaelmas2018/SIAMS_-_St_Michael27s_-_Report_November_18.pdf

⁷ See St Michael's 2018 SIAMS inspection report: https://www.saint-michaels.com/files/documents/2018/Michaelmas2018/SIAMS_-_St_Michael27s_-_Report_November_18.pdf

Further context

- St Michael's Church of England High School 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 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 St Michael's Church of England High School staff. Safeguarding protocols and principles are implicit, explicit and effective. E-safety, given the amount of highly effective ICT driven learning undertaken, is also very evident. There was a warm, calm, orderly and quiet school reception and this was echoed in the review's experiences of the wider school throughout the day. All safeguarding procedures for visitors are observed; students speak with confidence and are positive when engaging visitors, such as those involved in the student voice panel, tour of the school and in the lesson observation.
- The school's behaviour for learning policy is clearly founded in its Christian ethos, but also in a rights respecting framework. *'We believe that children learn best in a disciplined, safe and secure learning environment. Children have the right to learn and teachers have the right to teach without disruption. Everybody has the right to dignity and personal respect.'*⁸ It was evident throughout the Quality Mark review process that students do feel safe at St Michael's Church of England 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 – as will be noted later, there are possibilities to further embed this through a consideration of UNICEF Rights Respecting School status or UNCRC engagement.
- At all times, including during break times, lunchtimes and lesson changeovers, pupils behave in a safe, sensible, calm and orderly manner. Students move promptly to lessons and seem to arrive ready to learn.
- St Michael's Church of England 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 27 March was St Michael's Church of England High School's first re-designation/Quality Mark visit.

⁸ <https://www.saint-michaels.com/information/policies/behaviour-for-learning>

Phase 1: Non-negotiables

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

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

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

Not applicable as St Michael's Church of England High School's met the expectations.

Phase 2: Summary of review visit methodology

Prior to visit

- Copies of St Michael's Church of England High School's plan, Ofsted and most recent SIAMS reports, along with other relevant internal school policy document 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 visit

- A tour of the School site with two Year 9 students, Erin and Benjamin
- Meeting with SLT link, Mrs Caroline Hooley (Deputy Headteacher, Curriculum)
- Meeting with Headteacher, Mrs Jayne Jenks
- Meeting with Lead Teacher, Mr Ben Egelnick (History Teacher, Subject Leader for History, UCL Beacon School Lead 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 taken throughout visit (see Appendices).
- Lesson observation with Miss Jade Carter, teaching a Year 8 History lesson from the Holocaust scheme of work.
- Learning walk with Mr Egelnick, including maths lesson focusing on Holocaust data handling with Mrs Debbie Brotherton (Teacher of Maths)
- A student voice interview panel: one ten Year 9 and 10 students, Will, Ben, Jessica, Aimee, Judah, Holly, Lily, Rachel, Charlotte and Joe
- 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 John Kirkpatrick (Senior Leader: Wellbeing, History Teacher), Mr Adam Cree (History Teacher) and Miss Jade Carter (History Teacher)
- Introduction to Mr John Chadwick (Deputy Headteacher, Wellbeing)
- Visit debrief with Mrs Jayne Jenks (Headteacher), Mrs Caroline Hooley (Deputy Headteacher, Curriculum) and Mr Ben Egelnick (History Teacher, Subject Leader for History, UCL Beacon School Lead Teacher)

After visit

- Follow up questions or clarification sought via email.

- Letter of thanks sent via Mr Ben Egelnick 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 Right Hon Lindsay Hoyle, constituency MP for St Michael's Church of England High School, raising awareness of the school's visit and outcome, with copies sent to Mrs Jayne Jenks and Mr Ben Egelnick.

Phase 3: Key findings

1. Holocaust education in St Michael's Church of England High School curriculum

The 2009 Ofsted report found *'The curriculum of outstanding quality and caters exceptionally well for the needs of all learners.'*⁹ How Holocaust education sits within the wider curriculum offer reveals much about St Michael's Church of England High School teaching and learning experience and the wider context within which the curriculum itself sits.

It is worth acknowledging that the bulk of the 'traditional' academic Holocaust content of St Michael's Church of England High School's curriculum offer is focused principally upon Year 8. As a History department Mr Egelnick's 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 at the end of Year 8 (owing to the schools two-year KS3). This means they teach the Beacon School primary scheme of work/learning to 220 Year 8 students at the latest point *'...we can as their age and academic immaturity (compared to Year 9 students) raises some pedagogical and moral challenges.'*

Despite the appropriate caution and reflection upon age and stage appropriateness, when St Michael's Church of England High School Year 8 students engaged with UCL Centre for Holocaust Education research¹⁰ in 2017 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 at the time noted St Michael's students are encountering Holocaust representations in and out of school.

'When the students completed the pre-test survey, they were asked if they had already learned about the Holocaust in school. Almost half of students who had completed the pre-test survey indicated that they had previously studied the Holocaust in school. Of these students, 43% could not recall what year group they were in when they had first learned about the Holocaust, 35% had first learned about it in primary school, 11% had learned about it in year 7 and 11% in year 8. Two fifths of students (39%) had learned about the topic in history, 35% in school assemblies, a small proportion (14%) had learned about it in English, 11% of students had learned about it in drama and religious education, and 7% had learned about it in citizenship.'

It is notable that almost half of the students reported that they had learned about the Holocaust prior to their year 8 history lessons. While 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

⁹ Please see: <https://www.saint-michaels.com/information/ofsted-parentview>

¹⁰ See Dr R Hale report 'St. Michael's High School: research findings 2017', UCL Centre for Holocaust Education

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 St Michael's Church of England 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 Christian 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.

- During their Beacon School year, St Michael's Church of England High School have developed a clear rationale for their approach to Holocaust education that is a blend of **mission** and **research** informed pedagogy and **content**.
 - In terms of **mission**, the religious character of the school is epitomised by '*Life in all its fullness*' (John 10:10), and this nurtures student in 'growing in body, mind and spirit'. In sum, St Michael's mission statement reads: '*As a vibrant learning community we choose to serve God, pursue excellence and celebrate the uniqueness of each individual*'. This means the school lives out its educational vision in terms of appreciating, celebrating and developing the '*whole child, whole person*' and by embracing the holistic approach to support each learner to become the person they 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 Christian values of the school mean that character education is implicit and explicitly embedded in the curriculum and in the experience of being part of the St Michael's community. The dignity, respect and value of the individual (created in the image of God) 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. The relevance of the school's motto, '*Therefore, choose*', can therefore be conceived as multi-layered... choose God, choose in terms of behaviour for learning within the classroom or school (the school's leaders spoke of values being '*Taught and Caught*'), choose to live in a world which has worked to make genocide history, choose to challenge fake news/false claims, choose to respect and give voice to the Holocaust's victims rather than the perpetrators and so on. There is clearly a civic, Christian and values driven underpinning to the approach taken at St Michael's Church of England High School to Holocaust education – but this is not to be mistaken for a 'simplistic lessons' from approach or curriculum offer. St Michael's 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. Mr Egelnick wrote: *‘As a Church of England school, Christian values form an explicit part of the school’s ethos and values. This unit allows students to explore a range of those values, such as justice, to explore what that might mean and what might prevent those values becoming a reality using a real- world historical context. Equally allowing students to explore and reflect on the presence or absence of certain Christian values and the consequences and reflecting on their own attitudes and behaviour.’* Such is the embedded sense of mission and educational purpose at St Michael’s that this was noted in the 2018 SIAMS report as *‘...a beacon of exemplary practice in church school education...’*¹¹

- The role of **research** is credited by Mr Egelnick 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, from Mr Egelnick and his 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, St Michael’s Church of England 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 ICT, English, RE and, impressively, maths (statistics), 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.
- Disciplinary **content** and integrity are important. As a result, the Holocaust’s place within St Michael’s Church of England High School is not niche, but integrated whilst remaining in distinctive subject contexts, with History taking the lead. This links to the research point – for example, the ‘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 Christian character of the school; Mr Egelnick adheres to school wide policy in his scheme by examining/referencing/exploring *‘...“Christian” values such as justice and*

¹¹ See St Michael’s 2018 SIAMS inspection report: https://www.saint-michaels.com/files/documents/2018/Michaelmas2018/SIAMS_-_St_Michael27s_-_Report_November_18.pdf

compassion and the consequences of their presence or absence in a real historical context of the Holocaust. This is especially important when in 1933, over 95% of the 60m Germans identified themselves as Christian, as a Christian school allowing students to reflect on the Holocaust using this whole school framework will allow them to reflect more on the moral implications of the Holocaust and also the importance of Holocaust education.' The lessons have identified gaps in the research and have been designed to respond within a historical context, or disciplinary setting – but, some misconceptions remain stubbornly resistant to change – namely the idea that perpetrators and collaborators were scared and so participated, stereotypes towards the Jewish, and indeed the traveller communities prevail. On this latter points, it was noticeable in the student panel that one student talked about antisemitism in the 1930s and in the Timeline activity, whilst another responded and said it was older than the Nazis, citing Roman and Church persecution before adding *'it just wasn't as bad back then'* – which is a cautionary example of how a victimisation Olympics/scales of suffering narrative can emerge when various victim groups are talked about. Acknowledging the distinctiveness of each, as the Timeline seeks to do, is vital – but it takes skill for students to grasp the complexity of similarities in the suffering being distinct from their cause. In another example, a student referenced the *'bad Jew'* propaganda and said it was *'...the same as gypsies'* and disabled people today. It was not clear if the student was providing a description or offering opinion; but what was telling was the group's overall acceptance that somehow travellers were different, and distinct from *'other'* religious, racial, social groups in society today.

- The school's rationale for Holocaust teaching and learning speaks to affective and cognitive outcomes for learners. In terms of Holocaust teaching and learning this review found the school's curriculum offer speaking to values of respect, empathy and inclusion:
 - **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 St Michael's provision for Holocaust education. Inclusion of potentially 'uncomfortable' learning episodes – based upon established classroom relationships of trust, where respect and inclusion flourish.

As a result, the provision for and impact of Holocaust education at the school has significantly improved, both in terms of academic outcomes, but also in terms of personal development, its contribution to character education, civics and the schools' Christian values¹² (such as trust, compassion, endurance, hope, forgiveness, reconciliation) and its mission.

- St Michael's Church of England 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 to the school's vision and associated Christian values. The 2018 SIAMS report stated: (report findings are in *italics*, with additional Quality Mark review commentary in blue)

*'Within the vision, 'Therefore choose', is applied exceptionally well. Staff and pupils relate this to the choices they make, including on moral and ethical issues. A wide range of experiences to encourage pupils to make positive choices are provided. (Students get opportunities to reflect of individual, state, Church and community choices in the Being Human? lessons, and throughout St Michael's Holocaust provision enables space for reflection and exploration of agency, moral dilemmas and values.) Pupils respond constructively to these. (Work scrutiny and pupil voice revealed this to be the case with regards to Holocaust teaching and learning.) They engage effectively in social action and charitable giving, reflecting on the impact of their decisions personally, within school and further afield. The school's vision effectively promotes strong relationships, a sense of belonging and exemplary behaviour. Pupils recognise that sometimes wrong choices are made. (Both in the present, in terms of their own individual choices, and in the past. They appreciate that actions and choices have consequences and acknowledge that prevention too is a conscious choice and action.) They are keenly aware that justice, forgiveness and reconciliation are practised in school. They know that this reflects a Christian vision and that, 'it is a good way to live'. The vision and associated values successfully uphold the dignity and value of all as children of God. (This is reflected in their understanding of Jews, and in the respect afforded other victims groups discussed in the Timeline activity.) This means that it is an inclusive, caring school which celebrates the diversity of God's world. Pupils and staff are successfully encouraged to be comfortable with the person that God made them to be. The school, through its inclusion, behaviour and anti-bullying policies, effectively prevents and addresses incidents of prejudicial behaviour by creating a very positive climate of respect.'*¹³

- Beacon School status and the working towards Quality Mark status is included in the school's improvement/development plan and features in several of the departmental plans.
- Whilst Beacon School status and pursuit of the Quality Mark is embedded in the Academy Improvement Plan, it is recommended that throughout the Quality Mark designation period St Michael's Church of England High School includes reference to the Quality Mark process in such

¹² See Appendix (?) Vision cross, values

¹³ See St Michael's 2018 SIAMS inspection report: https://www.saint-michaels.com/files/documents/2018/Michaelmas2018/SIAMS_-_St_Michael27s_-_Report_November_18.pdf

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.

- The school fulfils its national curriculum and legal requirement for teaching and learning about the Holocaust at KS3.
- The review demonstrated Beacon School status has stimulated or provided further space and opportunities for pedagogic and assessment conversations among St Michael's Church of England staff. This is perhaps best epitomised in the shift in pre-Beacon School scheme's thinking which aimed at '*...ensuring children learn the genocide (the Holocaust) is a social act and should not be attributed to just a few people also to challenge the stereotypes of perpetrators, collaborators, bystanders and rescuers and what motivates people to act...*' to something embedded in first and second order historical concepts where each lesson is based upon an enquiry question. Such departmental dialogue and deep thinking 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, principally the Beacon School SLT link, Mrs Hooley (Deputy Headteacher, Curriculum) and Headteacher Mrs Jenks 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.
- Mr Egelnick has a clear sense of what worked well and why, but equally can identify areas for improvement. He recognises that senior leaders have supported reflection, discussion and planning time for the scheme of work and stated, he felt confident to ask for that time and positive that whenever possible SLT would support or enable it.
- At St Michael's Church of England 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.
- Mr Egelnick's scheme of work (developed across the year of the UCL Beacon School programme and constantly reviewed and refined) takes as its title 'What questions should we ask about the Holocaust'? Its overall rationale (linking both the scheme of work, school's approach to Holocaust education and broader school ethos) presents a comprehensive statement of aims, that will be

discussed more later, but which is rooted in 20th century world and British History. It is a bold and admirably aspirational approach that does champion disciplinary distinctiveness, even where collaboration cross curricular or inter-disciplinary opportunities present themselves. The primary scheme of work/learning is explicit about it being rooted in history. The document states that (*italics*), with additional Quality Mark commentary or review examples added in [blue](#).

'The Holocaust is an intrinsically significant historical episode worth studying in its own right. The Holocaust is a hugely complex, allowing young historians to challenge themselves when trying to develop a deeper understanding of it. It provides an opportunity to challenge their preconceptions about the victims and those involved in allowing the Holocaust to happen. (How do students come to know or recognise those myths and misconceptions? If teachers introduce these ideas do we risk perpetuating the myths we seek to address? Are students driving the questions or does the scheme do that? Is there pre-scheme capture of student knowledge and understanding – could this formative assessment opportunity evidence or allude to misconceptions St Michael's students have rather than the generic English ones based on the research?) An opportunity to challenge the 'myth of the Holocaust', the common and sometimes distorted perceptions of the Holocaust young people have before their Holocaust education (such as those issues highlighted in What Children Know and Understand about the Holocaust 2016 research and Teaching History) and equip them with the tools (based on the recommendations by CfHE in response to that research) to confidently cut through the myths they are likely to encounter outside the safety of the classroom environment later in life maybe through books, films and websites.

Studying the Holocaust provides an opportunity to develop student's historical thinking about key concepts, such as historical diversity, causation, change and continuity whilst developing historical skills such questioning and critical evaluation of evidence, making them better historians and better equipped to further their historical understanding of the Holocaust long after they have left the classroom. (In this way, can Holocaust teaching and learning support conceptual and skills development in learners that is applicable to wider analysis, application and safeguarding?)

Studying the Holocaust offers a rare opportunity to ask serious questions about the context in which genocide can take place. Ask what is unique about Nazi anti-Semitism and Nazi persecution of Jews and minority groups, possibly more alarmingly what is less unique about the attitudes and treatment of these groups in the modern world. Studying the Holocaust also helps students develop a framework and the language to think, reflect and talk about complex issues like prejudice and stereotyping, as well as reflecting on what the school identifies as Christian values like justice rooted in a practical real world context.' (Is there a Rights Respecting School opportunity here? Would students because of this scheme be equipped to identify genocide post 1945 or even the warning signs in our world today?)

There are civic arguments about teaching young people to be better citizens though their study of the Holocaust and to prevent future genocides. Although this is very hard to measure as a learning outcome, many teachers hope to influence their students to live better lives and

influence society for the better through their work, which is often why they became teachers in the first place. By having a deeper historical understanding of the role of society in allowing Holocaust to develop one hopes that individuals and society as a whole will reflect on the choices people make and stand up to persecution. CfHE research at St Michael's found that our students believed it important to learn about the Holocaust so they could understand the causes and consequences of prejudice, racism and stereotyping, to pay respect to the memory of the victims in order to prevent something similar from happening again.' To what extent does St Michael's signpost, enable or encourage this with opportunities to engage in genocide education, prevention or peacebuilding and reconciliation initiatives? Thinking about the Stanton 10 stages of genocide model could help here should this be an area for future pastoral or citizenship work.

- Intent within a curriculum or scheme of work/learning can play out in several ways. The scheme submitted to the Centre explicitly '...explores the key political and historical events from 1918-1945 (KPHE1918-45) place the Holocaust both within the wider context of antisemitism and to compare it with other genocides within the twentieth century'. In terms of prior learning, synchronicity and SMSC links, this new unit KPHE1918-45 aims to provide context to Hitler's political, racial and social beliefs (to better understand the why and how victims of the Nazis were persecuted differently), the socio-political landscape of Germany (to better understand the context in which the Nazis came to power) and look at key events during WWII (to provide a better context to help understand how the Holocaust developed and ended). The question posed by this review is to what extent student progress and how the department knows substantively given lack of baselining? That said, research engagement with the UCL Centre for Holocaust education has historically proven this to be so¹⁴ and in so doing demonstrates the commitment to a strong disciplinary and academic focus on one hand with a values and civic dimension on the other. It is evident the purpose of the scheme of work/learning is to embed and build upon a disciplinary framework whilst ensuring impact beyond the History classroom: evident not least in the History schemes final lesson which reflects upon why Holocaust education matters to the school's Christian character and provides the learner space to reflect on SMSC aspects of what they have studied, how they have studied and how this might apply to or influence their thinking, choices and behaviour.
- As this review will acknowledge throughout, there is much to commend in St Michael's Church of England High School's Holocaust provision, teaching and learning, indeed some of the work is innovative and European leading – its inclusion in mathematics, is both a challenge and an opportunity, a significant strength and area for ongoing development or refinement, along with some interesting examples of supporting literacy across the curriculum. 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 deliberately places the Holocaust within the context of the questions, it is worth asking to what extent questions posed of the Holocaust might benefit from or relate to genocide knowledge, understanding and indeed prevention. Gregory Stanton's Ten Stages of Genocide could provide a useful reference point here – and link to citizenship opportunities alluded to within this report; not as a comparative tool, rather apply as

¹⁴ See Dr R Hale report 'St. Michael's High School: research findings 2017', UCL Centre for Holocaust Education

was intended, as an illustrative framework. We would urge this to be forward-looking in its use, for prediction purposes and identifying warning signs rather than in the far more problematic hindsight. The use of such a theoretical application would be commended were it to support the development of Justice related learning in RE and contributing to students sharing a vocabulary for understanding human rights, crimes against humanity, mass atrocity and genocide that was in keeping with Christian values. This may link to one of the St Michael's History schemes stated aims around developing *'...the academic vocabulary to think about and discuss many aspects of the Holocaust, genocide and history. For example explore limitations of dictionary definitions of words like Holocaust and bystander, but recognise the complexity of these terms, test them and begin to refine their definitions'*. It is currently questionable to what extent students understand genocide post 1945 and their ability to recognise its warning signs today – but this is a developmental point for future consideration.

- The Holocaust scheme of work offered in History at St Michael's Church of England High School has developed with careful consideration for disciplinary integrity and with high regard for substantive subject knowledge. The scheme aims to
 - *'Develop knowledge to build a nuanced understanding of many aspects of the Holocaust – from the history of anti-Semitism, the diversity of Jewish life in Europe before 1933, development of the Holocaust, through to life and the issues after the Holocaust (in response to CfHE research findings about student misconceptions).'*

And equip students to

- *'...ask their own historical questions about the Holocaust and other complex and sensitive historical episodes encountered in the school curriculum such as the transatlantic slave trade and ask questions like how and why. For students accept these historical questions might be uncomfortable, difficult or even impossible to answer satisfactorily and for them to be wary and critical of weak non-academic answers.'*
- Student knowledge can take many forms: take first, keywords. Research conducted by the UCL Centre for Holocaust Education in 2017¹⁵ asked Yr8 at St Michael's

*'...to identify the correct meaning of a number of key terms. The findings to compare students' responses in the pre-test survey and the post-test survey are presented in Figure 1. Before and after learning about the Holocaust, the words **racism** and **homophobia** were the most recognised words, with nearly all students correctly identifying their meaning. In the case of Islamophobia, 51% of students recognised the meaning of this word before their lessons, and 82% knew its meaning afterwards. For the two words of particular interest – **antisemitism** and **genocide** – recognition of these words increased after learning about the Holocaust. For the word genocide, 25% of students correctly identified the meaning of the*

¹⁵ See Dr R Hale report 'St. Michael's High School: research findings 2017', UCL Centre for Holocaust Education

word before learning about the Holocaust, and after learning about it, 53% of students did. For antisemitism, at pre-test 24% of students knew what this word meant, increasing to 90% after learning about the Holocaust. The black circular markers in the chart indicate the findings from the UCL national research with students. At post-test, the percentage of students at St. Michael's High School who knew the meaning of each word was higher than the national sample for all of the words, especially for antisemitism.'

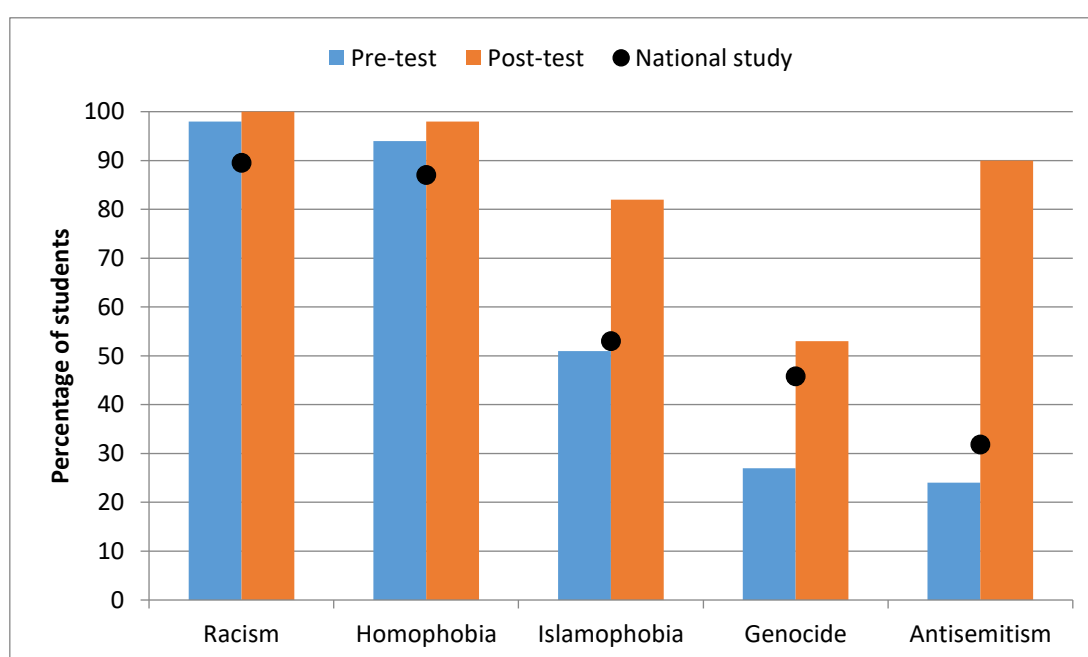


Figure 1: Percentage of students who identified the correct meaning of the key terms before they had learned about the Holocaust (pre-test) and after they had learned about it (post-test), compared to the percentage of students in the UCL national study who identified the meaning of each term (shown by the black circular markers.)

- In addition to keyword understanding, 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 disciplinary significant people, places and events. This visit 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 2017 UCL research¹⁶ which saw Year 8 St Michael's Church of England High School students:

'...presented with a list of 19 historical people, places and events and asked to indicate whether or not each one was related to the Holocaust. Eleven of these words were, and the percentage of students who correctly identified each of these words as related to the Holocaust is presented in Figure 2. The most frequently recognised Holocaust related words before and after learning about the Holocaust were Adolf Hitler and Auschwitz. There was also a notable increase from before to after learning about the Holocaust in the percentage of students who identified

¹⁶ See Dr R Hale report 'St. Michael's High School: research findings 2017', UCL Centre for Holocaust Education

Heinrich Himmler, the Warsaw Ghetto Uprising, the Einsatzgruppen, and the SS as related to the Holocaust. The words that were least likely to be recognised by students included Bergen-Belsen and Treblinka. (Note that there is no circular marker for Heinrich Himmler because this option was not included in the UCL national research.)'

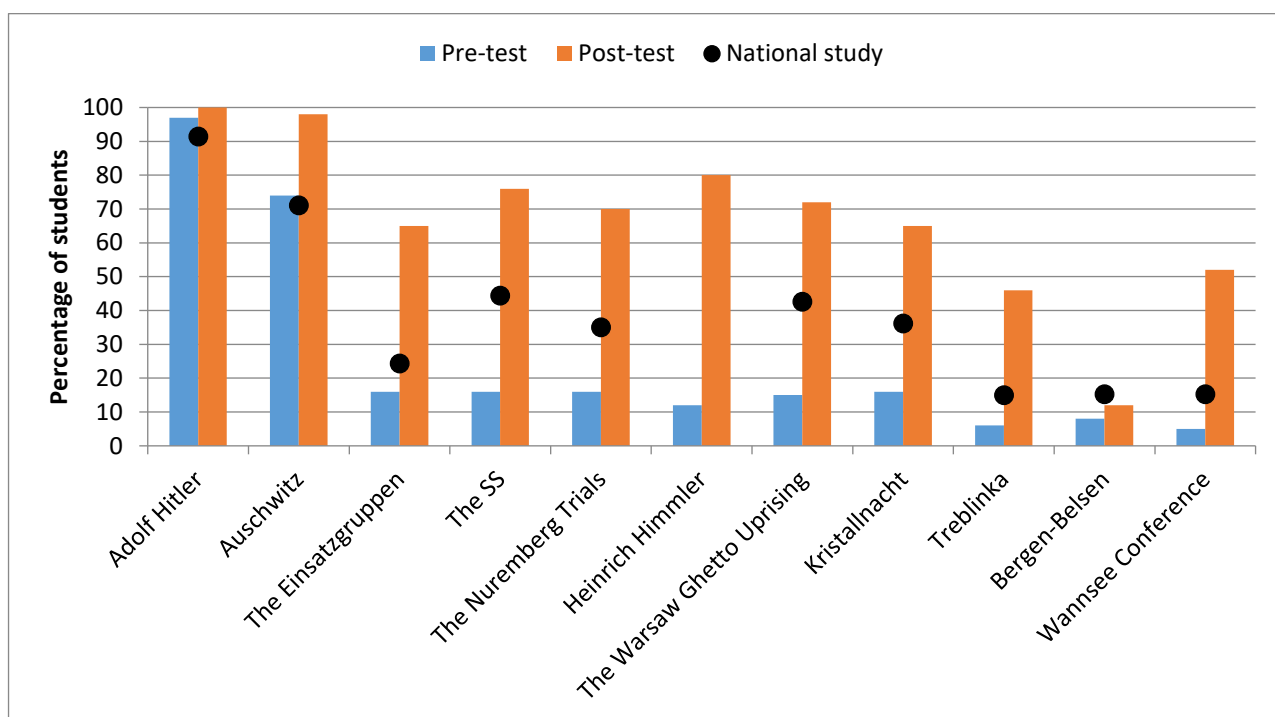


Figure 2: Percentage of students who identified that each word was related to the Holocaust before they had learned about the Holocaust (pre-test) and after they had learned about it (post-test), compared to the percentage of students in the UCL national study who identified each word (shown by the black circular markers.)

- Mr Egelnick noted in the Beacon School application that: *'Our biggest challenge has been, and is, having forty-minute lessons. Meaning a lot of refinement is needed to make best use of the CfHE resources and ensure meaningful learning takes place.'*¹⁷ Despite this concern, provision in the school Beacon year scheme of work allows for 7 hours and 20 minutes of History lesson provision; 11 lessons, each lesson of 40 minutes, over an allocated half term (ten-week period). This precious curriculum time is well spent, allowing for key themes and complex issues to be considered fully.
- This scheme has proven the genesis of a rich and evolving collaboration with several other curriculum areas. There exists an impressive framework, demonstrating clarity of thought and vision, and plan to develop this in a steady coordinated way post Quality Mark status; retaining their distinctive disciplinary natures but enabling students to *'join the dots'* and apply their knowledge and skills. At St Michaels there is ambition students should gain a more accurate historical understanding of the Holocaust, through their studies, which equips them to challenge myths and misconceptions, whilst their learning is infused with a broader, richer understanding of

¹⁷ Please see schools UCL Centre for Holocaust Education Beacon Schools full application 2017-18, pg.4

personal stories and an appreciation of the complexities of moral dilemmas and being allowed time to reflect and respond in creative and innovative ways. It is clear from this review process the Lead Teacher and colleagues are keen to build upon initial and existing collaborative opportunities in Maths (a statistics lesson) and ICT, RE, Science and in pastoral/tutor time opportunities. Upon application it was clear to see that Mr Egelnick was keen to identify and maximise wider curriculum opportunities, whilst resisting the urge to over-reach too soon. Two years on, this Quality Mark process could crystallise still further potential opportunities, whether in a collapsed timetable day, a coordinated, whole school approach to marking Holocaust Memorial Day 2020 (significantly the theme is 'Stand Together' and marks the 75th anniversary of the liberation of Auschwitz-Birkenau) or in subjects like English, Art and Music getting involved.

- This scheme of work includes a range of UCL Centre for Holocaust Education materials, including those focusing on the story of Leon Greenman, as well as the interactive timeline; unlocking antisemitism, resistance and 'being human?' There is a clear, overarching rationale and a sense of purpose befitting the school's ethos, cohort and its SMSC context. Using more of the legacy or surviving survival materials may further enhance this aspect, along with developments in Religion and Philosophy or in whole school SMSC opportunities that may enable a better understanding of pre-war Jewish life, diversity, belief and practice.
- Whilst the St Michael's Church of England curriculum focus was its History curricula (owing to its Lead Teacher being a History teacher), Beacon School status resides with the school, not with a specific subject or teacher. It was pleasing to see this status understood and embraced by the school; with innovative pastoral opportunities, acknowledging Holocaust Memorial Day with assemblies and in collaborative working with other departments. It is clear to this review that Holocaust education provision has significantly improved and been refined because of the Beacon School programme; that through its partnership with the UCL Centre for Holocaust education provision has flourished with the embracing of innovation and opportunity.
- Over time, more departments or individual staff are recognising the impact of this work and seeing new ways to contribute, this cannot but enrich St Michael's Church of England curriculum offer and in many ways is the ideal model for growth. Mr Egelnick has been astute in his leading by example. His openness and the school's leadership team's belief in him and the project has secured whole staff training opportunities which have shown colleagues Holocaust teaching and learning is not niche and that rich and valuable contributions can be made from outside the History department. This builds confidence and a feeling of a shared, collective endeavour – with that comes investment in time, energy and commitment and that has undoubtedly resulted in impressive student outcomes, both academic and holistic, and in staff development.
- Within the focus groups, students referenced the following illustrative examples of St Michael's Holocaust curriculum:
 - Curriculum content
 - Assemblies

- Marking of Holocaust Memorial Day
- Trips to Berlin and Krakow

On the latter point: prior to conferring Beacon School status in 2017, St Michael's History and MFL departments ran a biennial school visit to Berlin and Krakow, where pupils have visited concentration and death camps (Sachsenhausen in 2010 and 2012 and Auschwitz in 2014 and 2016). Pupils have shared their reflections in whole school collective worships, composing poems about their feelings and relating their experiences. They have listened first hand at the Galicia Museum in Krakow to an interview with a Jewish survivor of the Holocaust. Mrs Hooley hoped, in her SLT statement of the programme application, that the school would *'...continue to run this educational visit, continuing to share pupils' experiences across the school and encouraging other schools in the region to organise similar experiences for their pupils. An evening where pupils present their experiences to parents, staff and governors could also be organised...'*¹⁸ This has proven to be the case, indeed the trip has been honed and refined because of the Beacon School experience – principally in its embedding of site-based pedagogy as modelled in the Lead Teachers' study visit to Warsaw and its environs.

- Parents and the wider school communities' awareness of the Beacon School programme is limited at present. 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 Rt Hon Lindsay Hoyle MP.
- In a similar spirit, it is likely that staff awareness will continue to 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, further cross curricular or enrichment opportunities and in that way critical mass at St Michael's Church of England High School 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.
- 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 Egelnick, Mrs Jenks and 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.
- In 2017, and in the pre-Beacon School audit of provision it was reported by Mr Egelnick that Judaism is was not explicitly taught in KS3 RE – this would have been problematic were students

¹⁸ Please see schools UCL Centre for Holocaust Education Beacon Schools full application 2017-18, pg.12

encountering Jews as victims first and no context of their diversity, history, contribution and traditions. However, the Head of RE clarified during the review that students at St Michaels begin their study of Judaism in June of Year 8. By Year 9 they visit a reform and orthodox synagogue (a tour, a Shabbat workshop, meet with a Rabbi and engage in a question and answer session) and go on a 'Jewish trail' into the Manchester Jewish community. This has been running for 18 years or so.

- The Beacon School Lead Teacher and the new Head of RE, have been discussing possible collaboration or closer working, to enhance contextual understanding of the Holocaust scheme of learning within History. The RE department offers a 16x 40 minutes scheme which includes exploration of key beliefs and practices of Judaism. Its Passover lesson identifies symbols which express sorrow at the suffering of persecuted Jews and hope of the freedom of new life, free from persecution. It encourages students to reflect on what these themes might mean for '*... a Jew in the Holocaust, e.g. Anne Frank, a Jew suffering persecution in 19thC Russia, a Jew in Israel today, a Jew in UK today.*' In addition, a newly developed unit on Justice, as a direct result of Beacon School status, departmental participation in UCL Centre for Holocaust Education CPD and inter-disciplinary opportunities - is due to start in April. This is included in the curriculum areas school improvement plan documentation, demonstrating how RE is contributing to whole school development issues and responding to identified priority areas. This is evolving provision since 2017 and it will be interesting to see the impact upon student outcomes.
- Such collaboration, dialogue and inclusion of one or more such examples, will undoubtedly enrich students' understanding of pre-war Jewish life, culture, beliefs and traditions – religious and secular – which will make an important contribution to their SMSC provision, but also underpin students' later study of the Holocaust. This review actively encourages this development to ensure St Michael's Church of England High School students have a rich understanding of Jews as a living and vibrant, diverse community and not simply encounter them in their curriculum as 'victims'. It is key to quality Holocaust education provision and practice that young people come to appreciate the void, and all that was lost. In this way, RE and History department collaboration can be innovative creative, and both offer distinctive contributions which will ultimately improve student outcomes regards the Holocaust, both academic and holistic. This will be an invaluable addition to curriculum provision for Holocaust education at St Michael's, given the limited pre-war Jewish life understanding gained from the primary scheme of work. Even were this to be extended – 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. If RE, 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.
- 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 nationally 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%.¹⁹

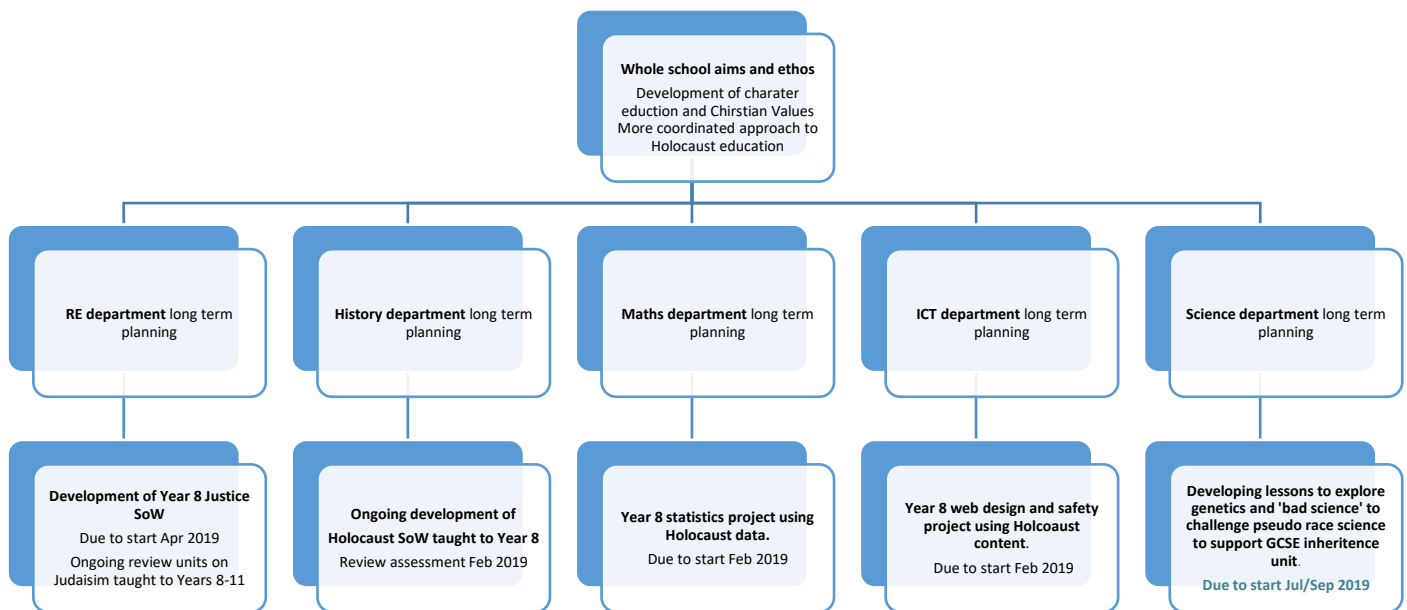
- Time constraints are paramount in any school and curriculum demands are high; but the primary scheme does speak to many key themes and responds to world leading research. It provides a clear rationale for the approach undertaken and uses its time effectively for a meaningful study; not attempting to cover everything but giving adequate time for key elements of the learning. That said, were there one thing to suggest finding a way to include – whether in the scheme of work or in other aspects of the curriculum offer – it would be greater time to a legacy component. What is missing is a follow up or sense of whether life can go on (for those who survived the Holocaust) in the first instance, or indeed, the Holocaust imprint on the modern world today, on the Jewish community and on their collective psyche/sense of identity. Might this be an opportunity for a pastoral project, an Art or RE opportunity if not possible to fit into the primary History scheme? If this was something you could include then Leon Greenman's story seems to provide a useful continuity given he is the hook at the start of the course. Materials on 'surviving survival', legacy and post war life – including links to the far right and fascism – can be found via the UCL Centre for Holocaust Education's website; this may also provide a powerful safeguarding, citizenship and PSHE opportunity. This could become a feature of the schools SMSC offer, particularly effective in conjunction with HMD commemoration. Resources like the forthcoming 'Living with the Holocaust' would provide a natural fit to the schools' mind, body and soul ethos.
- Mr Egelnick (and history colleagues) are aware of other UCL materials and resources, including British responses to the Holocaust, A space called Treblinka and those focusing upon resistance that they would like to see explored with students – but might there be windows of opportunity in projects for Year 9-11 in enrichment, in family/community learning events or with another subject's support?
- Whilst 90% of students at St Michaels were able to correctly identify the term antisemitism from a multiple choice of definitions in the 2017 post survey, as compared to 24% at pre-test, like many schools across the country there is not yet common use and understanding of the term, among students in conversation. Staff were well able to articulate the difficulties and the significance of varied interpretation of what antisemitism is and is not; whether in the present context of discussion surrounding adoption of the IHRA definition, or the historical characteristics of its evolution. Whether adopting IRHA's definition or another simplified definition, means a consistency in message will be useful 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 all forms of prejudice and discrimination as detrimental to their Christian ethos, and the History scheme of learning attempt to identify and challenge various prevailing societal myths and misconceptions, it will be revealing as to how successfully you move the

¹⁹ For summary findings please see: <https://www.holocausteducation.org.uk/research/young-people-understand-holocaust/key-findings/>

community forward in terms of a consistent understanding of what antisemitism means, to the same extent as you might have for homophobia or racism. The school's inclusion of the 'Unlocking antisemitism' lesson materials in the History scheme of learning will help provide contextual understanding upon which a definition could be commonly understood. 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

- 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. Whilst students may come to more nuanced and secure understandings of the terms at the end of the unit of work and can indeed demonstrate key historical skills in their analysis, you may need to consider use of a basic definition – or even core elements of that basic definition that you as teachers, department or even as a school adopt. This is something Mr Egelnick and others may reflect upon in coming years, hone and refine accordingly – or could be that a diversity in interpretation and analysis is precisely the lesson's intent. This point is merely raised for the school's internal considerations as part of your ongoing commitment and development of Holocaust education provision.
- St Michael's Church of England 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 probably be upsetting for most, especially given we tackle this in Year 8, it should never be traumatic or exploitative of suffering. Students must feel safe, emotionally and academically supported in their study of the Holocaust. They must feel confident to ask questions and have plenty of opportunities to reflect and share their thoughts'*. Student voice feedback confirms this to be so. Students do feel emotionally supported, intellectually challenged and safe to explore this history. The previous point regards inconsistency in Holocaust definitions, was not made to suggest students were not able to cope with the subject matter per se, rather it confirms staff concerns regards maturity and emotional literacy – but this should be considered carefully alongside student voice input to be outlined later regards their capacity for encountering the Holocaust's 'reality'.
- This review found evidence over time that staff at St Michael's Church of England 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:
 - 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 reflective practitioners who are an asset to the school – and enable challenging, controversial, sensitive or ‘difficult’ episodes within the curriculum, like the teaching and learning about the Holocaust, do not exclude or shy away from that which is complex or uncomfortable. Such subject matter is treated with respect, recognised as important learning conversations, to be carefully but robustly handled and developed over time.
 - 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 despite being an academy converter. Similarly, St Michael’s Church of England High School should be commended, despite the challenges of a shortened KS3, for ensuring robust, innovative and appropriate Holocaust education provision within the Year 8 curriculum.
 - The @SaintMichaelsCE 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 1,655 followers.
 - 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 St Michael’s Church of England High School’s work in this 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.
 - Mr Egelnick, Mrs Jenks and colleagues have made tentative links with the local press regards Holocaust education and the school’s Beacon status. 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.
 - The curriculum provision for Holocaust teaching and learning is evolving. It is highly impressive, innovative and ambitious. The gantt diagram below illustrates the landscape at the time of the visit and throughout the review process colleagues alluded to future opportunities for greater engagement with English, MFL or the Arts: these are creative, enriching and innovative possibilities and points towards exciting times for ‘team St Michaels’ and Holocaust teaching and learning.



*See also Mr Egelnick's SWOT analysis

2. The quality of teaching and learning, pedagogy and practice

- The centrepiece of St Michael's Church of England High School success in Holocaust education is built upon the foundation of its constant pursuit for quality teaching and learning. Ofsted in 2009 found that *'Teaching is consistently good, with a significant proportion of outstanding teaching that has increased since the last inspection'*²⁰, but it is evident from this review there has been considerable continued investment in the development of pedagogy and generic classroom practice since, and that in the context of Holocaust education, teaching is outstanding; becoming an emerging school specialism.
- In 2009 Ofsted noted; *'Strengths seen in lessons during the inspection were the excellent relationships between teachers and pupils, the clear structure of the lessons, the teachers' specialist subject knowledge; high levels of challenge and frequent opportunities for pupils to assess the own work and that of other pupils.'*²¹ This review would echo this remark. The range of activities, skills, challenge and opportunity embedded in the St Michael's Church of England High School Holocaust scheme of learning lays the foundations for quality teaching and learning that leads to student outcomes that secure and embed *'good historians and skills'*, progression and a love of learning – largely through established routines and relationships.
- By becoming a UCL Centre for Holocaust Education Beacon School, the History department have committed to making Holocaust education a priority: reflecting upon the pre-Beacon School scheme of work, entitled 'The Holocaust', and its 8x 40 minutes lessons focusing upon cause and consequence, diversity and justice – it becomes evident just how far provision has evolved since 2017.

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

In-keeping with the Beacon School programme, St Michael's Church of England, did submit an initial scheme of work, to deadline, in January 2018. The document is rich and detailed, providing contextual information, the opportunities the school provides as well as alluding to constraints – for example the cohort being year 8 owing to the schools collapsed key stage 3 provision. Its principal scheme, within History, is an 11x40minute lesson curriculum offer which draws upon aspects of the 2009 and 2016 UCL Centre for Holocaust Education's research findings. This correlation and collaboration have enabled the scheme of work to specifically, and to some extent, successfully address and challenge prevailing myths and misconceptions through its 'What questions should we ask about the Holocaust?' approach. In this regard, it is pleasing to see a scheme of work that requires students to think and apply their knowledge and understanding, not just recount facts.

- The scheme of learning, produced during the Beacon School year, forms part of St Michael's KS3 curriculum which explores many aspects of 20th century world and British history. Head of History,

²⁰ Please see: <https://www.saint-michaels.com/information/ofsted-parentview>

²¹ Please see: <https://www.saint-michaels.com/information/ofsted-parentview>

and Beacon School Lead Teacher, Mr Egelnick has overseen the move of this scheme of learning to *‘earlier in the academic Year for Year 8 to help maintain student engagement (rather than at the end of the year when options have been chosen)’*. The scheme’s overall rationale aims *‘For students to develop a nuanced understanding of the Holocaust, from its origins, how it developed, what happened, who it happened to, who was responsible and the legacy of the Holocaust.’* Mr Egelnick and his History colleagues aim to *‘...provide a framework of thinking and language to help students unpick misconceptions they may have about the Holocaust before their lessons...Misconceptions such as consequences for perpetrators refusing to take part in the murder of Jews, all Nazi camps were concentration camps and all victims were targeted because they were ‘different’ and therefore all suffered the same fate. Addressing these misconceptions will equip students with necessary knowledge and understanding to further develop their understanding of this hugely complex and tragic event in future.’*

- This review suggests continued thinking regards the implications of the scheme’s question: What questions should we ask about the Holocaust? By refining thinking regards **who** decides which questions to ask, you may discover even further depth to the criticality and historical engagement offered. By framing the scheme this way, inevitably the curriculum is designed to answer the departments questions, or those based upon research misconceptions; whilst it clearly aspires in its rationale to see students *‘...given opportunities to ask their own challenging questions about the past, questions they may ask of current individuals and societies’* and there are undoubtedly opportunities for student led inquiry in the final assessment task – a recognition of the inequity in questioning is perhaps key to further reflective practice and ongoing staff development.
- Aspiring towards balancing historical critically and human empathy is laudable – indeed a vital component of effective safeguarding in the modern world. It is encouraging then to see St Michael’s scheme recognise that: *‘During the course of the learning scheme students will be developing historical thinking and other historical skills to make them better historians. The thinking and skills needed to make sense of complex issues in the past and present, but making sure thinking is rooted in historical evidence and being aware of claims made about the Holocaust (and other events) and the certainty with which they can be made, supported and challenged.’* There is an impressive imperative at St Michael’s Church of England High School to encourage criticality and elicit independent student opinions, but we must also navigate this space carefully as educators whereby, not all views, within or outside the classroom, are equally valid or acceptable.
- As a Centre, what we have seen is that some schools who encourage no prescribed correct answers or ways to arrive at these, is an educational approach and argument that quickly morphs 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 St Michael’s approach aims for students to find meaning for themselves and to not be prescriptive or dogmatic in teaching methods, recognising there is interpretation and variation, perspective and hindsight; St Michael’s History colleagues recognise that there are some things, views, opinions, beliefs and understandings which are simply wrong, false, inaccurate or misunderstood. Again, by way of ongoing developmental opportunities, it may be worth ongoing consideration or reflection on what

the school or department understands of the challenges and opportunities of independent thinking. This may help to frame powerful ongoing professional teaching and learning conversations across the school, not least because the schemes Holocaust teaching and learning does indeed provide *‘Engaging and memorable learning for students underpins the school’s ethos to learning and teaching, this scheme of work is a shining example of that ethos in action whilst developing transferable and valuable language and thinking skills to support all departments in school. The use of a broad range of resources that at times involve extended reading will especially support students to develop their literacy which will benefit other subjects, not just history.’*

- Knowledge and understanding of a range of concepts that can be used to evaluate within History lessons implies judgemental rationality...that some explanations are better than others. So, what are the pedagogical strategies, generic approaches and skills History teachers employ at St Michael’s Church of England High School to ensure students have the skills set to evaluate theories, evidence, approaches and so on to form knowledge rich and holistic opinions? How can we as a profession ensure we encourage engagement and listen to a range of student 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, St Michael’s History department colleagues have much to offer: they could inform wider school improvement conversations regards pedagogy, whilst also 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 consideration contribution to these enriching and vital opportunities in which St Michael’s 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 opportunities identified where links can be made. Much of that signposting in the scheme of work document illustrates vibrant SMSC and whole school potential, as well highly innovative, collaborative and interdisciplinary opportunities with colleagues across the school. It is noteworthy that Mr Egelnick has designed a scheme of work that enables, if not explicitly identifies, enterprise opportunities through ‘teamwork skills’, oracy and literacy learning moments in ‘paired discussion, debate’ and through ‘extended writing’ and that he and colleagues could point to human rights contributions to citizenship and SMSC within review conversations.
- The scheme of work was refined following mentor feedback and, at the time of the review, was being taught for the second year, with further refinements made to adjust to the new Year 8 cohort and based on experience and insight garnered from its pilot year.

- Given the enquiry question driving the scheme of work - 'What questions should we ask about the Holocaust?' - there are a variety of opportunities for students to build their understanding of substantive (first order) concepts, but also a clear commitment to developing procedural (second order) knowledge. 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. Students are supported and encouraged to demonstrate this understanding in discussion and in writing, and in philosophical sense begin to consider what it is that makes a 'good question', historical or otherwise.
- There are opportunities within St Michael's Church of England High School scheme to consider cause and consequence in that conceptually it is framed to explore and relate thinking to historical enquiry questions. 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 lesson 3: rather than its stated objectives to 'Explain the term anti-Judaism and antisemitism. Identify and explain similarities and differences between persecution of Jews in the 1930s and 1940s and persecution before and since', Mr Egelnick and colleagues might consider including developing '*knowledge and understanding of the key stages and turning points in the persecution and murder...*' The 'Unlocking antisemitism' lesson also encourages students to '*...explore change and continuity in the development of anti-Jewish prejudice*' so perhaps more could be made of this to hone this historical skill. Likewise, in lessons 6-7 in the use of the Centre's Timeline materials, there are opportunities to identify causation, evaluation and reflection of the consequences.
- Mentor Tom Haward comments that: '*I really enjoyed working with Ben (Mr Egelnick). He was very engaged with the Beacon School programme and committed. His thinking in developing his scheme of work was thoughtful and considered, he took advice on board and positively developed his scheme in innovative ways, both following the mentor visit and after the field trip to Poland. What struck me about his scheme, was not just his commitment to securing disciplinary integrity and historical skills, but his desire to ensure accessibility for students and opportunities for other subjects to contribute and hook in. He has a real vision for what might be possible as the programme evolves over time.*'
- St Michael's students actively hone chronology skills and understanding, especially during lessons 1 and 3 of the scheme when considering the question of what the Holocaust was focuses upon the evolution of persecution, the story of Leon Greenman and to an extent in Unlocking antisemitism. As noted previously, these lessons rely on issues of definition – and whilst accepting there is variation in historical 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 – and indeed uniformly

applied throughout the school. For example – linked to the issue of chronology, students may not know until lesson 6 and 7 (Timeline activity) when the Holocaust is understood to have taken place? At what stage in the ‘persecution’, did it turn distinctively, decisively, to the Holocaust? Inevitably there is always a challenge in ordering of lessons and pragmatic factors of allocated time to consider – can students appreciate Leon’s story without the context and chronology, or appreciate the continuity and change of Nazi antisemitism without the medieval context or indeed without a sense of pre-war Jewish life to give the Jewish people agency, diversity, a voice? It could be that 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. Mr Egelnick is right to have recognised these chronology moments as a numeracy opportunity - this connects significant subject specific substantive knowledge with disciplinary skill gains, but is always worth, as a department taking the time to regularly reflect upon the scheme’s implications for chronological understanding.

- The scheme presents students with many opportunities to reflect upon historical significance; this was demonstrated in St Michael’s Church of England High School 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. By asking what questions should be asked of the Holocaust the scheme clearly asks students to reflect upon significance.
- Students are encouraged to enquire and to explore evidence throughout the scheme; for example, the foci of a child’s homemade toy and student led inquiry (Authentic Encounters, lesson 1). This hook, provides a memorable, personal and emotive stimulus for students questioning and layered discovery. Students spoke of the ‘layered’ and ‘poignant’ building up of the evidence and understanding garnered as they read case studies, explored various sources and conducted their own research. There was a sense of momentum building as the student voice panel recalled ‘discovering’ Leon’s story and what happened to his family. One of the students spoke of *‘...having the story revealed piece by piece, made us ask questions as we went along and I wanted to know more...I worked more than I would have done if we had just been told the story as I really wanted to know what happened... in the end it was like I was solving a mystery and I really cared about the family and especially Leon and how he was treated...even after the Holocaust’*. Several spoke of Leon and the Greenman family in terms of their feeling a duty to learn more, saying *‘I won’t forget Leon, his wife and Barney’* with another who did forget the specifics of Leon’s story, but clearly connected with the story on a human level, urged that people *‘...shouldn’t forget’* and said *‘...it’s up to us to remember his family now that Leon himself is gone’* and all the students in the panel were willing to admit they were working harder than usual to think through the evidence, sources and

case studies presented to them, because it *'mattered'* to them and they found it *'interesting'*. It is worth considering how as a department you model source analysis in the context of this scheme as compared to other history topics and whether students are investing in the same way to improve their knowledge and understanding.

- Historical interpretations feature within St Michael's Church of England High School Holocaust scheme of work. 'Being Human?' (lessons 8 and 9) provides students the opportunity to encounter a variety of examples, viewpoints and perspectives. The lesson format encourages learners to share interpretations and engage with the grey areas, rather than simplistic black and white answers. It was telling to look back at the schools 2017 Beacon School application and find a response to the question of why it's important to teach about the Holocaust to include the following:

*'There are civic arguments about teaching young people to be better citizens though their study of the Holocaust and to prevent future genocides. Although this is very hard to measure as a learning outcome, many teachers hope to influence their students to live good lives and influence society for the better through their work, which is often why they became teachers in the first place. By having a deeper historical understanding of the role of society in allowing Holocaust to develop one hopes that individuals and society as a whole will make better choices and stand up to persecution.'*²²

Two years on, and it is clear from this review that whilst civics, Christian values and SMSC are very much part of the schemes approach and the school's provision for Holocaust teaching and learning, there is limited pre-packaging of simple moral meanings. It is not a 'lessons from' scheme, but enables students to make their meaning, within a clear civic context. It is clear a great deal of profound and careful thinking at a departmental level has gone into the refining of this scheme to ensure disciplinary integrity, whilst staying true to mission and purpose.

- This review notes the following regards St Michael's Church of England High School primary Holocaust scheme of work (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 reflection given its 'What questions should we ask...' focus.
 - Stated aims and objectives are broadly coherent. Mr Egelnick has responded to advice to refine or clarify some of the terms used, such as *'good lives'*, *'better choices'* and reflected more upon their subjective/absolute nature within the religious context of the school. This speaks to the scheme remaining a living breathing document – one that serves to continually challenge departmental colleagues in their reflective practice: for example, reference to 'Justice' – how is the religious, Christian value to be related to or distinguished from secular notions of the term?
 - The primary scheme of work is embedded in disciplinary distinctive practice, often scholarly in its ambition (particularly regards reference to research, myths and misconceptions).

²² Please see schools UCL Centre for Holocaust Education Beacon Schools full application 2017-18, pg.2.

- As noted in more detail later, the scheme of work does contribute to SMSC, fundamental British values and other whole school priorities.
 - There is a coherent and logical progression to lesson sequencing. 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. St Michael’s 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.
 - No use of graphic imagery.
 - The use of oral history and survivor voice through a variety of personal case studies (as distinct from direct personal testimony.)
 - It actively encourages the use of specialist keywords. Literacy links are not made explicit in the scheme, but in Miss Carter the school has an incredible literacy practitioner, and potential advocate for literacy across the curriculum. Holocaust teaching and learning is enriched by such literacy and oracy integration.
 - The scheme does not focus on the use of textbooks – yet interestingly students noted learning about the Holocaust meant ‘*...leaving the textbook behind*’ and how ‘*...reading from a textbook would have been a distraction... it would have stopped me thinking...*’, what might this reveal about other topics or approaches to the study of History at St Michael’s?
 - As noted elsewhere, whilst the existing primary scheme does allow time for consideration of pre-war Jewish life, there is little space to reflect upon the sense of the diverse community lost. This may be addressed or complement future RE work, worship or enrichment opportunities if coordinated.
- Of the 11 lessons outlined, 7 are exclusively based on UCL materials, principles and lessons; including Authentic Encounters, Unlocking antisemitism, the Timeline and Being Human? In the other lessons, some Centre materials have been used alongside, the school’s own innovations or materials from other organisations or sources – such as in terms of legacy, and pre-war Jewish life - UCL pedagogy and approaches have been embedded and skilful practitioners have made the lessons their own, fitting the needs and context of their learners or have adapted existing materials and lessons to UCL methodology.
 - Enquiry questions are used effectively throughout the scheme. This review finds, based on the scheme of work documentation and in talking with Mr Egelnick, Mr Kirkpatrick, Mr Cree and Miss Carter that these serve at least three functions:
 1. To capture the interest and imagination of pupils
 2. To result in range of tangible, lively, substantial and enjoyable ‘outcome’ activities.
 3. To place an aspect of historical thinking, concepts or processes at the forefront of pupils’ minds.

- Whilst ‘What questions should we ask about the Holocaust?’ is embedded in disciplinary particularity, Mr Egelnick, along with the UCL Centre for Holocaust education are, through CPD enabling some highly impressive innovation and engagement with Maths, ICT, Science and RE during the Beacon School year and beyond and are beginning to shape schemes of work, individual case study examples and collaborative learning opportunities beyond the History department. It is clear from the quality of contributions within the student voice panel and among staff that such innovation and collaboration could be an effective inter-disciplinary approach that would retain subject identity whilst reinforcing and enriching overall contribution and inter-connectivity. This is likely to produce reciprocal benefits to each participating department with students gaining from that broader base and enhanced knowledge, in a more immersive learning experience. Whilst such collaboration must be carefully managed in terms of time, scheduling, curriculum design and staffing, the joined-up approach is demonstrably to the benefit of student outcomes. A cross curricular Holocaust Day could further be a way to further this opportunity in a small scale, with potential to roll out in more coordinated way in the medium to long term? Perhaps English – with something on debunking ‘fact from fiction’ in *The Boy in the Striped Pyjamas* – would be an area of opportunity and development moving forward? This could be effective, given students embracing their teachers challenge for them to test myths and misconceptions using historical evidence, source analysis and critical thinking. Alternatively, what can St Michael’s Church of England senior leaders learn from the successful cross fertilisation of ideas and collaborative approaches, beyond Holocaust teaching and learning? This review contends that there is much upon which the school can capitalise, model and help drive continued school improvement.
- In Mr Egelnick, St Michael’s Church of England High School History Department enjoys continuity and thoughtful leadership. With his passion, evolving specialism and drive, with strong SLT support from Mrs Hooley, the school’s History curriculum offer is evolving into a researched informed provision, manifesting itself in a scheme of work about the Holocaust that is solid, now well embedded thanks to school buy in and to students’ outcomes attesting to its innovation and impact. Together, Mr Egelnick and his History team (Mr Kirkpatrick, Mr Cree and Miss Carter) have created something rather special – a scheme that has far more that commends it than that which could be questioned, and a stimulus that engendered student and staff thinking and ongoing discussion.
- Mr Egelnick 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 he would now refine and review considering the first cohort – his evaluation document identifies these areas and opportunities, and this was found to be indicative of his leadership of the History Department; a reflective and developmental ethos prevails.
- In the 2018 evaluation of the scheme of work developed in the Beacon School year it is notable how reflective Mr Egelnick was, and it was clear from this review panel that such insights were a result of trialling the scheme, but also of long, constructive and subject specific dialogue with his History team. When asked to consider ‘What actually happened during the SOW, did the lessons go as planned?’ Mr Egelnick wrote:

'The lessons mostly went to plan. The whole SoW took longer to cover as lessons were missed because of enrichment days and other school events. Also teachers felt giving students more time to complete the 'Who were victims of the Holocaust' and 'Being Human' lessons by extending them into more lessons, especially with our 40min lessons, we found time was needed at the start of each lesson to recap, which ate into the lesson time.

We switched round lessons 3 and 4 which worked really well as students engaged with anti-Semitism and were then looking at the photos allowing them to challenge the claims made about Jews by others (including the Nazis) highlighted in the video Roots of anti-Semitism. Also allowed students to contextualise anti-Semitism, yes it was prevalent before the Nazis, but absent in the photos of Jewish people, so demonstrates anti-Semitism and being a victim was not the defining feature of being Jewish.

We had to redesign Aftermath lesson as the video resource was unavailable. The new lesson worked well, but some weaker students struggled to understand the Westermann source was an account that was one of many and confused that his account was describing what happened to the Greenmans. Most classes spent two lessons to complete this lesson, but using the source material was an effective way to communicate what transportation could be like and importantly demonstrated a range of methods used by 'everyday' Jews to resist/avoid being taken and also the measures taken by Nazi forces to counter them. The use of Leon's dream was also very hard hitting and allowed students to gain an insight into the complex and contrasting experiences of survivors, we saw an increased up take in assessment questions that focused on life for the survivors.'

- When asked: 'To what extent did the SOW realise its objectives?' Mr Egelnick and colleague's response was...

'The SoW did leave students with broader knowledge and understanding about the Holocaust. How broad and sophisticated is harder to measure across the whole year group. The student feedback in lesson, the number of students wanting to develop their own enquiry assessment questions and assessment responses suggest the SoW had a significant impact. At times students were left confused and challenged by what they had learned, but this is also an important element in developing a nuanced understanding of the Holocaust, that there may not be easy answers and the more you learn the less you might really understand. Also by covering such varied content they recognise that understanding the Holocaust is not just 'Hitler and the camps'. The students have since taken part in research with the CfHE so our results from that will also let us know exactly how far we achieved this aim.

This is important as this also allowed the second aim to be achieved, students have in the most part been critical of weak explanations about the Holocaust. Although Year 8 students were at times guilty of lazy history and explanations in some of the final assessments, when challenge by their marking comments their DIRT demonstrated they did understand they were being lazy and were able to correct their work.

The SoW did much to develop academic literacy. In particular the Being Human lesson using the labels perpetrator, collaborator, bystander and rescuer gave a framework for students to discuss the roles of people involved in the Holocaust. This served as a fantastic starting point and for many (often the higher ability students) they began to realise that as historians they had the power to define these terms. A good example is one class (inspired by Elie Wiesel) were adamant that to be a bystander you had to be ignorant of the Holocaust because if you know and still decide to do nothing, your inaction only helps the oppressor not the victim and so your passivity would makes you a collaborator. This then had a profound impact on their perceptions on the size of these groups and the role of 'everyday Germans' in the Holocaust.

The last lesson in the SoW allowed all students to reflect on the value of Holocaust education on personal level and as being part of a Christian school. Applying Christian values to history is not something the department is comfortable with, but by exploring the presence and absence of school's Christian values in the Holocaust and through the prism of Holocaust education in a Christian school, meant the values were not being imposed on the history or the students as these values are often shared human values.'

- Asked to comment about to what extent the new Holocaust scheme of work helped pupils develop a better understanding of the Holocaust? Mr Egelnick said:

'The SoW did leave students with broader knowledge and understanding about the Holocaust. How broad and sophisticated is harder to measure across the whole year group. The student feedback in lesson, the number of students wanting to develop their own enquiry assessment questions and assessment responses suggest the SoW had a significant impact. At times in lessons students were left confused and challenged by what they had learned, but this is also an important element in developing a nuanced understanding of the Holocaust, that there may not be easy answers and the more you learn the less you might really understand. Also by covering such varied content they recognise that understanding the Holocaust is not just 'Hitler and the camps'. The students have since taken part in research with the CfHE so our results from that will also let us know exactly how far we achieved this aim.'

- Other reflective comments regard the History Holocaust scheme were also telling:
 - *'What were the unintended outcomes of the SOW? Having to redesign the aftermath lesson, forced us to develop another lesson and the resources for that lesson were really powerful, much more than the original lesson.'*
 - *'What worked well? Being flexible with the SoW and timings helped. In previous years we have been ridged with timings and focused on getting through content sometimes at the expense of giving students space and time to think and reflect on the lessons, but liberating teachers meant this didn't happen, although at times it made keeping momentum towards the end difficult.'*

- *'What surprised you?* We found students of all abilities were more willing to read long pieces of text than they had done before and more than we had expected.'
 - *'What would you do differently?* Develop a resource to support the time line lesson, especially if it goes over three lessons. This will help students consolidate key information and help them better understand the range of victim groups and identify their similarities and differences in the way they were viewed by the Nazis and the way they were persecuted. I found with some class assessments, some weaker students mainly, fell back on lazy stereotypes from the Being Human lesson. Something like a home work task or worksheet is needed to make sure they record some information from the case studies they encounter in the lesson and consolidate the learning/issues by explicitly reviewing their findings against their predictions'
- The schemes Holocaust content is carefully considered and reveals Mr Egelnick's commitment to embedding a love of history but also equipping learners to be better historians. In sum, this aspect of the scheme testifies to deep thinking about curriculum design and reveals an eye for detail. His reflective and scholarly nature will ensure any deep-rooted questions, concerns or recommendations raised throughout this review will be discussed with his team, considered on merit and, where necessary acted upon. 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.

b) Literacy

- Literacy is cited within the primary scheme of learning as a key institutional benefit of the approach undertaken. An aim of the scheme includes the development of *'...academic vocabulary to think about and discuss many aspects of the Holocaust, genocide and history. For example, explore limitations of dictionary definitions of words like Holocaust and bystander, but recognise the complexity of these terms, test them and begin to refine their definitions.'* It 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, in all its forms, is a noted whole school priority, and thus the Holocaust scheme includes explicit opportunities to contribute to St Michael's efforts to develop oracy and literacy – in all its forms. Whilst not identified as a strength in Mr Egelnick's pre-review visit SWOT analysis, it is evident from this process that the literacy contribution made by Holocaust education is outstanding and should be shared more widely across the school.
- The silent starter structure of lessons supports a wide range of outstanding literacy focused opportunities – as evidenced in the lesson observation (see Appendix 1).
- Throughout student voice panels, particularly with the younger students, several examples testified to the accurate and thoughtful use of 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. Students interviewed used, with facility, a range of terms (including *shtetl*, *Lebensraum*, 'resettlement in the East', *Kristallnacht*, ghettos, camps) and labels and concepts (such as *perpetrator*, *bystander*, complicity, propaganda and antisemitism). Students were able to name a range of concentration and death camps – Treblinka, Bergen-Belsen, Westerbork and Buchenwald – rather than the culturally familiar Auschwitz-Birkenau. The student voice panels gave St Michael's Church of England High School students the opportunity to demonstrate their learning through talk. Learners were able to clarify ideas, talk and think together. Clearly students were used to active listening to understand and recognised the opportunity to widen vocabulary in their lessons.

- Work scrutiny revealed learning through writing; the strong use of writing as a tool for thought, the students' ability to organise and develop their thinking through structured writing, and the recognition and respect for writing as a tool for thought itself as they develop a clear and appropriate form of expression in their work. Take for example the assessment pieces evidenced in Appendix 5 in which there is evidence of student led extended writing in which they can demonstrate sound historical understanding and a willingness to hone and improve their work (purple pen, DIRT) in response to teacher feedback and peer commentary. Within these pieces you will find reference to the Wannsee conference, Zyklon B, Aryan and other subject specific terminology along with a willingness to reflect and show empathy.
- St Michael's Church of England High School students can use specific terminology or vocabulary about the Holocaust which reveals their studies to have challenged prevailing myths and misconceptions – particularly regards antisemitism - referenced '*resettlement*' and segregation, *Mischling* and 'perpetrator perspective' which shows an advanced linguistic and historical context. The below 2018 anonymised extracts from Year 8 assessments at St Michael's are illustrative of students use of keywords and concepts in their work. Those worthy of note are featured below, and underlined in [blue](#) by this reviewer, particularly as they point to cultural and religious literacy (the students spelling, and punctuation have not been altered). Students had a choice of tasks, but those who choose 'How far was the persecution of Jews under the Nazis different from what went before?' responses included:
 - '*[Prejudice](#) against the Jews has [plagued](#) the world far more than 2000 years. Jews were labelled as murderers by Christians as they were seen as being [collectively responsible](#) for the [crucifixion](#) of Jesus. This belief was created when the Jews had the choice to save Jesus or Barabbas, who was a rapist and murderer, from crucifixion. Their choice to save Barabbas led to them being labelled as murderers, because of this Jews would face years of hardship and persecution.*'
 - '*Towards the end of the 13th Century King Edward I [expelled](#) all Jews from England. The only way Jews could avoid this was if they [converted](#) to Christianity. For many people in the Jewish community this was seen as being worse than death.*'

- 'Hitler on the other hand, believed that Jews were a separate race and could not convert to Christianity even if they tried.'
- 'Although there is no historical evidence that this event took place because the Romans had no tradition of releasing a prisoner on Passover. Many Historians believe these anti-Semitic views were fuelled because the Christians didn't want to blame the Romans for Jesus' death.'
- 'In conclusion, I am of the opinion that anti-Semitism was in no way a new thing but the way the Nazis did it was completely different. They dehumanised the Jews turning everyone against them and then murdered approximately 6 million Jews in a newly industrialised and horrific way, that is what completely set them apart from anything before, the industrialisation of it.'

When asked to reflect upon who allowed the Holocaust to happen student responses included: (again, keywords, concepts or terminology of interest to this review are underlined in blue)

- 'You may say that the people who knew about it but didn't do anything are bystanders; that a collaborator gives information, sells stuff etc., you are wrong. Elie Wiesel said "Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented" so their silence is helping them get away with it, therefore they are collaborators, not bystanders.'
- 'In my opinion, each group of people played their own part in letting the Holocaust happen. Without the collaborators, perpetrators wouldn't have been able to kill so many victims, furthermore without the bystanders not doing anything the Holocaust may never have happened in the first place. The perpetrators needed the help of the other groups for the Holocaust to go ahead and be so destructive therefore I think both perpetrators, collaborators and bystanders are responsible for allowing the Holocaust to happen'
- 'The Holocaust started on the 11th December 1941 when a decision was made by Hitler and Nazis to murder all Jews in Europe. In 1933 the Jewish population of Europe stood at over nine million. Most European Jews lived in countries that Nazi Germany would occupy or influence during WWII. By 1945 the Germans and their collaborators, who were anti-Semitic (hostility or prejudice against Jews) killed nearly two out of every three European Jews as part of the 'final solution', the Nazi policy to murder Jews of Europe.'
- 'The Nazis killed the Jews by using a chemical called Zyhlon B. Zhylon B was used because it was cheap and effective at killing large numbers of people quickly. As well, it was used to kill large numbers of Jews and other minorities because as the pellets of Zhylon B reach body temperature they vaporise and turn into a poisonous gas.'

When asked 'You are talking to a class of Year 9 pupils who have never heard of the Holocaust. What would you tell them?' student assessment responses included: (keywords, concepts or terminology of interest to this review are underlined in blue)

- *'The Holocaust is the name given to a [period](#) of time where [millions](#) of people died in numerous ways, under the Nazis command. Many people have either heard of the Holocaust and know very little information or they think they know a lot but actually know [false](#) or [biased](#) information'*
- *'After the [Wannsee Conference](#), many [Death Camps](#) and [Concentration Camps](#) were built making it easy for thousands of Jews to be exterminated by [gas](#), [starvation](#), illness and [shooting](#). [Auschwitz-Birkenau](#), one of the most well known Death Camps, was the place of death for over [1.5 million Jewish women, men and children](#). These [mass murders](#) began to slow down in [1944](#) when [Soviet](#) soldiers invaded the camps'*
- *'[Jews](#) were living in every country in Europe; there was a total of [9 million](#) of them but once the Germans had invaded the countries, [6 million](#) of them would be dead. The Germans would send out squads of soldiers to round up Jews and put them on a [train](#) to [ghettos](#) or [gas chambers](#) in [Poland](#). But they didn't just kill Jews; they killed [gypsies](#), [disabled](#) people and [homosexuals](#)'*
- *'The [police battalion \(101\)](#) were a group of men who were sent out to kill Jews in towns. What they would do is take the family of Jews into the forest or somewhere secret and kill them but if they didn't want to do this then they were allowed to leave and do a different job but nearly of them [chose](#) to do it'*
- *'In [1942](#) the Nazis set up [six extermination camps in Poland](#) which were specially built poison gas chambers to kill people, the biggest gas chambers could fit up to 1,000 people in at a time. But they made the gas chambers look like [showers](#), so prisoners wouldn't start to react and try fighting for their lives. The largest of these camps was Auschwitz, a vast collection of [slave labour camps](#), concentration camps and the extermination camp at Birkenau.'*

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, dates and location, language and detailed classwork was impressive – particularly in the sophisticated explanations of historic antisemitism that evolved over time (see Appendix 6). Therefore, this aspect of provision and practice could be used as example of best practice for wider school improvement.

- During the student panel it was revealing that, 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 use...if I'm honest I have used some pretty ugly words to describe others in the past...studying the Holocaust the way we did has made me more thoughtful I think about how I view the world and how I describe it'

The other girl agreed, and went on:

'I think about words more now and how they are used and abused... I don't think fake news is new to today as the Nazis were masters of propaganda...the way we have looked at the Holocaust means I'm more alert to what others say and what evidence they have to back it up...I'm also more aware of my own stereotypes as I sometimes catch myself using words which really I should challenge or at least question...'

- Holocaust education at St Michael's Church of England 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 or specifics within the scheme documentation, 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. In Miss Carter, the teacher observed most for the purposes of this review, St Michael's enjoys a fantastic practitioner of literacy and oracy skill – a subject specialist who has a wealth of literacy strategies embedded in her classroom practice, from whom many could learn.
- Observations regards the literacy opportunities within Holocaust education provision at St Michael's Church of England High School include:
 - The understanding of storytelling as powerful stimuli for changing the way we think, feel and act – the example of Leon Greenman was repeatedly referenced by staff and students. Such recognition is also evident in skilful use of case studies to explore conflict or moral dilemmas, for example, in 'Being Human?' lesson.
 - 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; the review's lesson observation highlighted work to support literacy as being exemplary.
- During the review, we found some students spoke with confidence about their experience of Holocaust education, their time at St Michael's Church of England High 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 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. Their 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. There is an opportunity to develop this further in wider genocide prevention/awareness with the upcoming Srebrenica Memorial Week (July) that takes as its 2019 theme ‘Bridging the divide: confronting hate’. This could contribute to active global citizenship and support the SIAMS report recommendation to *‘Increase the range of global partnerships... in order to support the school’s outward looking nature’*.²³ This would enable students to apply their Holocaust learning in another context and enhance cultural capital, whilst also supporting safeguarding protocols in criticality, citizenship and e-safety. Alternatively, the school may look ahead to Holocaust Memorial Day 2020 and its ‘Stand Together’ theme, as this too can draw upon language, dialogue, communication and speak to values of respect, empathy and inclusion.

- Of course, literacy is not simply the language of written and spoken word – and this review found examples of literacy beyond the academic that St Michael’s Church of England High School’s Holocaust Education was contributing something distinctive too. Whilst the school’s enrichment and SMSC opportunities are strong, religious and cultural literacy could be further developed in lessons relating to the Holocaust – particularly in the relatively little protected time within the scheme devoted to pre-war Jewish life and through the legacy materials. Given rising antisemitism in this country and beyond, prevailing myths about Jewishness and why the Jews were targeted, it is vital to any understanding of the Holocaust’s impact and relevance that students understand that which was largely lost – namely the Jewish community and what it means to be Jewish.
- Holocaust education teaching and learning at St Michael’s Church of England High School is reflective of and contributing to the students’ emotional literacy, but this, as will be discussed later, could 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 the school also provides 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. There is exciting innovation in ICT working in collaboration with History colleagues which speaks to this; in February 2019 a web design and safety project was introduced, using Holocaust related content. That St Michael’s Church of England High School 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.
- Much of this progression is made possible through the complex reading skills being developed across the school. This review recognises examples whereby Holocaust education is supporting this; through analysing and synthesising a range of case studies in ‘Being Human?’ to identifying patterns

²³ See St Michael’s 2018 SIAMS inspection report: https://www.saint-michaels.com/files/documents/2018/Michaelmas2018/SIAMS_-_St_Michael27s_-_Report_November_18.pdf

and reorganising information from a text (written or media) in the timeline or Unlocking antisemitism lessons. Such student led learning approaches encouraged by the Centre, means students are regularly considering a range of evidence for themselves, and thereby developing history or disciplinary focused skills such as making hypothesis, inferences and deductions. 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 St Michael's Church of England 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 power of individual stories (though noticeable this was in terms of case studies and stories being told, explored or researched in lessons, not direct personal testimony via a survivor visiting the school or a webinar²⁴) but this was accompanied by a concern for the moral and civic lessons.
 - *'I think it's important we study the Holocaust...It's sad and difficult but that's the truth of it and pretending it was something else would be wrong...You can't know how to stop it or understand how bad it was if we are protected from its reality.'*
 - *'It feels like real history...as good historians we treat it carefully and I think as people we treat it with respect...'*
 - *'It's taught me more than history...'*
 - *'I know I am more informed about the Holocaust and I feel like I now understand...not just what happened and why, but understand the human story, the reality of it all... and I understand that it's not just history...there's antisemitism still and genocide today and there is even denial... so this stuff matters and is relevant today.'*
 - *'It's what's stuck with me most in my time at St Michael's... some of those stories and lessons I will never forget.'*
 - *'I feel a responsibility to do something with this learning... now I know I have to be more watchful in what goes on in the world and feel I need to make a positive contribution to the world seeing as so many never had the chance and their stories won't be known or shared unless I play my part.'*
 - *'...I'd call finding out about Leon and the Holocaust "big learning."'*

²⁴ The school may like to consider survivor testimony or survivor webinar opportunities: For example, the Holocaust Education Trust, facilitate survivor school visits to give their testimony, and around Holocaust Memorial Day provides a national webinar in which schools can sign up, log in and interact with the live survivor.

- *'It's an amazing emotional roller-coaster...it's made me sad, angry, frustrated, shocked, intrigued, inspired and grateful at different times. Human can do wonderful things and awful things and it's hard to learn about the Holocaust without at the same time think about your own choices, actions...it has been real learning...'*
- *'I don't think you can learn about the Holocaust properly or visit Auschwitz and camps and ghettos like we did without it changing you...its changed me and I think its made me a better person.'*

c) Challenge and engagement

- The 2009 Ofsted report commented that of lessons seen, *'...high levels of challenge were evident'*.²⁵ The review would concur. Criticality and independent thinking, so championed in UCL Centre for Holocaust Education pedagogy and materials is a key area for ongoing development at St Michael's Church of England 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.
- Teachers independently noted during the review process that Beacon School status had significantly contributed to St Michael's Church of England 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.
- St Michael's Church of England High School 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. Teaching and learning about the Holocaust contributes to mind, body and soul of St Michael's learners.
- Looking at the scheme of work itself, teachers clearly have impressive 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.

²⁵ Please see: <https://www.saint-michaels.com/information/ofsted-parentview>

- Stretching and challenging students through scaffolding their development as critical thinkers and independent learners' is cited within the primary scheme of work as a key institutional benefit of the scheme of work and the approach undertaken. Such metacognition is fundamental to ongoing success at St Michael's Church of England High School.
- Students participating in the review panels 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? St Michael's Church of England High School students 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 there is a growing climate of what Mary Myatt terms '*high challenge and low threat*' at St Michael's Church of England High School, which encourages teaching for depth and impressive student outcomes. There is an identifiable CPD opportunity here to support colleagues in the '*art of challenge*'; either regarding preparing or planning '*for the top*' or in their recognising how to quickly change teaching and learning pace or strategy in the classroom to move engagement levels up. This is based upon a few examples of students revealing passive engagement traits and speaks to honing and refining already strong practices for challenge. It is a potential 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. History colleagues have effective techniques for involving all students in discussion work, thereby successfully challenging students. In addition, evidence from talking to students in the lesson and during the student voice panel points to teachers routinely checking students' understanding through talk and effective questioning, intervening when necessary, with notable impact on their learning.
- Holocaust teaching and learning at St Michael's Church of England High School benefits from the school's positive learning environment and investment in equipping learners with a resilience and

passion for learning. Some students do 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 needs to be done to ensure consistency and tackle passivity in the few.

- 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 and understanding of metacognition 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 St Michael's. In the SLT meeting Mrs Jenks spoke passionately of her belief that investing in students as individuals, in their personal development, character or values education, relationship building, and a sense of community enables and equips individual and collective academic success. It was refreshing to hear a Headteacher talk about the value of student's character strengths, their skills, unique talents and gifts as children of God as an investment in young people, rather than her school as an exam factory. It was clear Mrs Jenks and her 'team St Michael's' colleagues share a commitment in holistic educational opportunities and that they see that as an invaluable foundation to exam and academic success.
- One teacher commented during the review that having been involved in the UCL CPD day, her thinking and practice regards challenge and independent learning in the classroom had shifted, noting:

'It really made me think about the pedagogy underpinning what I was doing, the quality of my instructions and explanations and if my questioning is right... afterwards I gave me a chance with colleagues to reflect on my role in the classroom... If I get my job right, then I facilitate the learning, not stimulate it. I came to see the materials, the sources, the case studies and the History as the stimulus and that made me rethink as I was probably doing too much of the work in the classroom and now I have strategies that means the students are thinking more ... it's reinvigorated my teaching... not just about the Holocaust either.'

- On this latter imperative, 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 got to choose the type of assessment I did... there wasn't much choice about how to do it, but I got to pick the theme that I was most interested in which is different to normal.'*
 - *'...we didn't use textbooks for the Holocaust.'*

- *'I liked it because Miss didn't always give us the right answer or tell us everything... we sort of found out more of the stuff in the tasks ourselves.'*
- *'There was lots of discussions and more questions than usual.'*
- *'We got to look at sources in pairs and evidence in groups...there was lots to read and look at and because it was interesting, and we got to do it together I learned a lot from the process... discussions made me think a lot more as we sort of pushed each other more because we wanted to understand...'*
- *'I got to see Mr XXXX in a different way when we were on the trip... He really made the Holocaust come alive for me... it was better than being in the classroom and the way we usually learn.'*
- *'The timeline was really helpful... at first I was a bit put off by all the cards and reading but it's been like a constant reminder up on the wall... Mr XXXX would reference it during our lessons when we got stuck or used it as a prompt... I liked how we got up and interacted with it and sometimes I read extra cards I don't have to because I am just interested.'*
- It was revealing to hear some key St Michael's Church of England High School staff reflect upon UCL Beacon School status having further encouraged a spirit of innovative and challenging teaching and learning. Mr Egelnick, his history colleagues and SLT'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'*.
- It was notable that in the scheme of work's final evaluation for the Centre Mr Egelnick commented:

'The SoW did leave students with broader knowledge and understanding about the Holocaust. How broad and sophisticated is harder to measure across the whole year group. The student feedback in lesson, the number of students wanting to develop their own enquiry assessment questions and assessment responses suggest the SoW had a significant impact. At times in lessons students were left confused and challenged by what they had learned, but this is also an important element in developing a nuanced understanding of the Holocaust, that there may not be easy answers and the more you learn the less you might really understand. Also by covering such varied content they recognise that understanding the Holocaust is not just 'Hitler and the camps'. The students have since taken part in

research with the CfHE so our results from that will also let us know exactly how far we achieved this aim.'

d) Teacher talk, explanation and questioning

- The nature and quality of teacher talk at St Michael's Church of England High School demonstrates some good levels of clarity and 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, Mr Egelnick as the designated Lead Teacher for Beacon School status at St Michael's has a **declared interest** – students understand his passion for Holocaust education and colleagues rightly recognise his emerging specialism – but at times he adopts 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? The neutral stance was deliberately deployed in the lesson observed, where Miss Carter explicitly stated her intent to not comment on student's initial thinking regards to perpetrator, bystander, rescuer and collaborator adjectives. This was entirely appropriate given the two-part lesson materials and its purpose to capture and shift thinking, in many ways the epitome of assessment for learning.
- 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 to ensure that students are exposed to a wide range of perspectives. In conversations with Mr Kirkpatrick, Mr Cree, Miss Carter and Mr Egelnick it was clear such a strategy regularly plays a role in the classroom, challenging prevailing opinions and seeking to present an alternative view. However, they are an experienced team and collectively recognise the need to be careful not to present extreme views solely to provoke, and conversely not to present so many alternative interpretations that students are confused, overwhelmed or believe almost '*anything goes*.' The conversations with this team were thoughtful, passionate and testimony to their positive working relationship that enables a supportive, reflective and challenging professional level of talk.

- Most telling was the efficacy of using teacher talk deployed as **ally** – this was most revealing in student voice discussions, 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 was revealing in the lesson observed where on a couple of occasions Miss Carter could be seen to interact with targeted students during the small group tasks.
- 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'*, *'...our Holocaust lessons were mostly discussion and discovery...'* and *'...I learned about the Holocaust by listening more... I don't mean just sat silent to what the teacher said, but really listening to him and to what my group (students) were saying... and I think I was even listening more to me. That probably sounds a bit weird, but when we did the reflections stuff I know I was more confident to listen to my head or conscious.'*
- Another student commented: *'...It felt more like a true discussion in class where everyone's views and ideas were important... the teacher really wanted to hear what I had to say...'* with another adding *'...Yeah, it was like he was interested in our understanding and I think I learned more that way...'*
- A student in the lesson observation commented to the reviewed *'I'm answering more questions in class as Miss doesn't just stand at front and tell us what we need to know...'* 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 St Michael's Church of England 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 in the panel 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 (including with the final summative assessment), 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 Egelnick to share best or innovative practice 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 and monitoring.

- St Michael's Church of England High School teachers can unpack complexity through talk. Much of this is due to skilful explanation. It was clear from lesson planning documents, the scheme of work/learning and in student voice panels that teachers were successful in making complexity accessible by breaking down explanation. In lesson 1, the 'What can we learn from a toy?' / Authentic Encounters lesson for example, students spoke of their teachers building up understanding, from the simple toy, to the more complex meaning. Similarly, in the lesson observation, Miss Carter was able to develop historical skills whilst returning regularly to the lessons aims or objectives to ensure the explanations being developed were understood in terms of the learning's *'big picture'*.
- This review finds the questioning strategies and outcomes in Holocaust education lessons to be effective and developing. 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 observation, 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. Students in the lessons observed (History and Maths), and in the student review panel were able to articulate their Holocaust learning journey.
- St Michael's students' experience of and engagement with Holocaust teaching and learning is fostered principally through effective questioning and this is essential to evolving student understanding.
- The Centre recognises characteristics of effective questioning in the St Michael's Church of England 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
 - Encourages metacognition: enabling students to plan, monitor and evaluate their learning
 - 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 St Michael's. Such approaches aim to unearth misconceptions and contradictions and at times can cause cognitive conflict. 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 collective within the classroom.

- Holocaust related questioning at St Michael's Church of England High School is purposeful. This review finds that it serves at least four functions; eliciting information, building understanding, encouraging reflection and developing metacognition:
 - **Eliciting information** to confirm – this was most evident when teachers used their questioning for recall and clarifying knowledge. Miss Carter also used direct questions in the observation to establish expectations, whilst Mrs Brotherton developed the depth of student's knowledge in her questioning: moving students quickly and effectively from recalling facts, terms and concepts from their History lessons to basic mathematical reasoning (graphs and pie charts) and on to more complex reasoning. The latter required evidence, reasoning and higher order thinking. Students were asked to consider how to present the statistics and propose solutions to such big numbers being represented appropriately within the graphs scale and so on. The final stage in the statistics materials encouraged extended reasoning where students conceptual thinking and skills was tested – namely to analyse and synthesise information from multiple sources. All that learning was possible from Mrs Brotherton's skilful questioning and her having collaborated effectively with History colleagues. Student voice revealed the use of questioning to connect learning by eliciting prior experience, this was especially evident in their reflections of the *'Being Human?'* lesson, where students explored *'...what kind of experiences lead people to act that way?'*
 - **Building understanding** through probing questions enables the Holocaust to be explored appropriately. Such questions are being deployed across the scheme of work/learning to help construct or build new understanding. This is enabling learners to express their ideas in alternative ways. This promoted students' 'learning to learn' attitudes when thinking about the Holocaust.
 - **Encouraging reflection** as teachers seek to provide opportunities for students to deepen understanding. This can most be evidenced in the documents and data supporting the *'Authentic encounters'* lesson – where teachers, having gradually revealed the story of Leon and the toy, ask *'What are your questions now?'* Centre pedagogy is clearly encouraging students to access and consider multiple perspectives, especially in the *Being Human?* example; and at its best, model and enable evaluation skills by challenging the students to think critically and creatively.
 - **Developing metacognition** means a teacher must access students' prior knowledge and use their talk to be explicit and strategic in their instruction and clarity. It can lead to other quality teacher practice such as modelling a learned strategy (as was evident in the lesson observation), students memorising the learned strategy used in the activity or retrieval practice, guided practice, independent practice and structured reflection. But, in this review,

what was most revealing was the quality and effectiveness of the metacognitive talk used in the classroom. There was a positive ratio in Miss Carter's learning talk (narrative, questioning and discussion) over her teacher talk (instructions, exposition and dialogue) – this ensured students could distinguish the learning being shared (content, knowledge and understanding) from relating how it was being shared (the skills) and the progression in their thinking (within the lesson, across the scheme, and beyond) by applying what they knew and their use and application of prior strategies and approaches.

- There are opportunities to further build upon positive and evolving questioning practices within the scheme and to continue to refine, but also to share that thinking about skilful questioning by probing '*how we know what we know*' and continuing to challenge and examine truth claims more widely in questioning across the school. This would make a valuable contribution to SMSC, safeguarding protocols and to equipping St Michael's students to be informed, empathetic and engaged citizens of a diverse and complex world.
- Review observations regards questioning, particularly regards Holocaust education, include:
 - 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 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. Alternatively, continue to work on using these opportunities by way of follow up – for example, in the lesson observation when a student fed back and mentioned the word ghetto, this could have led to asking for a definition of the word, an example of a ghetto, likewise when death camps or concentration camps were mentioned.
 - 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 – especially in 'Unlocking antisemitism' and 'Being Human?' lessons – in the learning conversation, more opinions and ideas can be explored; this demands and helps develop student and teacher listening skills.
 - The lesson observation evidenced Miss Carter's developing skillset as a '*minimal encourager*'. She demonstrated a range of simple but effective strategies for encouraging students to 'keep talking'. Using '*nods*' and '*go on...*' she, as questioner, signalled her active listening skills, whilst being non-judgemental, implying no agreement or disagreement necessarily – this was especially important given the nature of the lesson (the first part of 'Being Human?' which is embedded in collating students initial understanding to ultimately be challenged and problematised). Where learning was most evident, this approach saw the students taking control of the learning conversation in the classroom and at times revealed its potential as a mechanism to extend student thinking.
 - There is staff recognition that young people's questions are '*seeds of learning*'.

- Where questioning is at its most effective – such as with Mrs Brotherton in Maths learning walk - 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 (and linked to findings regards challenge) is in consistency for accepting no '*half answers*' – in other words, teachers always stretching a student or group. Miss Carter has the strategies to do this, but within the lesson observed there were some opportunities missed to deepen or consolidate the learning. These could have enabled Miss Carter to move the learning along, inject pace and challenge learners – but these are developmental observations from what was an incredibly strong lesson.
 - Students at St Michael's Church of England High School do generally 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 lessons observed showed Mrs Brotherton and Miss Carter to deploy a range of quality and skilful questioning strategies. Questioning is sound; demonstrating within teacher talk and questioning some AfL opportunities of pupils' understanding. This strong and effective practice could be extended to include follow up and engagement of others. Perhaps colleagues might consider 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**
- St Michael's Church of England High School has clear and transparent policies regards SEND, pupil premium and vulnerable learners.²⁶ 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.
 - 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 St Michael's 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. This was the case in the observed lesson; the Holocaust teaching and learning experience and outcomes of SEND students demonstrate that there is an inclusive and personalised provision that is delivering.

²⁶ See: <https://www.saint-michaels.com/information/policies/send> and <https://www.saint-michaels.com/information/pupil-premium/catch-up-premium>

- Throughout the review process significant numbers of St Michael's Church of England High School 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 St Michael's Christian values and educational ethos and sense of mission, 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.
- 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, and to an extent Maths (learning walk) and document trawls from several other departments, we contend that, both from work scrutiny and student voice, differentiation is evident and of a good quality. Mr Egelnick's scheme of work and related lesson planning, encourages effective use of tracking data to inform intervention, making sure that '*closing the gap*' is a key priority; much is dependent upon developing positive student-teacher relationships over time and personalising learning. This reflects the principled and student focused way of thinking about teaching and learning that prevails at St Michael's.
- 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 such an experienced team (Mr Kirkpatrick, Mr Cree, Miss Carter and Mr Egelnick) 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.
- 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 by Mr Egelnick and colleagues when teaching about the Holocaust has ensured challenge and progression for many. Differentiation within a context of '*high challenge, low threat*', is key to the impact on learner's engagement and outcomes – but perhaps consider if you are also differentiating for your most able and not just those with a '*need*', to ensure sufficient differentiation to challenge all learners.

- An area for future development could be the tracking – whether in terms of data, engagement, focus groups – of a target group of learners as this would further help Mr Egelnick and colleagues better understand the impact of the Beacon School work upon vulnerable or most able learners.
- Aside the literacy, might there be more artistic opportunities or creative approaches within the History scheme of work/learning that might ensure a target cohort of learners are able to access and demonstrate their knowledge and understanding in alternative ways to traditional assessment or extended writing tasks? Whilst St Michael's has fewer SEND students than national average, alternative forms of expression for a few St Michael's learners may be vital and key to the scheme's success. So, this is an area for consideration regards accessibility, challenge and indeed assessment.

f) Creativity and innovation

- Within the 'What questions should we ask about the Holocaust?' scheme of work, developed during the Beacon School year, there are some interesting examples of creativity and innovation:
 - Opportunity and pragmatism within Holocaust teaching and learning enables students to draw upon their interests, both within the learning process itself, as well as in demonstrating understanding in literacy focused assessment and outcome project pieces. But, as noted previously, is there any scope for creativity in the demonstration of such outcomes? Can history be assessed in non-written ways? What skills or understanding could be demonstrated in other ways?
 - 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 its encouraging and engaging learners in embracing independent challenge.
 - Visual support of the Timeline displayed – constant source of reference and hook.
 - The use of survivor testimony in film/documentary is an interesting feature of the existing scheme, particularly in the absence of direct survivor testimony. Asides watching the UCL Centre clips that feature Leon Greenman, '*...when available, we have shown a documentary called Annihilation produced by a French production company called ZED TV and shown on Yesterday...The episode we show extracts from includes testimony of survivors talking about life immediately afterwards and the importance of the Eichmann trial in changing perceptions towards survivors*'.
 - Creating a '*sense of wonder*' through teacher delivery, content or activity choices is recognised as important for student attainment and achievement. The curiosity engendered by Barney's toy in the scheme of work, for example, are credited with extending learning through storytelling, student led questioning and visualisation.
 - Miss Carter, Mrs Brotherton and colleagues 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.

- The innovation to engage with Maths, ICT and others in a coordinated, disciplinary distinctive but integrated way.
- Beyond the creativity and innovation of the primary scheme of work/learning, Mr Egelnick hoped at the point of application in 2017, that *'...participating in the Beacon School Programme will help us continue raising the profile of Holocaust education across the school by engaging and building explicit links with other subject areas.'*²⁷ He assumed that engaging others, beyond his History colleagues, in Holocaust education across St Michael's Church of England High School may be difficult: *'Probably most challenging will be engaging colleagues from other departments to explore ways to collaborate and develop young people's understanding of the Holocaust. Again, being mindful of people's time and priorities will be key...There are opportunities for collaboration for example our RE department look at the Eichmann trial as part of a wider study of justice...It is important for us to ensure that any collaboration serves real purpose for both subjects and ensure the collaboration is meaningful and enhances student learning about the Holocaust.'*²⁸
- The collaboration that has resulted from the Beacon School year has rightly been recognised by Mrs Jenks, Mrs Hooley and Mr Egelnick as a strength the pre-review visit SWOT analysis. Partnering with several other departments; especially those that are not traditionally or obviously associated with Holocaust teaching and learning has led to significant creativity in provision and learning opportunities. This is perhaps most epitomised by the innovative working with maths and their 'Statistics and the Holocaust' scheme of work/learning. It is to the department's credit, that this unit has been developed to hone vital statistical skills and understanding, whilst respectful of the vehicle (the Holocaust) it draws upon to. Teachers have clearly discussed the complexities of Holocaust pedagogy with Mr Egelnick and history colleagues to ensure the ethical integrity of the endeavour. For example, avoiding the potential danger of dehumanising the victims by the focus on number. The 'How many stick men are there?' starter task is a powerful estimate exercise. The pictogram enables students to identify one stick man as 120 Jews (a fraction of the 6 million), before considering averages and code-breaking with an Alan Turing cryptology link and hypothesis opportunities. The use of the Christian values for life slides – stewardship/compassion, and attributes of resilience and respect – ensures what could be a cold, uncomfortable application of the Holocaust statistics to pie charts and plotted bar graphs, becomes human, sensitive and embedded in 'good mathematics'. It is telling that a stated lesson aim is honing the skill of 'Comment on the magnitude of numbers relating to the Holocaust' – the numbers matter in maths, but here, at St Michaels Church of England High School, the individuals, families and communities' matter. They are valued and respected and that speaks to the excellence in the teaching and learning within the department.
- Inevitably this has led to excellent numeracy provision and opportunities in Holocaust education. One reason for this is a commitment to research informed practice. Engaging with research is a strong feature of St Michaels Church of England High School's Holocaust education – and maths has

²⁷ Please see schools UCL Centre for Holocaust Education Beacon Schools full application 2017-18, pg.4

²⁸ Please see schools UCL Centre for Holocaust Education Beacon Schools full application 2017-18, pg.4

followed that lead. One of its lessons urges a knowledge outcome of *'Give possible reasons for misconceptions about the location of Jewish deaths in the Holocaust'*. Another lesson also looked to challenge the Auschwitz-focused perception so many people have; students are asked, where were the most Jews murdered and were graphically charged with showing where most Jews were murdered (pie chart). Later in the scheme, students were asked to draw and interpret a bar chart for pre and post war Jewish populations, whilst equipping students with the ability to suggest suitable scales for presenting such data (mathematically sound principles) coupled with encouraging respectful, knowledge informed and empathetic possible reasons for effects of the Holocaust on Jewish populations in European countries. The students substantive knowledge of ghettos is also improved by their reference within the lessons and there is a clear expectation that student prior knowledge (from history or elsewhere) should be drawn upon and applied – indeed one lesson closes with a plenary asking students: *'How does today's learning link to three other subjects and why?', 'How can you use the skills you have learnt today in other subjects?', 'What skills can you take from today and use elsewhere in school?'*

- The approach taken by the maths 'Statistics and the Holocaust' scheme of work is also distinctive for its contribution to safeguarding and criticality in the face of evidence. One of the lessons asks students *'How reliable is the data?'* Discrepancies in the statistics of various sources, validity and authentication is a significant lesson – not just in regards the Holocaust, but for life. Within the maths unit, students are asked to reflect upon the following: *'What comments can we make about the impact of the Holocaust on Jewish populations?'* *'What explanations can you give for what you are seeing?'* (in the graphs produced in previous lessons) *'Is anything surprising here?'* (statistically speaking, in terms of knowledge and understanding) *'What does each small square on your graph represent?'* (relates to the value of the individual behind each stick man/statistic) and, tellingly, *'How does this graph make you feel?'*
- This contribution by maths to Holocaust teaching and learning is unique and innovative and is a driver of excellent numeracy within the Beacon School provision.

g) Generic Teaching and Learning

- Without question St Michael's Church of England High School have successfully embedded some of the distinctive pedagogy and principles of UCL: disciplinary subject approaches, the use of oral history, personal stories, no graphic images, a nod to pre-war life, independent thinking and – crucially – not seeking to pre-package meaning and simple 'moral lessons' for students. This remains most notable in the History department, who lead this work in school. That said, there are wider examples of the IHRA²⁹ principles and teaching and learning guidelines that could be applied elsewhere, such as in Geography, RE and English. It would be good to see knowledge of these principles spread and further embed as the school develops its Holocaust teaching and learning provision – particularly as they are essentially excellent generic pedagogical guidelines, applicable in a range of contexts and would only enhance the emerging inter-disciplinary excellence.

²⁹ See for example: <https://www.holocaustremembrance.com/educational-materials/how-teach-about-holocaust-in-schools>

- Teaching and learning during this review, is in line with school policy. Based upon work scrutiny, student voice panels, lesson observation, a document trawl and conversations with key staff, this review finds Holocaust teaching and learning at St Michael's Church of England High School to feature:
 - Lesson intentions that are routinely shared with and understood by students.
 - Spaced repetition within Holocaust teaching and learning, whether within an individual or a series of lessons.
 - Lessons typically of a three-part structure: silent starter, main learning episodes and plenary.
 - Understanding, rather than task driven, schemes of work/learning.
 - Conceptual and disciplinary thinking embedded.
 - Enables students to identify its relevance and see the learnings '*bigger picture.*'
 - Some successful interleaving of different but related topics.
 - On task behaviour of students – the clear majority are actively engaged in their learning, but a few remain passively compliant. So, are **all** pupils working **equally** hard in lessons? This necessarily has implications regards challenge for all.
 - Criticality and independent thinking fostered in many 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.
 - Embedding principles of metacognition.
 - Embedding, living and valuing the individual and Christian values.
- As part of this review, a History lesson – a Year 8 lesson on 'Being Human?' (Part One) - was observed. It is to Miss Carter's credit that despite not being the Beacon School Lead Teacher she was willing to be observed – along with a non-Holocaust specialist learning walk in Maths to see Mrs Brotherton in her context exploring the Holocaust in a bespoke statistics unit. Both opportunities to observe lessons and learning, bore some hallmarks of quality teaching, rather than just quality teaching about the Holocaust. Whilst detailed analysis and lesson observation comments can be found in Appendix 1, it is worth noting here some generic feedback and acknowledgement for both examples of classroom practice and remark on generic teaching and learning based upon work scrutiny and student voice:
 - In line with teacher standards, both Miss Carter and Mrs Brotherton, model positive behaviours and attitudes.
 - Lessons typically take a three-part structure: starter, main and plenary
 - Teachers have high expectations and are values-driven (they recognise importance of a purposeful classroom environment, based upon mutual respect and calmness and used a range of strong verbal and physical cues with specific students, initially using praise effectively. They form positive relationships in the classroom and have a toolkit and a strong sense of purpose; over time, with practice and confidence these strong foundations which with SLT support and departmental guidance can be continued to develop.

- The lesson content and resources were well planned and linked to prior learning of the scheme of work/learning.
 - Where appropriate, teachers encourage repetition in their teaching and feedback – do it again – to raise standards and refine understanding. Expectations relating to academic outcomes are aspirational.
 - Teachers are confident 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.
 - Are teachers or students working harder in the lessons?
- Aside the observation / learning walk, this review found the following regards St Michael's Church of England High School Holocaust teaching and learning:
 - A Lead Teacher who is a reflective practitioner and, on occasion, prepared to take risks in his teaching and learning.
 - A middle leader who recognises his '*...experienced department makes it easier to ensure consistency of delivery across the SOW*' whilst acknowledging the '*Curriculum design and overarching question is ambitious and challenging and the team continue to hone and refine and see it as an ongoing stimulus*'. Such reflective practice within such a stable team makes for a rich and innovative developmental opportunity. As a result, the school are likely to see significant and sustained progression in quality assurance of lessons – particularly those in the History departments Holocaust scheme.
 - Whilst allowing student choice and encouraging independence, Mr Egelnick and colleagues do not accept 'opt outs'.
 - Mr Egelnick plays his part in creating the positive relationships and climate of the school, reflecting its ethos with his focus upon fostering mutual respect and trust.
 - A growing recognition that tackling sensitive, challenging, controversial or difficult subject matter – like the Holocaust – is necessary, possible and the source of most meaningful, relevant and sustained learning episodes, arguably where the best learning conversations happen. Linked to that, an understanding that the Centre's CPD is providing knowledge, confidence and skills which equips teachers to better tackle and engage with such subject matter in their classrooms.
 - The importance of contextualisation was strongly advocated during the student voice panels, 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 beyond their History or Holocaust related subject lessons – there is a potentially a lifelong love of learning being stimulated in such teaching and learning.
 - Students openly and independently praised the quality of teaching about the Holocaust during the student voice panel;

- *'You just know the teachers care about the Holocaust in a different way to other history we learn about...'*
- *'...he really knows what he is talking about... and when he was talking I found I was always asking more questions and I kinda wanted to know more...'*
- *'I want to say they were enthusiastic but that's sort of makes it sound like it was fun or something... I suppose what I mean is that the teachers were knowledgeable... when we went to Berlin that really showed in their stories and extra bits of info they told us about...'*
- *'Learning about the Holocaust was the best History topic we did... the teaching was different... it was much better...'*
- *'It was the first time I really cared about history...'*
- *'My teacher got the balance right between case studies and evidence, stories and maps...He talked to us and we discussed ideas and there was the Timeline too, so it was varied and active which was good... not like other topics in history...'*
- *'It affected everyone.'*
- *'I wasn't just informed by it... it was more than that, the teacher helped me understand...'*
- *'...instead of just learning it from the textbooks, you know the dates and names and places and stuff... I have people's individual stories and personal case studies.'*
- Student insights on the way teaching and learning about the Holocaust manifested itself differently compared to other topics or subjects at St Michael's Church of England 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. Oddly a couple of students in the review panel mentioned textbook teaching – when there is no Holocaust teaching and learning conducted using textbooks – when others in the group explicitly remarked of not using textbooks as a key to it being *'different'* or more *'engaging'*.

- It was clear from discussions with Mrs Jenks, Mrs Hooley, Mr Egelnick and other subject teachers 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. It is regarded as having deepened metacognition and supported SMSC and citizenship.
- 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 St Michael's Church of England High School are well on the way to successfully embedding 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 Lead Teacher Mr Egelnick and his 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

- St Michael's Church of England High School values research informed practice and Mr Egelnick has embraced the UCL Centre teacher and student report findings in terms of informing classroom practice. He praises the national research study findings for '*significantly*' shaping the History Holocaust scheme of work/learning, its pedagogy and conceptual framing, indeed he described the re-engagement with research via the UCL Beacon School programme as providing many '*light bulb moments*' that have challenged his own disciplinary misconceptions and substantive knowledge.
- Much of the History scheme of work is now framed to respond to a myth or misconception revealed in the UCL research. It aims to challenge, for example, that Hitler or a few henchmen were to blame, and to put causal historical concepts at the heart of its study of what the Holocaust was and how it could happen. Both Mr Egelnick and Mrs Jenks credit the Centre's research with significantly shaping the direction of the scheme, and as such has engaged in greater academic study which itself enriches challenge within the classroom and can support wider school improvement.

- Teaching and learning about the Holocaust at St Michael's Church of England 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 Mr Egelnick's Holocaust scheme of work/learning 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.
- Mr Egelnick and colleagues were keen to engage with this 2016 report and so kindly volunteered to participate in research in 2017 which would enable the Centre and the school to explore students' knowledge and attitudes before and after learning about the Holocaust. The Centre's national student study conducted from 2013 to 2015 had suggested that even after learning about the Holocaust, students continued to hold several misconceptions about the topic and so the history department at St. Michael's Church of England High School were interested to see if this would be true of its own learners, and what this might mean for teaching and learning. As a result, a researcher from UCL visited St. Michael's before their year 8 students started to learn about the Holocaust (pre-test) and after they had learned about it (post-test). On both occasions' students completed the same survey to assess how their knowledge and attitudes changed from before to after learning about the Holocaust. In total, 171 students (90 girls and 81 boys) completed at least one of the surveys. Most of the students (92% of them) completed both the pre-test and post-test surveys; 8 students did the pre-test survey only and 6 did the post-test survey only. Both surveys consisted of questions to look at students' knowledge of the Holocaust, as well as questions to explore their attitudes towards learning about the Holocaust and their beliefs in a just world. Whilst the research findings will be discussed in more depth in the assessment, achievement and outcomes for students' section of this report, it is worth noting here that participation in this research was voluntary and valued by the department and wider school, seen as contributing to school improvement, driving practice and evidencing outcomes. Such participation evidences the school's commitment to research informed approaches and reflective practice – whether in Holocaust education or generic teaching and learning.
- The scheme of work/learning does have assessment embedded within it that is research informed, but one wonders if there might be a formative assessment opportunity to capture the evolving knowledge or understanding of St Michael's Church of England High School students that is being missed? The Centre's DfE impact study (2018) survey questions (11 substantive questions) could

provide a quick baseline and recurring opportunity internally to understand your students' knowledge as compared to the national picture. This is a somewhat odd recommendation to make of a school who has previously engaged in such a study (and thereby formative assessment opportunity).

- As will be discussed in more depth in the assessment, achievement and outcomes for students' section of this report, in 2018, St Michael's Church of England High School took part in a study to examine the impact of the UCL Centre for Holocaust Education's full day CPD on students' core knowledge of the Holocaust. Students completed a short survey after they had learned about the Holocaust and their responses were contrasted with the data from the Centre's 2016 national study with almost 8,000 students. Identifying and exploring what young people know about the past and how they use this knowledge is not a straightforward matter. The Centre recognises that the use of survey-based, multiple-choice 'knowledge' questions will never be able to address all the complexities associated with uncovering every aspect of students' historical knowledge and understanding of the Holocaust. However, it is vital for students to be able to draw on certain historical knowledge to understand the Holocaust in meaningful ways. For this impact study, 11 questions were used to reflect important areas covered in the full-day CPD 'Unpacking the Holocaust':

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?
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, 147 students from St Michael's Church of England High School completed the survey.³⁰ This engagement with the Centre's research has continued to inform practice, so we recommend consideration of how a short exercise like this could be replicated annually, perhaps as a pre and post analysis to further inform assessment and demonstrate progression; particularly with regards to challenging prevailing national myths and misconceptions.

³⁰ Details of the impact study findings and recommendations can be found in the assessment, achievement and outcomes for students' section of this report.

- This review can confidently confirm teaching and learning about the Holocaust at St Michael's Church of England High School to be good, based upon various student outcome indicators, including the student voice panel. When asked what they had learned, surprised, shocked or challenged 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 just didn't notice anything when we looked at the Jewish community pre-war or even in some of the pictures from the ghettos... they were just normal people... so I suppose that was the point... they were Jews, but just like us.'*
 - *'I didn't give up, I wanted to learn more so read the case studies and listened more and I wasn't put off by the evidence and sources like I usually am...'*
 - *'I think, feel and act different because of learning about the Holocaust and my visit to Berlin'*
 - *'That antisemitism has always existed was new to me, I thought that was just Hitler and the Nazis... to think it went back to Bible times and is still happening today even after the Holocaust is pretty shocking.'*
 - *'It just wasn't fair. What the Nazis and collaborators did to the Jews wasn't just awful and morally wrong, it was based on prejudice and lies... it's made me realise that you have to think really carefully about what newspapers and social media says today... its possible some is fake news and that can be really dangerous as who might be the Jews of a future Holocaust?'*
 - *'I was naïve to think it was Hitler's fault alone... It was easier to believe that than to think ordinary people did such terrible things, but the case studies we looked at really showed me just how many people were involved and made the Holocaust possible...its quite hard to accept what that says about us as humans... I'd like to have believed id have resisted or rescued, but maybe I would have been a bystander or collaborated to save my family or something...'*
 - *'I was surprised by how much I could learn from a wooden toy...Barney and Leon's story really grabbed me...It was good we kept them in mind in the whole project and kept getting more and more understanding from the story.'*
 - *'As a Christian I was angry that fewer German Christians didn't live out their values to rescue or help... but on the other hand I found it hard to think about forgiveness or reconciliation, so I think these are hard things to come to terms with and think about... It was strange to learn about Edith... I can't remember her last name, the Jew who became a nun... we learned about her from the Timeline and this made me realise how the Nazis viewed being Jewish as a race not religion...that was shocking to me and all the antisemitism stuff...'*

- *'How many people died shocked me most... the 6 million number is scary, but we looked at individuals within that 6 million and that really made me realise how important this was'.*
- *'When I realised how truly valuable Barney's toy was I knew I was learning something important... We started off being shown an old toy truck thing and I remember Miss asking if it was worth anything and I said no, it was rubbish... later when we learned about Leon making it for Barney and what happened to the family I thought about that question again, only now the answer was different, now the answer is it was priceless to Leon. It was invaluable to me and my class as we started learning about the Holocaust... I'm not sure how to say it but it's changed my thinking, not just what I know about the Holocaust.'*
- History teachers have sought to explicitly challenge some widely held societal myths and misconceptions within their planning and teaching, particularly in the Unlocking antisemitism lesson, and there is a clear commitment to continuing to hone and refine Holocaust education best practice to meet the needs of the learners St Michael's serves.
- 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 was widely credited, by both students and staff, as key to being able to reconsider the issues; 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 his school and class contexts, Mr Egelnick and his History colleagues have 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. As noted previously, perhaps a school case study could be considered – a pre- and post-knowledge test (based on the UCL questionnaire?) could be deployed should the school be interested to compare themselves to the national survey data. This could be an avenue for a small-scale piece of action research or ongoing collaboration with Centre staff.
- During the student voice review panel, students discussed a range of pedagogical and ethical considerations that demonstrated maturity and insight beyond their years; regards the use of atrocity images, or the potential for 'shock and awe' when learning about the Holocaust they commented that:

- *'We know there are terrible images out there, especially online, we have seen them, and they are in documentaries too... but in class we didn't, and I don't think we needed to see them to make us understand how awful the Holocaust was...'*
- *'Learning about the Holocaust was such a roller-coaster of emotions. Sometimes I felt close to tears, sometimes I was confused and angry and sometimes the stories were inspirational... I guess that's normal though isn't it as the Holocaust was horrific, sad, confusing, inspiring... so if it didn't make us feel something then that would surely mean we'd had a rubbish teacher or hadn't learned about it properly?'*
- *'At first I was a bit annoyed... I thought Miss was hiding stuff from me by not showing the images from the camps and things... But later we were told about how the Nazis took lots of those photos and suddenly it seemed right not to see the victims in the way the Nazis wanted to remember them, as evidence... but as people... I'd thought Miss was trying to protect us or hide it from us and I resented that, but actually it was more about respecting and protecting the Jewish victims and their families... I'd never thought of it like that before... as I'm saying this it makes me wonder about other photos we have seen in history...'*
- *'The stories of Leon and Barney are enough to understand the Holocaust and I didn't need to see the piles of bodies or remains in gas chambers to know how awful Else's and Barney's end was like... But by seeing their family photos from before, you really care for them and I think that's what made learning about them so special... I remember them the way I don't other people from history and I think not seeing the usual Holocaust images isn't a bad thing as its more respectful and makes you care about the victims'.*
- This review confirms there is a real appreciation for Holocaust education and that Beacon School status has stimulated reflective teaching and learning. Students spoke of the importance of learning about the Holocaust's 'reality'. St Michael's 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. Whilst there is coverage of UNDHR, there is currently a lost opportunity to develop understanding of the UNCRC – which could well feed into policy refinement and behaviour for learning strategies. 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 provided Mrs Jenks, Mrs Hooley and Mr Egelnick examples of links that could be made in this area – most notably regards the work and story of Janusz Korzak, and there was some interest expressed concerning how this might 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, Mr Egelnick and his colleagues at St Michael’s Church of England High School for providing a rich and powerful Holocaust education learning experience. 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.
- St Michael’s Church of England High 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.

This review confirms St Michael’s Church of England High School’s Holocaust education provision to be ambitious in scope and having meaningful impact. Its quality teaching and learning is indeed good and evolving; a powerful, innovative 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 scope for including the forthcoming UCL Centre for Holocaust Education resource ‘Forgotten History: what happened in the East and how do we know?’ This is being produced in conjunction with the Imperial War Museum and may be something to consider in relation to a geography opportunity to explore the Holocaust/*Einstazgruppen* or even ‘*A space called Treblinka*’ lessons. We would also suggest, whether in the primary scheme or elsewhere in the school’s provision, opportunities be developed to explore the pre and post war impact of the Holocaust on the Jewish community and wider world.

- 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 – which are increasingly a St Michael’s strength and a distinctive part of provision? Standards of teaching and learning about the Holocaust at the school benefit from a coherent approach to curriculum design. In History students have opportunities to develop and extend their knowledge and understanding, and there is a commitment to opening those opportunities up across multiple disciplinary realms. Continuing to review and evolve in partnership with new departments will potentially allow teachers to make the most of their subject specific expertise whilst empowering 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.
- Whilst this review takes as its focus the teaching and learning about the Holocaust, the collaboration with other disciplines is an innovation at St Michael’s that should be commended and expanded where possible. Here you have an exemplary model or template for inter-disciplinary partnership which is bringing greater depth to academic and holistic student outcomes. It is highly unusual for a school to develop a breadth of Holocaust teaching and learning opportunity – particularly one that highlights literacy and numeracy as always underpinned by a research informed theoretical framework and embedded in disciplinary distinctive classroom practice. The emerging specialism in this area is significant – European leading – but what of its implications for genocide education, prevention and peace-building? Whilst we would caution against using the Ten Stages of Genocide as a comparative tool, its application could contribute to students shared vocabulary for understanding human rights, crimes against humanity, mass atrocity and genocide; it might help place the Holocaust in its wider context and support the school’s citizenship, internationalism, safeguarding and PSHE agendas. 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.

*See also Mr Egelnick’s SWOT analysis.

3. Assessment, achievement and outcomes for students

- The 2009 Ofsted report for St Michael's Church of England High School concluded pupils' achievement was outstanding. They rated pupil outcomes (achievement and standards) thus:

How well do learners achieve?	1
The standards (1) reached by learners	1
How well do learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

And noted that students '*...enter the school with standards that are above average and, by the end of their five years in the school, reach standards that are consistently and exceptionally high and make outstanding progress*'.³¹

- St Michael's Church of England 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 History Department complies with whole school assessment and monitoring processes. The school has evolving methods of planned, standardised and formal assessment for learning opportunities, however, the place of Holocaust education within that school wide and departmental assessment framework is unclear – whilst a summative assessment exists, there is little in way of identified formative opportunities, principally due to time constraints. The progress students undoubtedly make in their Holocaust learning is inextricably linked to quality teaching which is targeted, challenging and supportive.
- Despite significant engagement with UCL Centre for Holocaust Education research opportunities and contribution to national student surveys, at the time of the review it appeared prior learning regards the Holocaust was not established or formally baselined in the primary scheme of work or learning. This is something that can easily be resolved, by continuing to engage in UCL DfE study (11 multiple choice questions) strategy or using simple capture through RAG rating knowledge or understanding. Despite this, this review has found compelling evidence of students' strong and shifting knowledge and understanding of the Holocaust. But with no baselining of basic knowledge – such as when the Holocaust happened, where it happened, why and even what is meant by the term – it is unclear what that looks like or its implications. Students could well have a misunderstanding and have stuck to that view during the teaching process – or held a conceptually sound understanding from the start, held on to that or even developed a wrong or false view during the teaching process, thereby not changed at all or fully changing their view. Essentially what is currently lacking here is a simple baseline. A short interactive, multiple choice survey or questionnaire could be used with students to baseline pre-and post-knowledge or attitudes – this would be a recommendation for consideration in the future, perhaps a trial or pilot? This could be

³¹ Please see: <https://www.saint-michaels.com/information/ofsted-parentview>

offered as a starter or plenary activity and would provide multiple choice data that would not reduce curriculum time. This could be modelled on the plenary activity seen in the 'Being Human?' lesson observation, it was illuminating, timely and embedded in the lesson. It consolidated learning and encouraged demonstration of shifting attitudes and thinking.

- Self-assessment opportunities could also have 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 St Michael's Church of England High School, where students articulately contextualised their learning and provided examples of their progression, were powerful and offered meaningful evidence.
- An alternative 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.
- 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 St Michael's staff are not yet collating '*light touch*' evidence of impact of the Holocaust education work undertaken. In this respect use your student voice. As students 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.
- These remarks are not intended to give the impression that St Michael's Church of England High School staff do not know or listen to their students or aware of the outcomes and progression clearly taking place. 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. St Michael's students are 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 is 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 History units, particularly if this is noticeably linked to perceptions of History and GCSE options, 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.

- When asked to consider the outcomes for learners studying the Holocaust scheme of work/learning last year, Mr Egelnick and colleagues spoke largely anecdotally. 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 quantitative), nor used effectively to refine or shape future developments. Consequently, this review actively encourages teaching and learning and data SLT leads at St Michael’s Church of England High School 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, as in the work scrutiny, assessment results (be sure to from 2019 outcomes onwards to look to vulnerable or target groups of learners to see emerging trends or implications) and in student voice – the Centre stands ready to support the school, should Mr Egelnick, Mrs Hooley, Mrs Jenks or others be interested in exploring this further.
- How will assessment in the maths, ICT, RE or Science schemes related to the Holocaust compare? Would vulnerable or target groups of learners’ outcomes be replicated across the various disciplines? What might be learned from a wider look at the data? This review encourages Mr Egelnick and middle leaders to have time and opportunity to consider any similarities and differences in student outcomes, and that this be discussed with Mrs Hooley and Mrs Jenks.
- 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. Whilst the contribution to and outcomes from the school’s engagement with the Centre’s research is impressive and engaging, how has the school shared the quality of St Michael’s students Holocaust related knowledge and understanding.

a) Assessment

- Principles underpinning assessment at St Michael’s Church of England High School state that it must provide information on pupils’ progress for:
 - Pupils, in terms of feedback
 - Teachers, to inform and shape planning
 - The school, to feed into tracking and monitoring
 - Parents, in inform reports, evidence tracking, support consultation evening and drop-in surgeries

Each department at St Michael's is expected to identify the key pieces of work to be formally assessed and for which pupils will receive feedback – and the History departments Holocaust scheme complies with this, and each student receives a NC sub level or GCSE grade – but how is this KS3 assessing to be understood in terms of the context of life without levels or beyond levels and how has the change to numerical GCSE grades compare? Is there a trajectory or a flight path that is providing reliability of data prediction?

- Formative 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. For example, the UCL lesson, 'Being Human?' This lesson 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 History teachers at St Michael's are using in-lesson assessment for learning and this helps students throughout identify their strengths and weaknesses and target areas that need work, there are less opportunities identified in the scheme that speak to standardised formative assessment. Whilst work scrutiny demonstrates students have responded to teacher marking and ongoing 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 historical concepts or skills such as
 - Authentic Encounters: Questioning the Source/Mining the evidence - Source Analysis
 - Unlocking Anti-Semitism: Venn Diagram - Cause and Consequence
 - Timeline: Continuity and Change

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. St Michael's Church of England High School 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 skills or indeed attitude or behavioural shifts. Is existing assessment framed to be *attainment* or *progression* focused?

- It is pleasing to note, that whilst formative assessment of Holocaust teaching and learning is perhaps patchy or an area for refined and innovative thinking, St Michael's Church of England High School's summative assessment approach to the Holocaust is rigorous and annually reviewed in line with the school's assessment policy. The criteria for the schemes final assessment is shared and understood by all involved (teachers, teaching assistants, pupils). When appropriate the criteria is modelled in lessons, but this is complicated by the students being able to choose their assessment foci and therefore a generic criterion is offered – which has both its own strengths and weaknesses.
- It should be recognised, that any formal assessment of the Holocaust in schools is unusual, for as the Centre's own research showed many teachers feel a discomfort with 'Assessing the Holocaust' as such and thus St Michael's Church of England High School should be commended for its end of unit, summative assessment. The Academy should be proud of its enabling students to showcase their sound historical understanding of the Holocaust.
- When asked what noticeable gains, change (positive or negative) in pupil performance following the Holocaust scheme of learning, as compared to the same cohort studying an earlier or later topic, Mr Egelnick commented that 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 was a wealth of insight used effectively to drive practice and improvement. Making the most of, and collating, that evidence will be key to ongoing development, indeed departmental and school wide improvement.
- Such outcomes 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. The department's best practice research informed quality teaching and learning about the Holocaust should be widely shared by way of supporting generic school improvement.

b) Achievement and outcomes

The 2018 Impact Study findings clearly demonstrates St Michael's Church of England High School students are outperforming national peers (as compared to the national sample in the UCL Centre for Holocaust Education's 2016 student research).³² As noted previously, the school participated in a study to examine the impact of the Centre's full day CPD on students' core knowledge of the Holocaust. Students completed a short survey after they had learned about the Holocaust and their responses were contrasted with the

³² Please see Appendix 3 which 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.

data from the Centre's 2016 national study with almost 8,000 students. For this impact study, 11 questions were used to reflect important areas covered in the full-day CPD 'Unpacking the Holocaust':

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?
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, 147 students from St Michael's Church of England High School completed the survey. The survey resulted in a report generated by the Centre's Dr Rebecca Hale – summary reflections are outlined below (*italics*).

'On all questions the students at St Michael's Church of England High 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 slightly 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.'

These findings represent a significant shift in student understanding and speaks to the quality of teaching and learning about the Holocaust at St Michael's Church of England High School. It also clearly demonstrates a commitment to assessment and research informed practice.

- Previous in-depth engagement with the UCL Centre for Holocaust Education's research team came when the history department participated in a survey to explore students' knowledge and attitudes before and after learning about the Holocaust in school. As noted previously, in the spring/summer 2017, a researcher from UCL visited St Michael's before its year 8 students started to learn about the Holocaust (pre-test) and after they had learned about it (post-test). On both occasions students completed the same survey to assess how their knowledge and attitudes changed from before to after learning about the Holocaust. In total, 171 students (90 girls and 81 boys) completed at least one of the surveys. Most of the students (92% of them) completed both the pre-test and post-test surveys; 8 students did the pre-test survey only and 6 did the post-test survey only. Both surveys consisted of questions to look at students' knowledge of the Holocaust, as well as questions to explore their attitudes towards learning about the Holocaust and their beliefs in a just world. Whilst references to the results generated by St Michael's students, as compared to the national picture, litter this report as supplementary evidence; but it is worth reflecting on Dr Hale's concluding remarks and summary findings:

‘The findings of this report present a positive picture in relation to what students know about the Holocaust from before to after learning about the topic at school. On many questions the students demonstrated substantial changes in knowledge, for example, their understanding of what Nazi ghettos were, what would happen if a member of the military or police refused to obey an order to kill Jewish people, and the number of Jewish people who were killed. On other questions, ubiquitous misconceptions that are prevalent in society appeared to feature more prominently in students’ consciousness, for example, their understanding of what happened when the British government knew about the mass murder of Jews.

The findings showed that more students were able to identify the meanings of antisemitism and genocide after learning about the Holocaust, which is excellent. The UCL national study with students found that young people were often unfamiliar with or misunderstand what antisemitism referred to. The implications that this has for their understanding of what happened during the Holocaust are presented on pages 130 to 133 of the report of the UCL national study.

Students’ responses to the question asking them to indicate whether or not different people, places or events were connected to the Holocaust (as noted in earlier curriculum remarks) showed their growing knowledge about the Holocaust. The results showed that students were much more likely to identify the Warsaw Ghetto Uprising, Heinrich Himmler, the Einsatzgruppen, and the SS as connected to the Holocaust after they had learned about the Holocaust in school. The next step would be to facilitate students to recognise other events and protagonists involved in the Holocaust, including Bergen-Belsen and Treblinka.

There was evidence to suggest that students recognised some elements of the experience of Jews during the Holocaust (for example, over 66% of students knew that the majority of Jews were forced to live in ghettos when Nazi Germany invaded Poland in 1939). However, this contrasted to other areas where misconceptions about the victims of the Holocaust prevailed. This included instances where students appeared to be muddled on what the Nazis’ policy was against German Jews in the 1930s (for instance more than a third of students thought that they were to be put in concentration camps).

The multiple choice knowledge questions revealed that students had good knowledge in many areas (for example, three quarters of students knew that 6 million Jewish people were murdered). There was also an increase from before to after learning about the Holocaust, in the number of students who identified Poland as the country where the largest number of Jewish people came from and where the largest number of killings took place. A substantial proportion of students were also able to identify what Nazi ghettos were.

Other questions revealed that students still held some misconceptions, including the view of what happened when the British government knew about the mass murder of Jews. While there was evidence of a shift in knowledge for many students in relation to the country where most of the Jewish people came from and where most of the killings took place, some

students were unclear of these details (selecting Germany instead). This demonstrates the centrality of Germany in students' Holocaust consciousness and highlights the need to address this prevalent misconception. This issue is discussed in more detail in Chapter 7 of the UCL research report. Students also appeared unclear about the timeline of the Holocaust. Thus, a recommendation from these findings is that attention is given to the Nazis' policy against German Jews in the 1930s, what happened when Germany invaded the Soviet Union, and why the Nazi organised mass murder of Jews ended.

It is important to recognise that although this study has highlighted some areas that can be addressed with the next cohort of students learning about the Holocaust, on many questions an improvement in students' knowledge was observed. On questions where the improvement was not as significant, these issues must not be viewed as criticisms of the teachers (and/or students) at St. Michael's High School. Instead they highlight the importance of ongoing reflection and revision for all teachers across the country when teaching about the Holocaust. The willingness of the history department at St. Michael's High School to participate in an evaluation of the impact of their Holocaust scheme of work shows a commitment to high quality teaching – both in Holocaust education, and more broadly in the other topics they teach. Overall, the results indicate that the history department's participation in the CPD day has provided them with expertise in Holocaust education that is having a very positive impact on the students. The team at the UCL Centre for Holocaust Education are delighted that Ben Egelnick has been awarded a place on the Beacon School Programme and we look forward to continuing to work with him and his colleagues over the next year and beyond. We would like to pass on our gratitude to Ben, his colleagues and students who took part in this important research.'

- Take students' responses to one of the free text questions from that 2017 survey (pre and post)³³: 'please can you describe in the box below what you think the Holocaust was and who was involved' as illustrative of student progression at St Michael's.

'In the UCL national study, the descriptions of the Holocaust that students produced were analysed for content (see Chapter 3 of the 2016 Centre report). The findings showed that students had a tendency to describe the Holocaust in terms of a named action (or series of actions) involving named victims and perpetrators. They were significantly less likely to position the Holocaust within a specified timeframe or geographical location, or to make reference to either its scale or possible cause. The report noted that this did not necessarily mean that students did not know when, where or why the Holocaust happened or how many people it involved. Instead, the findings gave insight into what students spontaneously recalled and prioritised when asked to describe the Holocaust, with an action(s), victim(s) and/or perpetrator(s) appearing to be particularly salient in their thinking. The table below presents the responses of students from St. Michael's High School. It is notable that both before and after learning about the Holocaust, students gave very detailed answers. (Note that the responses have been transferred directly from the surveys, and therefore where

³³ See Dr R Hale report 'St. Michael's High School: research findings 2017', UCL Centre for Holocaust Education

typos occur, these are the students'. Blank spaces occur where students did not give an answer.)'

Table 2: Sample of students' descriptions of the Holocaust before and after learning about the Holocaust.

Pre-test	Post-test
When Hitler persecuted Jews for being jewish and held them in camps around Germany to work or be killed.	The holocaust was the mass extermination of the jews from 1942-1945.
I think the Holocaust was the period of time where adolf Hitler and the Nazis sent Jews to concentration camps and killed a lot of the Jews.	I think the Holocaust was the mass killing of Jews but also Gypsies and homosexual people.
The holocaust was when the nazis took the jews away from their societies and into contration camps where they were murdered.	The holocaust was a racial genocide to the Jews and other groups who the nazis disagreed with.
I think it was where Hitler was killing all Jewish people to try and make a race that he approved of/liked. I think he ws also taking mentally ill people and the children of people who argued against him and put them in a place where they were tested eg children were sleep deprived.	The holocaust was an event mainly involving Hitler discriminating people. He discriminated against Jews, gay people, gypsies etc. He killed many people in these groups and was the main perpetrator.
The holocaust was when Hitler sent all Jews to camps. In the camps he sent them into a room told them they were going to shower. then he killed them with poisonous gas and if that didn't work he later shot them.	The Holocaust was the mass extermination of mainly the jews, but also those Hitler didn't consider as the perfect race (eg disabled). Many people were involved, Perpetrators, bystanders, collaborators and rescuers and more commonly know, the Nazis.
The Holocaust was Hitler's attempt to wipe out the Jews. There was mass murder and work camps and the Jews were treated horribly.	The Holocaust was Hitler's attmpt to completely wipe out the Jewish race.
When the Nazis lead by Adolf hitler tried to kill all the jews in Germany.	The holocaust was when the Nazis, led by Adolf Hitler, tried to destroy the jews and anyone they thought of as a threat to the Aryan race.
The holocaust was during ww2 in Germany and Hitler ordered thousands of Jews to go to 'concentration camps'. In the camps, they were starved, worked to death and most of them were murdered. Many Jews also had to live in different places have different jobs and go to different schools.	When the Nazi's purposefully targetted the Jews in persecution and the mass murder of them in gas camps/being shot.
The holocaust was when the Natzis rounded up jewish peopl and killed them in concentration camps.	Hitler, the SS, the german police all the colaborators and the rest of the perpetratoours.
It was in World War Two when the Germans killed all of the Jews. I think they used football grounds to home Jews in tents on the pitches.	Also the rescuers were involved with it but against it.

The Holocaust was the mass murder of the Jewish religion. Adolf Hitler blamed all the problems Germany had on the Jews and killed almost all of them. The Holocaust took place in WW2 and was awful. Hitler killed thousands of Jews for no legitimate reason.

Perpetrators, Collaborators and Bystanders all participated towards the allowance of the holocaust. This was when Adolf Hitler (leader of Jews) promoted Anti-Semitism in Germany and across Europe. Also Reinhard Heydrich said that they needed to kill all Jew. 6 million Jews were killed.

- Work scrutiny demonstrated this progression. It is telling that St Michael's Church of England High School students were able to articulate such a shift in thinking during this review process. Their metacognition ensured they were reflective learners, able to chart their learning journey, but also increasingly able to apply what they know across disciplines – for example, taking their History studies into maths and statistics as observed with Mrs Brotherton. The transformation in and depth of knowledge and understanding illustrated in the defining of the Holocaust was replicated in 2017 UCL free text research questions with St Michael's students exploring 'Who was responsible for the Holocaust?', 'During the Holocaust, how did the Jewish people respond to what was happening?', 'Why did the Nazis want all Jews to be killed?' and 'What happened to the survivors after the Holocaust?'
- Personal stories were a feature of the Holocaust scheme of work developed at St Michael's Church of England High School that the students found particularly compelling, especially the thread of Leon Greenman and family - an Englishman deported from the Netherlands to Auschwitz-Birkenau with his wife and two-year-old son, a thread woven throughout the Centre's teaching and learning materials and is embedded in St Michael's scheme of work/learning. Along with other powerful and moving case studies, students felt this helped to make the enormity of the Holocaust accessible.
- When asked why study of the Holocaust was important or relevant today, St Michael's Church of England High School students' voice provides telling evidence – not least in the progress and development of their thinking over time. Dr Hale's 2017 extensive research report exploring students' knowledge, understanding and attitudes through pre-and post survey approaches revealed interesting percentage shifts in attitudes towards learning about the Holocaust. Dr Hale reported that:

*'Students were presented with a series of reasons for why young people should learn about the Holocaust. They were asked to select **three** reasons that they thought were the most important. Table 1 gives the percentage of students who selected each reason. Within the pre-test and post-test columns, the reasons have been ordered by these percentages with the most frequently selected reason at the top.*

Both before and after learning about the Holocaust, students said that the most important reason for young people to learn about the Holocaust was so that they could understand the causes and consequences of prejudice, racism and stereotyping in society.

Both before and after learning about the Holocaust, around a third of students thought that it was important to learn about the Holocaust to respect the memory of the people who were

killed. After learning about the Holocaust students were slightly more likely to think it was important to learn about this event to stop something similar happening again (change from 52% to 55%).'

Pre-test responses		Post-test responses	
Young people should learn about the Holocaust.....	%	Young people should learn about the Holocaust.....	%
So they understand the causes and consequences of prejudice, racism and stereotyping in society.	74	So they understand the causes and consequences of prejudice, racism and stereotyping in society.	68
To stop something like that from happening again.	52	To stop something like that from happening again.	55
To respect the memory of the people who were killed.	34	To think about the roles and responsibilities of individuals, organisations and governments when confronted with crimes against human rights.	35
To think about the roles and responsibilities of individuals, organisations and governments when confronted with crimes against human rights.	31	To respect the memory of the people who were killed.	31
To look at what can happen if people don't do anything when others around them are treated badly.	26	To look at what can happen if people don't do anything when others around them are treated badly.	29
To think about political questions, about power and/or abuse of power raised by events of the Holocaust.	16	To think about the moral questions raised by the events of the Holocaust.	17
To deepen their knowledge of the Second World War and twentieth century history.	16	To think about political questions, about power and/or abuse of power raised by events of the Holocaust.	16
So they have more sympathy for refugees coming to this country to escape discrimination and murder.	14	So they have more sympathy for refugees coming to this country to escape discrimination and murder.	13
To think about the moral questions raised by the events of the Holocaust.	9	To deepen their knowledge of the Second World War and twentieth century history.	12

- Whilst Table 1 showed the percentage of students who selected each statement as an important reason for young people to learn about the Holocaust, before and after learning about the Holocaust, just as revealing were student attitudes to 'Just World Beliefs'. In the 2017 research, St

Michael's Year 8s were presented with seven statements to explore the extent that they believed that the world was a just and fair place:

- I feel that people earn the rewards and the punishments they get
- I feel that people get what they deserve
- I feel that people's efforts are noticed and rewarded
- I feel that people get what they are entitled to in life
- I feel that people are treated with the respect that they deserve
- I feel that people are treated fairly in life
- I feel that the world treats people fairly

Dr Hale's report revealed:

'For each statement students had to indicate how much they disagreed/agreed with it. Where students responded "strongly disagree" they were given a score of 1, for "disagree" a score of 2, for "agree" a score of 3, and for "strongly agree" a score of 4. A total score was then calculated for each student. The total score that could be achieved on this scale was 28, with higher scores indicative of a belief that the world is a just place and that people get what they deserve in life. At pre-test the mean total score was 15.8 and at post-test was 17.3. Therefore, students were more likely to believe the world was a just place after learning about the Holocaust. If a student strongly disagreed with every statement they would have achieved a score of 7 and if they strongly agreed with every statement they would have scored 28. Thus, the average scores found here (15.8 and 17.3) show that students have moderate views in relation to the world being a just place.'

- Such research findings speak to student outcomes that are both academic and holistic (attitudinal and, potentially, behavioural) and this was confirmed by this review. We can confirm that students at St Michael's Church of England High School have undoubtedly made progress based upon student voice conversations and work scrutiny, but it would be interesting to know what staff mean when they speak of students having '*a much better understanding*' and to consider at a level how and in what ways the History scheme's impact could be evidenced or those school wide values and attitudinal be captured or demonstrated. The patterns would be revealing and meaningful given the religious and values driven character of the school.
- Beyond the cognitive and data driven claims that could be made regards attainment and student progression, it is clear St Michael's Church of England High School are committed to recognising the affective and creative outcomes for learners – including in relation to the Holocaust.
- This review found examples of some 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 of the outcome alone. Mr Egelnick and colleagues recognise and embrace 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 panels, work scrutiny, the document trawl, lesson observation and meeting with colleagues at St Michael's Church of England 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. That Holocaust education is understood at St Michael's Church of England High School, by its student body, as supporting safeguarding and that they could apply the skills of source analysis to truth claims or fake news today was telling.

c) Feedback and marking

- This review found the following with regards to marking of Holocaust related work:
 - It is consistent with existing school policy³⁴ in terms of regularity.
 - Maintenance marking is typically timely and informative.
 - Comment only marking is the norm. Grades and levels were given only for the key assessed task.
 - Most feedback led to some kind of action to promote student progression and learning. The review saw examples which saw students respond to direct teacher comments, answering a question, re-drafting a section, correcting spelling errors etc. 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.
 - Student's purple pen DIRT responses provides some good evidence of meaningful teacher/student learning conversations and is in keeping with school protocols regards feedback. St Michael's students are aware of the expectation to use the 'Purple Pen of Progress' to make these corrections to their work. It was interesting to hear from students that purple pens weren't for the use in their self or peer marking/feedback (ticking work 9/10 or commentary) but for making improvements and evidencing progress. It is clear this has been a well communicated strategy that is embedded in classroom practice and at home.

³⁴ Mr Egelnick provided a copy of the schools 'Assessment, Reporting, Pupil and Curriculum Information' document by email, 04/04/2019.

- That DIRT was at times set as a home learning task.
 - A few pieces showed feedback that is low in developmental quality, where marking was commentary driven praise, focusing upon recognising student time and effort rather than improvement driven. However, most feedback is personalised and progression driven, with work scrutiny displaying students habitually and eagerly responding in an effective and progressive manner.
 - There is evidence of literacy marking throughout, including SPAG mistakes identified. There is school-wide guidance regards SPAG marking, but whilst in use, the literacy codes are inconsistently used and applied; that said, a range of strategies and marking indicators/devices were referenced by students or seen in the lesson.
 - When speaking with St Michael's Church of England High School students it was apparent that most know of MEG or targets and most were well able to articulate how best to improve. Some were acutely aware of how to progress, able to demonstrate with confidence, detailed and specific skill and knowledge development indicators. Those who did not know MEGs or a target, did have a system or reference point to find it quickly.
- This review can confirm teachers have a good 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. St Michael's Church of England 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.
 - It is telling that the schools SLT recognise the pressures of workload and the importance of staff wellbeing. It is notable in the 'Assessment, Reporting, Pupil and Curriculum Information' document and in the reviews meeting with Mrs Jenks and Mrs Hooley that *'Pupils should spend more time responding to our written feedback than we (teachers) spend writing it.'*

d) Work scrutiny

During the review day a range of St Michael's Church of England High School students' learning was considered; during the lesson observation student work was accessed and there was an opportunity to speak to students about their learning and Holocaust education experience at the school. Similarly, work was presented on occasion and discussed during the two student voice panels, by way of students illustrating the points they were making, and some formal work scrutiny took place.

- Based upon a range of work scrutiny this review can state the following about St Michael's Church of England 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 the stated intentions. Often student work evidences to what extent the aims have been met and how a lesson links to the previous one.
- A range of questioning is evidenced within the student activities and responses – this confirms the previous remarks regards quality and evolving questioning in Holocaust education at St Michael's Church of England High School.
- 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 enabled creative opportunities to be encouraged – using poetry, prose as a stimulus, artwork or innovation in presentation. This would be exciting excellence 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.
- There is compelling evidence of St Michael's Church of England High School students increasingly and impressively using and confidently deploying specialist Holocaust terminology and improving their historical 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 or only for the most able?
- As noted previously there is currently no capture of prior learning, baselining or tracking, but there are some self and peer assessment/feedback opportunities evident in 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 identified and usually challenged in teacher marking.
- Some links with SMSC, FBV and Prevent are evident in students work – though not always (nor necessarily) flagged as such.

e) Outcomes as revealed by student voice:

During the review several St Michael's Church of England High School students participated principally in an informative and engaging student voice panel, but others should also be acknowledged for their contributions during the lesson observation, learning walk and tour of the school. It should be noted, that the students encountered during the review visit 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 St Michael's Church of England High School:

- As noted previously, student awareness of your UCL Beacon School status is limited. The status and its meaning are not known or understood by St Michael's Church of England High School students – this is currently a lost opportunity to raise profile of your emerging specialism. A pride and renewed engagement could emerge if Mrs Jenks and colleagues use the Quality Mark award as an opportunity to celebrate within the school community and to publicly recommit to the cause. Conversely, staff were 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 St Michael's and the relevance and importance of the Holocaust. Students in the review panels, 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.
 - Students recognised their improved specialist subject knowledge, especially within History. 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. Despite the emerging strength of inter disciplinary work and enrichment, some students are not connecting the dots and integrating their learning. This is not unusual, as often student compartmentalise their learning, but where students are drawing on prior learning from across the curriculum, it is clear to see, in Maths and History, the benefits and the opportunities.
 - A few students spoke of the Holocaust lessons having improved their listening skills. Whilst the 2018 SIAMS report spoke of the strength of the school's development of the spiritual, it was the quality of those learning and reflective moments that was credited as significant: *'Pupils value learning and participate fully in questioning, listening and responding creatively across the curriculum'*.³⁵ That the students have established reflective routines and, in student voice panels were able to identify a change; alluding to active, rather than passive listening, regards Holocaust teaching and learning 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.
- Change 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

³⁵ See St Michael's 2018 SIAMS inspection report: https://www.saint-michaels.com/files/documents/2018/Michaelmas2018/SIAMS_-_St_Michael27s_-_Report_November_18.pdf

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. Another student talked about the importance of research and how many myths about the Holocaust were in society and not challenged.

- 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 individual case studies like Leon Greenman. For some students, change came regarding their *‘feeling’* study of the Holocaust was important; 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 some of the students of St Michael’s Church of England High School – particularly those who have participated on the Berlin-Krakow trip.
- 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; they 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 St Michael’s Church of England High School. Another student questioned where God was during the Holocaust? Such insights are heightened by the students reflective and values/character focused vocabulary and their familiarity with issues of forgiveness, reconciliation, theodicy and philosophical inquiry or willingness to engage with ultimate questions.
- 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’*. 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 and encouraged them to go on the schools' trip to Berlin and Krakow. 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 he put more effort into his work, especially home learning and that he had fed off the praise and encouragement he received at home and at school. He 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. Owing to geographical location St Michael's Church of England High School has not thus far facilitated survivor visits or testimony by webinar. Whilst this is entirely understandable, and largely a pragmatic and logistical issue, students are missing that emotive and experiential survivor testimony encounter. Despite this, students do feel compelled by the individual stories they encounter in lessons, including those found within the case studies and UCL materials such as in the Timeline and 'Being Human?'.
- The opportunity for direct personal testimony by Holocaust survivors is time limited.³⁶ This fact is not lost on St Michael's Church of England High School teaching staff and consideration is underway for what Holocaust educational experiences and lessons might look like to facilitate this opportunity. They recognise the urgency to make use of such hugely personal, enriching and impactful educational experiences – if geography and opportunity allow. This review has signposted opportunities, particularly via the Holocaust Educational Trust, that could facilitate this opportunity – or likewise the opportunity for survivor webinar; particularly with a view to Holocaust Memorial Day 2020. Given the schools strong existing record of quality Holocaust teaching and learning (minus survivor direct testimony) they are, unlike other schools, more secure in their understanding of what can be done given the inevitable passing of the survivor generation.
- Discussion within the student voice panel was wide ranging but did not include talk of the impact and importance of survivor testimony and personal stories. Instead, student's spoke of the power and intimate connection made with the past through case studies. Students interjected or confirmed other's memories of their classroom experiences with references to the individual stories and case studies somehow making the history *'more real'* and that it had made them *'understand better'* the Holocaust's impact on individuals, families or entire Jewish communities.
- The personal stories encountered as case study cards were a strong feature of the Holocaust scheme of work/learning developed at St Michael's Church of England High School that students found particularly compelling, especially the thread of Leon Greenman and family - an Englishman deported from the Netherlands to Auschwitz-Birkenau with his wife and two-year-old son, a thread woven throughout the Centre's teaching and learning materials. Along with other powerful and moving case studies students felt these helped make the enormity of the Holocaust both accessible

³⁶ Email from Mr Egelnick, 04/01/2019

and relevant. One student commented *'You get kinda get sucked more and more into Leon's story and you find yourself really caring about them like he was someone you knew, you know, personally.... now I feel it's my duty to tell people about him and for me to remember his family... so talking about him today is like paying my respects.'*

- When asked why study of the Holocaust was important or relevant today, St Michael's Church of England 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 made me realise that history matters and makes a difference to the world we live in today...'*
 - *'Its scary to think how a country like Germany could turn to a dictatorship and create the conditions where the Holocaust could happen...it makes me wonder how you keep any country from making the same mistakes.'*
 - *'My assessment made me think about what justice really is...after the Holocaust nothing could bring the 6 million back, but did survivors need to see the punishment, or did they just want the crimes to be admitted publicly? Maybe punishment isn't what justice is, maybe its about preventing it happening again and showing bystanders or others that its wrong... but then I learned about some of the old Nazis getting prosecuted... some people have said they are too old to go to court or live in prison and some people said its pointless and too expensive to bother, but the elderly Jews who were murdered weren't let off for being old were they? ...'*
 - *'The Holocaust didn't just happen like happen out of the blue or something, it was allowed to happen and got worse and worse over time...so if there's a lesson from the Holocaust to take away I think its about playing your part as a citizen...'*
 - *'The Holocaust hasn't stopped us doing terrible things to each other... we still need to learn the lessons...'*
- 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 St Michael's Church of England 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 Mrs Hooley and Mr Chadwick consider how they might work innovatively and effectively at how it might, in light touch ways, capture or assess soft skills. 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 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; in History assessment could focus on the substantive knowledge and historical skills, whilst the RE could seek to explore the holistic, philosophical, moral and self-reflection realm and point to attitudinal shifts. This may free up some of the precious history curriculum time. Should this be of interest and something you would want to develop or consider, then contact n.wetherall@ucl.ac.uk for some support and advice. We would not recommend measuring soft skills or attitudes with a result of declaring a child a grade A active citizen or another a grade 6 for resilience, rather to use indicative data for trends. Perhaps there is scope for self-assessment on some of these indicators or attitudinal shifts? These suggestions are simply made to capture in some fashion the anecdotal impact and the wider impact of your provision from subject specific indicators.

- From work scrutiny, lesson observation, and student voice focus groups, this review found student outcomes are of a good standard. This is borne of intelligent curriculum planning, a reflective and evolving approach to thinking about assessment, and a robust but sensitive understanding of student progression. 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 cultural capital influencing our young people's knowledge and understanding – and, accordingly to national research, is often impeding progression in many ways – thus successful collaboration with primaries, network schools and St Michael's Church of England High School's own English Department is potentially key or opportune. Students were typically very positive about *The Boy in the Striped Pyjamas*, with many encountering it in primary school, describing it as 'emotional', 'provides a child's perspective', 'made me relate to what it would have been like' and 'it made me want to know more'. Whilst the fable has its merits in a literature or narrative form, there are concerns regards its portrayal of historical fact and thereby the importance of timing and coordination to ensure historical study can take place alongside – might this be an opportunity to draw upon skills based and extended writing opportunities? Could students identify the myths and misconceptions in this creative writing piece? Similarly, what values has such creative writing responses to the Holocaust? What devices does Boyne deploy? Could this have enrichment value or cross curricular and collaborative merit? Engaging English, MFL, Drama, Art social science and other humanities subjects with specialist CPD from the UCL Centre for Holocaust Education could engender a powerful and compelling opportunity for an enriched Holocaust education experience at the school and lighten the History burden as perhaps currently exists.

- This review thereby suggests the need for an audit of existing provision across both academic departments and within the pastoral, SMSC, Citizenship, PSHE agenda to establish where coordination could be possible to reduce myths and misconceptions being reinforced and hindering historical study later on, and to foster a spirit of opportunity for celebrating subject specialisms whether in a reconfiguring of the curriculum so it is coordinated or in specific collapsed timetable days or enrichment opportunities.
- Should this be considered then it is potentially a powerful vehicle for sharing of best practice, school improvement and innovation. This would help tackle or reduce a potential weakness whereby UCL pedagogical principles are embedded in History and a few other curriculum contexts or by key individuals, but not shared, understood or applied more widely.
- The reviewer is happy to support Mr Egelnick, Mrs Jenks and colleagues on this journey towards a multi-disciplinary enriched and nuanced Holocaust education provision should St Michael's Church of England High School wish to explore it further. The UCL Centre for Holocaust Education can supplement this with FREE CPD support which we know delivers significantly in terms of student achievement and outcomes and thereby whole school improvement. It could also be, that St Michael's colleagues would be interested to partner with Centre colleagues to develop a subject specific resource?
- The developing nature of Holocaust assessment procedures could be hugely innovative and exciting in the future. The review wonders whether working in collaboration with the UCL Centre on this may be useful; for example, the research team could specifically look at the existing assessment framework/end of unit project and offer insight to confirm that what you do achieves all that you want it to or offer insights that may help shape a more effective alternative. Either way, this research informed, evidence-based approach could enrich the school and Centres' ongoing partnership – both in terms of the specifics of the Holocaust assessment and regards whole school improvement regards assessment and feedback. The spirit of critical friend, both celebration and developmental focus of the review process means that we can be confident that St Michael's Church of England High School annual internal review of assessment will enable and inform ongoing self-reflection of the discussion points raised. This will undoubtedly help ensure that the assessment will truly be useful for both the student and the teacher.
- 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 that revealed many students, having studied the Holocaust without their teachers taking part in the Centre's CPD programmes, could not do this.

f) Outcomes as revealed by internal and external quality assurance

- Despite its successes in Holocaust education, especially within History, St Michael's Church of England 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: whilst they maintain rigour and safeguard standards, they 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 finding 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.
- Holocaust education at St Michael's Church of England 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 school's 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.

Potential areas for future development:

- There is clear openness and innovative thinking regards linking the History scheme of work/ learning to other subjects across St Michael's Church of England High School and a desire, now beyond the initial Beacon School year, to enhance existing initial collaborative opportunities with Maths, ICT, science and RE to extend to perhaps English and the Arts in the medium and longer term. 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.
- Students' confident use of vocabulary was impressive and marks genuine progress in 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 within departmental meetings or within cross curricular middle leader conversations?
- It may be that looking to the future a short interactive, multiple choice survey or questionnaire could be used with students to baseline pre-and post-knowledge or attitudes – this would be a recommendation for consideration in the future, perhaps a trial or pilot? The 11 questions used by the Centre for its DfE impact study, could be useful here as would give you a national baseline to compare knowledge to, pre-and post and complement the existing ongoing assessment within History. This could be offered as a starter or plenary activity and would provide multiple choice data that would not reduce curriculum time. The Centre's Nicola Wetherall stands ready to assist or support this development should the History Department wish to.

*See also Mr Egelnick's SWOT analysis.

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

- 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 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 St Michael's Church of England High School.
- The 2009 Ofsted report stated:

How good are the overall personal development and wellbeing of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic wellbeing	1

It is this reviews contention that the school's provision for pupil's personal development is indeed outstanding and would concur with Ofsted's remarks the '*...school's very strong moral and spiritual ethos gives pupils many opportunities for reflection.*'³⁷

- The recent SIAMS report (2018) noted that: '*Whilst there have been productive overseas links, some of these are no longer active. The school has rightly identified this as a priority for development. There are embryonic plans to move this element of its partnerships forward.*'³⁸ Could there be opportunities for school exchange, pen pals, international links to Poland or elsewhere? Could this secure the school's continuation of the Berlin-Krakow study visit? Could this provide the impetus to consider a genocide education or prevention and peacebuilding dimension to the schools' work?
- Mrs Jenks cited the holistic, pastoral and safeguarding depth of Holocaust education provision at St Michael's Church of England High School and its complementarity to the academic outcomes in a highly articulate and passionate contribution to the review.
 - '*I'd like to think our curriculum offer encourages reflection and application so as to be embedding transferrable skills...we have the structures in place with the split screens to combine the substantive or traditional curriculum with our Christian mission.*' (It is worth

³⁷ Please see: <https://www.saint-michaels.com/information/ofsted-parentview>

³⁸ See St Michael's 2018 SIAMS inspection report: https://www.saint-michaels.com/files/documents/2018/Michaelmas2018/SIAMS_-_St_Michael27s_-_Report_November_18.pdf

noting that split screens and their regular use for reflection has been in place for almost ten years and therefore structures are in place and embedded.)

- *'The Biblical or theoretical basis of our 'Therefore, choose' approach plays itself out in the young people's choices, in our behaviour for learning conversations...it helps us tackle any bullying... I think it's a character for life framework that equips our students for life beyond school.'* This is supported by the 2018 SIAMS report which commented that:
 - *'Within the vision, 'Therefore choose', is applied exceptionally well. Staff and pupils relate this to the choices they make, including on moral and ethical issues. A wide range of experiences to encourage pupils to make positive choices are provided. Pupils respond constructively to these. They engage effectively in social action and charitable giving, reflecting on the impact of their decisions personally, within school and further afield. The school's vision effectively promotes strong relationships, a sense of belonging and exemplary behaviour. Pupils recognise that sometimes wrong choices are made. They are keenly aware that justice, forgiveness and reconciliation are practised in school. They know that this reflects a Christian vision and that, 'it is a good way to live'.³⁹*
- Examples cited by Mrs Jenks for SMSC and personal development opportunities within Holocaust teaching and learning that equip St Michael's students holistically, in all their uniqueness included:
 - Worship: remembrance, Holocaust Memorial Day, commemoration, respect.
 - Tutorial patrons: Corrie Ten Boom – and possibilities for future tutorial patrons?
 - Inclusion of Maximillian Kolbe's story as part of worship
 - Metacognitive modelling, student's ability to reflect on their learning process and articulate that.
 - *'Disagree and Disagree well'* distinction

This demonstrates the extent to which St Michael's learners can make a positive contribution to their community and engage with the wider world.

- It was apparent throughout this review process that students feel their views are listened to and valued. There is a prevailing atmosphere of mutual respect at St Michaels, amongst both staff and students. Students readily take on responsibility and some would welcome the opportunity to take on more. It is also clear from school policy documents and on speaking to Mrs Jenks, Mrs Hooley and Mr Chadwick throughout this review process that St Michael's educational vision is designed to ensure its learners develop workplace and other skills that will contribute to their own, and

³⁹ See St Michael's 2018 SIAMS inspection report: https://www.saint-michaels.com/files/documents/2018/Michaelmas2018/SIAMS_-_St_Michael27s_-_Report_November_18.pdf

communities, social, civic and economic well-being; and senior leaders were well able to articulate the part Holocaust teaching and learning contributes to that educational experience.

- 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 contribute to society, an active global citizen and ready for the world of work. Personal development and wellbeing of St Michael's Church of England High School students is understood to underpin strong academic performance and together provide a well-rounded educational experience. The Headteacher's clarity on ethos, vision and mission feeds the Academy's holistic and traditional curriculum that results in a broad and balanced St Michael's educational experience. This fosters personal development, whilst also being outward facing, ensuring colleagues provide the skills, confidence and knowledge necessary for its learners to succeed, thrive and be safe.
- The concept of justice is just one example of SMSC and civics that strongly reveals itself in St Michael's Church of England High School students understanding – whether from their distinctively Christian values, character education, or in conjunction with Holocaust education opportunities in History or RE. When asked 'How far was justice done for the victims of the Holocaust?' or 'How important was the Eichmann trial for survivors' Year 8 student assessment responses included the following insights: (keywords, concepts or terminology of interest to this review are underlined in blue)
 - 'In conclusion, I believe justice wasn't done far enough for the victims of the Holocaust. I think this is because they were treated unfairly and after the Holocaust no one paid them any attention or gave them the help they needed. I believe that the Jews could never get full justice for what they went through in the Holocaust because they lost so much and no one could ever bring back the relatives they lost and nothing could replace the hurt, trauma and fear they had experienced which would affect them forever. It would be impossible to punish all the people who were responsible and played a part in the Holocaust. Although more could have been done to get the Jews (more) justice than they did, they will never get as much justice as they deserve.'
 - 'After the war ended a lot of the Jews who survived the Holocaust did not want to return home because most of their properties had been sold cheaply to non-Jewish people. And no other countries wanted them so a lot of the Jews moved to the country of Israel because they believed it was their promised land. There was some problems with the moving to Israel because the Jews who were already living there saw these Jews who had survived the Holocaust as cowards, because they thought they didn't fight back and just let people die so they could live'
 - 'As an example of someone finally brought to justice is Oskar Gröning. He had worked since the age of 21 in Auschwitz. He had to take/look through the belongings of people who got off the train. He was the Bookkeeper of Auschwitz and he was sentenced to four years in

prison over the death of over [300,000](#) Jews. When sentenced, Gröning was around 70 years old. Many Jews probably wanted [justice served](#) sooner.'

Such examples reveal a depth in students' ability to reflect empathetically, critically, thoughtfully and meaningfully upon the Holocaust's legal, civic and moral implications. These SMSC and FBV outcomes are based upon clarity of historical knowledge and emerging understanding.

- This review found SMSC provision that provides St Michael's 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 St Michael's Church of England High School to champion, celebrate and further develop in pursuit of ensuring educational excellence, personal development and active global citizenship. The schools spiritual and SMSC policy document is 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.⁴⁰ Whilst the school's Christian values and 'character for life' framework are highly visible in school – in a wealth of rich, innovative and thoughtful displays (the laminated notion of values), they are 'lived' in tangible ways throughout the school, in relationships, in classroom dialogue, curriculum choices and in the atmosphere that pervades the St Michael's. One wonders, however, if this could be more effectively mapped and articulated equally by all students and staff?
- The values-led approach to SMSC across the school champions respect, self-esteem, appreciation and wonder, commitment and open-mindedness, but as its Christian character is the schools' ethical lifeblood its 'character for life' framework supports all learning and makes the curriculum relevant to mission. The primary Holocaust scheme in History's final lesson objective asks students to *'Reflect on why St Michaels' values Holocaust education. Reflecting on learning about the Holocaust, Christian values and how it might impact future thinking and behaviour.'* This lesson forms a key part of the department's commitment to the school improvement plan for character education and Christian distinctiveness and the PowerPoint character for life slide framework allows students the structure, time and space to complete this carefully. In the maths and statistic unit that references the Holocaust, character education and SMSC opportunities feature. The last lesson encourages students to reflect upon endurance as a character for life. It cites to biblical quotes; 'I am with you always, even to the very end of the age' and 'Suffering produces perseverance; perseverance, character, and character, hope' before asking students: *'Can you think of times when you might choose something hard and difficult? What might the benefits be? Why is endurance an important part of a Christian character?'* Both approaches are interpretations of the fruit of the spirit tree used across the school: The roots of the diagram enable students to think about a Christian value (endurance in the previous example), the leaves encourage learners to apply the Christian value whilst the fruits of the spirit can be found in the reflection. These opportunities are illustrative of St Michaels' mind, body, soul principle, so within character for life

⁴⁰ Please see <https://www.saint-michaels.com/information/spiritual-dimension>

learning episodes students might reflect on the Jewish communities' endurance, whilst also then reflecting upon what the values means to the individual in their own life.

- 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 St Michael's long-term success – not just for ongoing development in its 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 links it identifies 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
 - **SPIRITUAL:** Giving students opportunities to reflect on issues such as slavery, the Holocaust and imperialism within the curriculum
 - **MORAL:** Showing appreciation of the moral implications of the actions of historical figures (for example, The Death Penalty, slave trade and Holocaust's legal, moral and civic legacy/implications.
 - **SOCIAL:** Showing awareness of the creation and evolution of British society. (for example, potentially incorporating the British responses to the Holocaust materials, or in the values of respect, empathy and democracy)
 - **CULTURAL:** Analysing the impact of nations on our culture and traditions. (for example, immigration in Britain; refugee crisis – Kindertransport?) or in study visits to Berlin and Krakow.
- 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 and to the individual case studies, and by examining the very best and worst of the human condition. In this regard, St Michael's Church of England 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. Colleagues pointed to the case studies in 'Being Human?' as being hugely powerful, and this was also alluded to by some in the student voice panel – whereby students spoke of key individuals and the dilemmas and responsibilities they faced.

- The review concurs with the 2009 Ofsted judgement that behaviour and safety of pupils was rated outstanding.⁴¹ During the review students encountered showed themselves to have high levels of respect for each other. St Michael's students conducted themselves well around the school and in the company of visitors during the panels. We recognise the review had limited access to classes – but feel it worthy of note that all students, encountered out of lessons conducted themselves appropriately and in several cases were wonderful school ambassadors. The SLT support staff in striving for high expectations in behaviour *for* learning, but to improve further, they could reflect with their middle leaders as to what extent a minority of learners are passively complying, rather than actively engaging in lessons.
- This review finds St Michael's Church of England High School's arrangements *for safeguarding to be good and meet all current statutory requirements*; particularly regards duty of care and reception safeguarding procedures for visitors, but also in terms of what the student voice panel revealed, namely confirming the 2009 Ofsted report findings that (in *italics*, with additional review comments in blue):
 - *Instances of bullying are very rare, as are racist incidents*
 - *Students enjoy coming to school and feel safe*
 - *Compliance to statutory child-protection and safeguarding,*
 - *Respect and value for student and staff wellbeing*
 - *St Michael's students are very well informed about how to lead safe and healthy lives*
 - *Safeguarding and public education programmes to inform regards the dangers of alcohol or other substances, e-safety are in place along with opportunities which enable awareness of societal prejudices and the risk of extremism, indeed on the day of this review there was a visit by an external group to inform and address issues regards 'County lines'.*
 - *Students feel well prepared for the world of work and for life in modern Britain (some references were explicitly made to topics in school that spoke to rights, respect for individual beliefs, the rule of law, and democratic values).*
- 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 Headteacher and staff who were interviewed, independently during the review visit, reported that antisemitism was '*not an issue*'. There was also no record of parental concerns or complaints regarding the teaching of the Holocaust or related topics at St Michael's Church of England High School.
- The UCL 'Unlocking antisemitism' session was influential in students developing understanding of the shifting nature of the discrimination and persecution of Jews throughout time. Whilst students still ultimately returned to the question of '*why the Jews*', they had a far greater understanding of pogroms and prevailing myths regards Jews as '*the Christ killers*', responsible for the Great War

⁴¹ Please see: <https://www.saint-michaels.com/information/ofsted-parentview>

(World War I), blood libel claims, assertions of their use of magic and being blamed as the source of the Black Death. 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 the rise of such hatred across Europe. When linked to issues of responsibility, complicity and compliance in the Being Human lesson, a powerful learning moment came for one student who *‘realised Hitler alone wasn’t responsible for antisemitism...in fact he wasn’t the only one to blame even for the Holocaust, all of society at the time were... and I take from that that we are all today responsible for calling out antisemitism today’*.

- 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 aware but less confident, in their discussions of contemporary marginalised groups; reference was made to refugees/migrants, the Rohingya, women, black lives matter and disproportional stop and search for black, Asian and ethnic minority groups, those with mental health or with disabilities. Important work is being done to ensure the largely monocultural school is outward facing and providing rich opportunities for active global citizenship and there is a commitment post SIAMS⁴² in 2018 to develop this further. Human rights education and genocide prevention opportunities might contribute to this endeavour in the years to come.
- 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. Providing a current affairs dimension to the tutorial/pastoral programmes of the school could further supports this, perhaps by providing weekly activities regards a topical and current news story? It is recommended the topics covered be wide-ranging and directly support the development of SMSC understanding through political discussion, religious and cultural factors but also in terms of a sociological and media literacy lens.
- Such an approach might help with school’s fulfilment of the Prevent duty, the FBV agenda and feeds into aspects of PSHE, SMSC and wider holistic and personal development or social skills areas of the curriculum. It would mean students are regularly exploring modern British culture, by considering their rights as UK citizens, local, national and global environmental concerns and developing themselves as individuals. A Faith, Life Style, Inclusion, Culture, Knowledge and Society approach could enable learners, alongside its distinctively Christian character for life framework opportunities to consider lifestyle choices, an understanding of morality, developing enterprise opportunities and the chance to celebrate the *dignity of difference* in a multicultural and diverse world.

⁴² See St Michael’s 2018 SIAMS inspection report: https://www.saint-michaels.com/files/documents/2018/Michaelmas2018/SIAMS_-_St_Michael27s_-_Report_November_18.pdf

- Young people today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust. Therefore, we need – as St Michael’s Church of England 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 ensuring safety, senior leaders at the 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 St Michael’s learners engage, distinguishing evidence, fact or truth claim from opinion or belief. Best practice in ‘Authentic encounters’ pedagogy speaks to these concerns and if this can be generically shared as a key part of classroom planning, the Academy would 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.
- 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 students and parent body? The idea of Holocaust education as niche and the preserve of the History department alone is increasingly understood by St Michael’s Church of England High School staff as inadequate; increasingly sound historical knowledge and understanding is recognised as foundational to embracing whole school Beacon ‘School’ status – with more and more departments and members recognising the distinctive Holocaust teaching and learning contribution they can make.
- 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, students alluded to individual case studies that had ‘touched’,

‘moved’ or inspired them. Encountering these stories and having empathy, or feeling a ‘connection’ with Leon, was repeatedly cited as making their learning ‘real’.

- Emotional intelligence and literacy are recognised as important by senior and middle leaders at the school – and students too. There was a feeling during this review that St Michael’s Church of England High School understands that learning about events such as the Holocaust can be profoundly disturbing, but developmentally important. One student’s response to learning about the Greenman family in ‘Authentic Encounters’ and other UCL materials illustrating this; revealing during the student voice panel that she had a much younger sibling and had felt moved by the story of Leon’s two and half year-old son, Barney. The connection, relationship or empathy evoked was tangible and a powerful holistic learning experience. 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.
- The school’s character development work was described in the recent SIAMS inspection as ‘*exemplary*’.⁴³ It is clear from the pre-visit document trawl and the visit itself, including the observation, meeting with key staff and the student voice panel that personal development is a key priority, sitting at the heart of St Michael’s Church of England High School aims and values. It is evident that Holocaust education’s contribution to that endeavour is both recognised and respected by SLT, indeed a moral purpose was explicit in the Academy’s Beacon School application. It is something that both Mrs Jenks and Mrs Hooley spoke passionately about in their review meeting; the importance of developing the whole person, valuing the uniqueness of everyone, but neither character and holistic education, nor the SMSC dimension and school ethos were recognised as a strength in the SWOT analysis produced by Mr Egelnick. It is this reviews contention character development is absolutely a St Michael’s forte and the contribution Holocaust teaching and learning is making to that educational provision should not be overlooked.
- St Michael’s spoke of learning about the Holocaust as contributing to their recognising the complexities of dilemma’s, the importance of values and the ability to discern right from wrong. Considering this dimension of the schools’ approach, this 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 may have been undertaken as part of the recent SIAMS process, but it would do much to ensure all staff are able to articulate the SMSC contribution their subject contribution or the ‘team St Michaels’ role they play: whether teacher, support or administrative.
- The student voice panel participants were positive 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 St Michael’s Church of England High School experience. This review recommends more use could be made of your students to speak to wider

⁴³ See St Michael’s 2018 SIAMS inspection report: https://www.saint-michaels.com/files/documents/2018/Michaelmas2018/SIAMS_-_St_Michael27s_-_Report_November_18.pdf

public, engage other schools and to champion Holocaust education's value and purpose. They were a credit to themselves, their families and to St Michael's community in their thoughtful, reflective and compelling contributions.

- St Michael's Church of England High School students undoubtedly make substantial progress in the realm of personal development and Holocaust education plays a significant role in the SMSC, personal development and values package offered – 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 St Michael's 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.
- Mrs Jenks, Mrs Hooley and their staff, including Mr Egelnick, clearly recognise educational achievement and outcomes for learners are both cognitive and affective; indeed, the latter is especially important given the religious character of the school, the nature of its student cohort, their needs and the community they serve. The Beacon School SLT link and Lead Teacher both consider the holistic contribution of Holocaust education to their learners' experience at St Michael's Church of England High School to be particularly significant and a valuable driver of SMSC, a contributor to promoting fundamental British values, personal development and active citizenship. Given the current global and political climate, 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 St Michael's learners in this context.
- School staff throughout the review spoke independently 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'.*
- This review finds so much quality SMSC provision at St Michael's Church of England High School. 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 teaching and learning. The conversations with both teachers and students during the review recognised that Holocaust education and associated learning experiences were contributing significantly to St Michael'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, along with a pending SIAMS inspection had provided timely renewed impetus to the SMSC agenda. Such an outlook is led from the top, from Headteacher to middle

leaders – however, to ensure all staff understand and can articulate this, would further validate this ‘hidden curriculum’. That so many staff could, says much about the school’s ethos being lived and breathed, not just laminated in word, motto or strapline.

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 St Michael’s Church of England 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 the UCL Britain and the Holocaust lesson, and Holocaust education be embedded to prove a useful contributor to exploring further issues of fundamental British Values and could rights education further complement and enhance your provision and offer?
- Reflect upon the school becoming a Rights Respecting Schools with UNICEF. There would 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 the school. SMSC is embedded in the school curriculum and ethos and secured by policy – but how is this monitored, mapped (*this work may already have been undertaken as part of the recent SIAMS inspection?*), 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, PSHE 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.

*See also Mr Egelnick’s SWOT analysis.

5. Leadership and management

- Ofsted in 2009 adjudged St Michael's Church of England High School's leadership and management grade 1. The report found that:

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require notice to improve?	No

This review visit was an opportunity to test the temperature of effective leadership at St Michael's in 2019, and based upon this process, it concurs with the 2009 Ofsted leadership and management judgements, in so far as they relate and reveal themselves in terms of Holocaust education.

This review found in St Michael's senior and middle leadership, several indicators of a healthy organisation, particularly in terms of its values being lived and not laminated. This revealed itself in the welcome and hospitality afforded visitors. From the school reception to catering staff, SLT to NQT, there was a sense of the school creating a welcoming, safe space for its community to flourish. There is a shared sense of pride in and gratitude towards the school and sense of belonging to a community.

The Headteacher, senior and middle leaders notice the small things and in doing so honour self and individuals whilst valuing the work; there is in Mrs Jenks and her team recognition that we are *'humans first, professionals second'* and that faith in individuals as created in the image of God is foundational in relationships. 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 (an individual, a person, a gift from God) 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.'*

a) The SLT Beacon School link

- It is significant that Mrs Caroline Hooley, Deputy Headteacher for Curriculum, is the named senior leadership team link for the St Michael's Church of England High School's involvement in the Beacon School programme. In the named SLT link, the Beacon School programme enjoyed an articulate, passionate and fully engaged senior leader, who from the outset endorsed the work, contributed positively to support the Lead Teacher and ensured a collaborative partnership between St Michael's and the UCL Centre for Holocaust Education.
- The SLT link, Mrs Hooley, can clearly and passionately articulate the importance and relevance of Holocaust education. She is a reflective and thoughtful advocate, both for Holocaust education generally, but also for the distinctive contribution of Beacon School status. During the SLT link meeting Mrs Hooley's remarks were revealing, particularly regards why becoming a Beacon School was an attractive, important or indeed necessary opportunity for the school and its relationship to the school's educational mission and values.
- In the SLT links section of the 2017-18 Beacon School application, Mrs Hooley wrote:

'As a Church of England High school with a firm Christian foundation we believe in the uniqueness of each individual and their value in the eyes of God. Our aim is to provide a learning experience that develops our pupils in body, mind and spirit; encouraging everyone to aim high, to strive for success but always underpinned by the Christian values. Our school motto is 'Therefore Choose,' taken from the Bible book of Deuteronomy and this encapsulates our aim as a school to prepare and equip each of our pupils so that they are able to make informed choices in every area of their lives, and ultimately become well-rounded young adults capable of living a happy and fulfilled life in the 21st Century and all the challenges it may bring.

Becoming a Holocaust school with pupils learning in depth about the horrors of this period will engage their intellectual curiosity, inspire critical thinking and enhance their own personal moral growth. It will help them tackle difficult issues regarding human behaviour and question what it means to be a responsible citizen. It will encourage them to view democratic values and institutions critically and understand human responsibility; how silence and indifference to the suffering of others or the infringement of human rights in any society can degenerate into mass murder of innocent people. It will help them understand issues of prejudice, anti-Semitism and hatred.

Ultimately, learning about the Holocaust goes hand in hand with our school ethos, encouraging our young people to be tolerant, understanding and compassionate citizens, ensuring that the future generations will never allow this to happen again. In an uncertain world where the global threat of terrorism is high and in relation to this, religions treated with suspicion, encouraging young people to think for themselves, to be critical and evidence based in their beliefs, to

*celebrate diversity and to recognise the effects of man's inhumanity to man, can only be a valued and necessary thing.'*⁴⁴

- Working with the SLT in the spring of 2017, Mrs Hooley worked collaboratively with Mr Egelnick to ensure a successful Beacon School application, its subsequent demands and opportunities and its importance communicated effectively in the school improvement plan. Mrs Hooley understood that were the school successful in its Beacon School application Holocaust education would be included: upon acceptance on to the programme the whole school improvement plan references Beacon School status and the development of Holocaust teaching and learning in its primary objective, *'to provide a distinctly Christian education which is relevant to young people in the 21st Century'* and in *'1.1: to continue to develop the Christian distinctiveness of the school by developing character education (think, apply, reflect) and enhancing opportunities for growth in body, mind and spirit'*.
- It was notable how ambitious Mrs Hooley and SLT were, the vision and potential they saw in Beacon School status beyond the History curriculum, from the outset. In the 2017-18 application form she spoke of their:

*'...aim to have a more cross curricular approach to embedding understanding. In addition to studying the Holocaust in History lessons, it could also be brought into the RE curriculum, when looking at the theme of 'justice,' as well as English, when focusing on the theme of 'compassion' and engaging with literature related to this period. These ideas could also be shared with staff of all departments at our Learning and Teaching meetings which take place every half term. A display board could also be designated to present ideas and show what the pupils have learnt. This would reach parents and visitors at Open Evening and on school events.'*⁴⁵

- Owing to geographical impracticalities, Mrs Hooley was unable to attend the half day orientation launch of the programme at the Imperial War Museum. Despite this, throughout the year, she resolutely supported the CPD day hosted by the school in conjunction with the Centre and drew upon her experience and regional contacts to back Mr Egelnick's efforts.
- As SLT link she has explicitly praised, and clearly valued, specialist Holocaust education CPD. Mrs Hooley has supported Mr Egelnick in leading assemblies and worship 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 whole school twilight event. 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 or a Federation related event. 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 Egelnick, with Mrs Hooley and Mrs Jenks gatekeeping and approval, in liaison with UCL Centre's Emma O'Brien. This will enable

⁴⁴ Please see schools UCL Centre for Holocaust Education Beacon Schools full application 2017-18, pg.11-12

⁴⁵ Please see schools UCL Centre for Holocaust Education Beacon Schools full application 2017-18, pg.11-12

more St Michael's Church of England High School teachers access to specialist provision – which can only help consolidate school improvement and support quality Holocaust teaching and learning.

b) The Beacon School Headteacher

- In Mrs Jayne Jenks, St Michael's Church of England 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. She 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, recognising its contribution to personal development and holistic outcomes and ultimately to whole school improvement.
- The Centre Tom Haward, Beacon School mentor, acknowledged '*... [Mr Egelnick] has a very supportive Headteacher, which has given a really positive impetus to Holocaust education at St Michael's.*'
- Working with the SLT in the spring of 2017, Mrs Jenks worked collaboratively with Mrs Hooley and Mr Egelnick 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 2017-18 school development plan referenced Beacon School status in its leadership priorities and that it is an ongoing commitment through 2020. Based upon this Quality Mark Review process, we would expect to see such a reference to ongoing Quality Mark Beacon School work appear in the next iteration of St Michael's whole school planning.
- Mrs Jenks spoke passionately for example, of the UCL Centre for Holocaust Education's unique selling point being the research informed approach that underpins its pedagogy, practice and materials. This was key to conversations regards investing in her staff via professional development and the value of a 'scholarly staff'. This is evidenced in the schools ongoing commitment to CPD and the value of the UCL approach; for example, its creation of a safe space for unpicking bias, identifying and questioning what and how we know what we know. Such epistemological questions were valuable in his view, as they generate discussion, as in Barney's toy (Authentic Encounters), or artefact stimuli. Within that safe space you can move from instinctive reaction, inference and empathy to a place of criticality and deep thinking. It is this approach to knowledge and learning that Mrs Jenks most values in the Centre's approach, for whilst providing quality Holocaust teaching and learning, she recognises within it the best in generic pedagogy and education.
- For Mrs Jenks, 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 her, the impact of the status is upon teaching and learning and her aspiration is for it to become the '*heartbeat of teaching and learning*'. By that, Mrs Jenks aspires to support her staff by investing in continued professional development opportunities and encourages them to adopt a scholarly approach towards teaching and learning. She is a passionate advocate for life-long learning. On the

latter point, she and Mrs Hooley pointed to the example of her staff's participation in a training session led by Mr Egelnick – it engaged colleagues from across the school in Holocaust teaching and learning and *'...the depth of discussion was incredible... it grabbed everyone... we were immersed, and colleagues stayed beyond the given time'*. It brought the school together to see the wider relevance and applications of the Holocaust work undertaken and broke down perceptions of it being niche. Colleagues in the teacher focus group endorsed this, remarking how it had drawn upon knowledge, criticality, skills and emotional literacy, with one pointing to the relevance of pursuing truth to tackle fake news. All this speaks to commitment to learning beyond the classroom, beyond CPD and the importance of her student and staff being equipped to learn, open to learning, beyond St Michael's.

- Mrs Jenks, along with Mrs Hooley, Mr Kirkpatrick and Mr Egelnick, have an acute appreciation of the potential for Holocaust teaching and learning to contribute to a schools' safeguarding duty. She 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'. She argued persuasively that as educators we must equip young people 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'*. Mrs Jenks remarked that Holocaust education at St Michael's Church of England High School thereby *'neatly'* contributed to SMSC provision, FBV and the Prevent Duty incumbent upon all teachers. This is manifested in the school's ethos, mission and policy documents, which ensures colleagues strive to equip and inspire their young people to be the best versions of themselves; as Christians, citizens, ambassadors and scholars. Mrs Jenks appreciates that in the context of a largely monocultural and Christian context, the school must serve its students by engaging them in the wider world – that includes their study and respect for the past, understanding of others cultures and religious backgrounds, so as to take their place in a multi-cultural Britain and diverse world of challenges and opportunity.
- During the School Senior Leadership meeting, Mrs Jenks stated her pride and desire to *'...celebrate and share the work of the History department ... (namely Mr Egelnick)... by seeing him take on that Beacon status and [if successful] share the Quality Mark accolade with others in the region... to become a champion.'* One of the most significant moments of the entire review visit came in this headteacher's remarks about her Lead Teacher leading Holocaust related worship. She movingly struggled to articulate a scene she was quite obviously seeing in her mind's eye;
 - *'I simply haven't the words...'*
 - *'...that he spoke with such passion and knowledge... was overwhelmed by such emotion was incredible to see'*
 - *'...such openness, modelling just how much it means was so powerful...so real, so authentic...'*
 - *'...his vulnerability was there to see, you could feel what this meant to him'*
 - *'...it was exceptional for students and staff to see...'*
 - *'...I was so proud as headteacher, but just a fellow human being I found watching this young man lead that worship deeply moving...'*
 - *'...inspiring... truly body, mind and soul'.*

In her recalling this scene, in the staccato, fragmented comments, Mrs Jenks revealed more than great pride in a colleague, or in exceptional Holocaust related worship. It speaks of what we might term her 'servant leadership' qualities:

- Listening
 - Empathising
 - Acting intentionally
 - Dedicating time for others
 - Empowering others
 - Removing obstacles
 - Serving others
 - Helping with humility
 - Interact with integrity
 - Persevering
- Senior leaders '*set the tone*' and together, with Mrs Jenks '*make the weather*' for their schools; so, with such strong and visible leadership in place, the UCL Beacon School programme enjoys considerable recognition and support. It is hoped, this will be further enhanced and appreciated considering this review process – shining a light on St Michael's Church of England 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 the North-West and beyond. It is hoped Mrs Jenks will take up this advocate mantle and use diocese links and leadership opportunities to shine a light on the Academy's Quality Mark, but also champion the importance and relevance of teaching and learning about the Holocaust today.
 - The senior leadership team, led by Mrs Jenks, have made Beacon School status meaningful, 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. Mr Egelnick has successfully enthused some staff – communicating effectively to take all on the 'Beacon School journey' to embed Holocaust education as something meaningful and increasingly impactful within History and beyond – but Mrs Jenks can do more to champion this achievement throughout her school and community, but also to heighten awareness among her Headteacher peers in Chorley and regionally. St Michael's achievement should be widely recognised, and the North-West needs a senior leader advocate for Holocaust provision and opportunity.
 - We would hope, the Blackburn Diocese, would be aware of and recognise St Michael's Church of England High School's accomplishment of Quality Mark status. Centre colleagues would be happy to meet with them to discuss this award and how the school's 14 foundation parishes and wider community, in partnership with UCL could move this work forward in the future.

- It is rare to see such outstanding leadership articulate the potential and need for Holocaust education so powerfully as evidenced in this review – as a Centre we would welcome the opportunity to partner with Headteacher Mrs Jenks to further develop our work with engaging SLTs across the country.
- Mrs Jenks confirmed that the role of the Beacon School Lead Teacher has been formally recognised with the school's appraisal/performance management system, indeed, in terms of application for and development of the Beacon School status was formerly one of Mr Egelnick's performance appraisal objectives. The Headteacher and Mrs Hooley confirmed that the Beacon School target was *'...successfully achieved and [he/Mr Egelnick] is on track this year for Beacon related/Quality Mark objective.'*
- The trust between the school leadership team and middle leaders is obvious; communication and support outstanding. Whilst Mr Egelnick has worked tirelessly since 2017 and made the changes and developed this work across the school, he is first to acknowledge this has been achieved on the back of school leadership support, most notably from Mrs Hooley and Mrs Jenks: they set the tone in backing the Beacon School programme application and that is what makes the programme a success and so impactful.

c) The Beacon School Lead teacher

- In Mr Egelnick the UCL Centre for Holocaust Education Beacon School programme enjoyed a reflective and fully engaged participant. He attended the pre-requisite 1-day CPD, the London residential and Poland Study visit.
- His 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 Egelnick:
 - Designs effective and rich subject curriculum and assessment
 - Demonstrates good subject and curriculum knowledge
 - Fulfils wider professional responsibilities by contributing positively to school life
 - Upholds public trust in the profession
 - Promotes good progress and outcomes by pupils
 - Plan and teaches well-structured lessons
- This middle leader's thoughtful, highly reflective, research informed practice, commitment and developing expertise of Lead Teacher, Mr Egelnick, is widely acknowledged as providing the project's impetus. Both Mrs Jenks and Mrs Hooley spoke warmly and respectfully of Mr Egelnick's *'thoughtful, reflective and inspiring'* leadership of the project. They spoke of his leadership as 'Lead Teacher' having given St Michael's Church of England High School's Beacon School engagement

‘direction and dynamism’ – his knowledge, passion, commitment and enthusiasm for Holocaust teaching and learning as part of a ‘real education’ experience is clear, and to be praised.

- Other colleagues feed into this review and spoke of his successfully *‘...taking several highly experienced departmental colleagues with him on this journey’* ensuring it has felt a genuinely shared and collective endeavour. Throughout the review process Mr Egelnick was spoken of as:
 - *‘...providing the momentum...undoubtedly his passion and commitment has inspired everyone’*
 - *‘...a supportive leader who has taken us all on an incredible journey...’*
 - *‘...Inspirational colleague... gifted teacher... his CPD opened up opportunities for Holocaust ed in my lessons that I didn’t think possible... he let me into his history world and showed me it had relevance for my discipline...’*
- Similarly, it was telling students spoke of Mr Egelnick’s *‘care’* and *‘...knowledge of the Holocaust’*. There is an authenticity to his commitment to Holocaust education that comes across in the classroom and among his peers. This should be celebrated, and his emerging specialism shared within the school and beyond.
- In Beacon School lead teacher, Mr Egelnick, St Michael’s Church of England High School enjoys a gifted, aspirational and collegiate middle leader. He continues to grow and flourish as a skilful, reflective and innovative Holocaust educator, a thoughtful advocate of quality teaching and learning in History and a wider holistic curriculum, for all. His Holocaust education specialism continues to evolve and thanks to his engagement with the UCL Centre for Holocaust education CPD, the Beacon School London residential and Poland study visit he has a secure and rich range of strategies and materials to draw upon. It will be worth considering whether more of the site-based pedagogy modelled and demonstrated in Poland could be introduced to enhance the schools biannual Berlin-Krakow trip. It is this reviews recommendation that you consider how and in what ways such pedagogy could be incorporated and that for internal staff development some time to reflect upon why such approaches or strategies, irrespective of specific site (whether a Norman castle, a WW1 battlefield trench or a Holocaust related site), could be most educationally valuable.
- Although Mr Egelnick has not completed the Centre’s online MA module, he has completed an MA at the UCL IOE in History Education: his tutor was the Centre’s Dr Arthur Chapman. He undertook an active research study, exploring how to improve Holocaust education in his context (St Michael’s Church of England High School), as his dissertation/report, commenting *‘...This gave me the perfect excuse to read widely about what a ‘good’ understanding of the Holocaust might mean for young learners and taught me the benefits of engaging with new pedagogic ideas and academic research.’*⁴⁶ His commitment to continued professional development, his own and that of colleagues is clear. In his Beacon School Lead Teacher application Mr Egelnick wrote his department *‘...is fortunate to have four teachers keen to become better teachers of the Holocaust’* and of his ambition to *‘...standardised Holocaust education rooted in recent academic research and modern*

⁴⁶ Please see schools UCL Centre for Holocaust Education Beacon Schools full application 2017-18, pg. 4

*pedagogical approaches. CPD would help upskill my colleagues and give them the confidence to try new approaches to teaching a topic they had been teaching for years.'*⁴⁷

- Mr Egelnick has successfully developed with colleagues, introduced and deployed a growing wealth of research and resources. He has the skillset and experience to become a future regional leader in the field of Holocaust education, 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?
- Succession planning is in place and confirmed independently by Mr Egelnick and Mrs Jenks. There is a clear vision from the Headteacher about recruitment expectations to replace Mr Egelnick should he leave the school. Within the department there is well-established team, including some highly experienced and long-standing colleagues, and there is an SLT backed commitment to train and invest in Holocaust education, so as potentially to secure internal or external applicants should need arise.
- The personal and professional 'journey' of a Beacon School lead teacher is always revealing; this is especially true of Mr Egelnick who reflected that:
 - *'It has been such a brilliant opportunity for me... and I think for my team too...'*
 - *'As a classroom teacher and as Head of Department I have grown in confidence...'*
 - *'Poland was an incredible experience...'*
 - *'Time has been a recurring problem, albeit not unexpected...but the whole experience has really demonstrated to me my love of History, my fascination with the Holocaust and a re-engagement with research and pedagogy...'*
 - *'Its just very London focused... so it makes being more involved at times in the Centre's work more difficult or impossible... I'd like to see more regional opportunities to link up with fellow Beacon Schools...'*

Time is a precious commodity in any school and for every professional working within them, but it was telling Mr Egelnick spoke of it – especially in his reflective evaluation of the scheme of work referenced earlier. Similarly, the point made regard the London-centric Beacon School experience and a gap in our provision for alumni engagement in the North of England.

- Mr Egelnick, as Lead Teacher, was mentored by the UCL Centre for Holocaust Education's Tom Haward. It is clear his passion and enthusiasm for her subject specific teaching and learning focus has driven this project – and yet, the success of St Michael's Church of England High School's review is to be found in his ability to work in collaboration with his team and Mrs Jenks. This partnership

⁴⁷ Please see schools UCL Centre for Holocaust Education Beacon Schools full application 2017-18, pg. 4

served to ensure senior leadership support and Headteacher endorsement, all this galvanising a spirit of collegiality and community among faculty and departmental colleagues for the Beacon School shared endeavour. People have become immersed in this educational endeavour and empowered by the CPD that Mr Egelnick 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.

- The work of the Lead Teacher was acknowledged in the 2017-18 appraisal process. Internal documentation shown during the Quality Mark review visit focuses upon efforts to embed the Beacon School scheme, ethos, pedagogy and status. Mr Egelnick was rightly proud these efforts were recognised in ‘glowing terms’ but was characteristically modest as to his own distinctive contribution to the collective outcome. Perhaps, on reflecting upon the Quality Mark process and the recommendations of this report, one of the ‘even better if...’ might be put forward by Mr Egelnick as a future professional development/appraisal target for 2019-20 or beyond and he be encouraged by his line manager to recognise his emerging Holocaust education specialism more openly? He has already achieved a great deal and reflective enough to recognise future developments and opportunities – but it is incumbent upon St Michael’s SLT to ensure he is encouraged, facilitated and supported so as he can continue to professionally and personally flourish and thrive, thereby maximising his team’s potential and the ensuring the best possible outcomes for his students.

d) The Beacon School SLT and governors

- Mrs Jenks and her senior staff 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 both Mrs Jenks to be well informed, insightful and engaged in the process and clearly proud of her staff and students for engaging in this opportunity in the way they have. It is this review’s contention that all senior leaders at St Michael’s Church of England High School have played their part in the Beacon School process – and they should be proud of all that Mr Egelnick and the school have achieved to date in this area of emerging 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 St Michael’s Church of England in terms of SLTs educational vision and the school’s mission and ethos. Holocaust education has Mrs Jenks and Mrs Hooley explained *‘...contributed to our character narrative and have further securing us to our mission... for some of our staff it has reminded them of their sense of vocation and service’*.

- St Michael's Church of England 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, despite students not being aware of the Beacon School status. The fact Holocaust teaching and learning is valued was confirmed in the opportunities to converse with students and staff. Whilst students don't know 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. 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 and governors, staff, parents and all those associated with 'team St Michaels' should be proud of that.
- Whilst it is evident Mr Egelnick values Holocaust education from a discrete disciplinary perspective, Mrs Jenks, SLT and governors recognise and appreciate its wider contribution, whether in terms of SMSC and other whole school priorities, or in terms of school improvement. She 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.
- There is a named link governor to support Holocaust education, and the Headteacher noted their awareness of and support for Beacon School status. Mr Egelnick echoed this point and mused about potential further opportunities to cultivate involvement, recognising an opportunity with Quality Mark status to building upon support and engagement.
- St Michael's Church of England 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 Headteacher, Mrs Jenks, her SLT and flows throughout the school community. She and her senior leadership colleagues and middle leaders 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 Mrs Jenks, Mrs Hooley and their leadership team recognise and value Mr Egelnick's work to date, but also the work still to do and the opportunities that lie ahead; 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 St Michael's Church of England 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 collaboration of Mr Egelnick and colleagues.
- St Michael's Church of England High School '*knows itself well*' and this was reflected in conversations with middle leaders and classroom practitioners, where this review found self-evaluation to be both accurate and forward-looking. This is in-keeping with the 2009 Ofsted report which concluded the '*The leadership and management of the school are outstanding in the impact they have on student's achievement and personal development.*' It went on, '*Middle managers are well informed and confident about their role and contribute well to the schools very clear understanding of its strengths and where improvements are needed.*' Much of the staff commentary during review meetings was reflective and developmental in nature, though more effective and illustrative data tracking, monitoring of Holocaust related progression and outcomes could be developed.
- Self-evaluation and reflective practice at SLT level is – in the judgement of this reviewer – a St Michael's Church of England High School strength. As the 2009 Ofsted noted: '*The school's self-evaluation is incisive and very accurate*' and this sustains the culture and climate of continual and shared 'learning' among teachers and students alike. So, whilst rightly proud of the Holocaust education achievements to date, there is no complacency from Mrs Jenks; instead there is an ongoing commitment alongside Mr Egelnick and colleagues to further reflect, develop, refine, innovate, collaborate and explore opportunities where appropriate.
- There is pride in belonging to and being part of the St Michael's Church of England 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 a recognised award among the school community or respected by students. There is a clear commitment to developing this status at St Michael's and it seems opportune with the Quality Mark award to address this in school assemblies, in displays, at parents or open evenings, via the website and school newsletter.
- 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 Egelnick, they have an experienced and innovative, committed teacher, determined to build upon its Beacon School status and provision. He also enjoys the collegiality and support of colleagues in the department and increasing 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 continue St Michael's Church of England's 'Beacon School journey' – it is becoming a team effort, which it should be – rather than solely driven by the impressive Lead Teacher.

- Despite the hugely impressive provision of Holocaust education in St Michael's Church of England High School's History curriculum, it is not to be assumed this is the norm, or indeed easy to attain; the national educational landscape and its policy and accountability demands are immensely challenging, curriculum and assessment ever-changing and budgetary factors are of significant concern, as are staff recruitment, retention and teacher training or CPD access. It is even more creditable then that Mr Egelnick and colleagues have achieved so much despite this broader difficult educational landscape. This review acknowledges the honesty and openness with which the weaknesses of and potential threats to this incredible Holocaust education work (as noted in the SWOT analysis on page 135) were explained and outlined. The Centre stands ready to work with St Michael's 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.

Potential areas for further development

- Continue to ensure the Lead Teacher's developing specialism 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.
- Look for opportunities to further engage school governors, parents and the local community – perhaps through family and community learning or policy developments.
- 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.

*See also Mr Egelnick's SWOT analysis.

6. Commitment to CPD and networks

- CPD – whether internal or externally provided – is highly valued at St Michael’s Church of England High 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 UCL mentor Tom Haward, 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 its hub partners. Mr Egelnick commented:

‘The department’s participation in UCL Centre for Holocaust Education CPD is partly responsible for this enthusiasm to become better teachers of the Holocaust. Having access to the engaging lesson resources from those CPD sessions has meant members of the department feel empowered and equipped to improve their teaching of the Holocaust to their students, especially when they have limited time to develop engaging and academically rigorous resources themselves. The result has been the whole department have been much more enthused about teaching the Holocaust than before.’

‘Building on the momentum from the success of the first CPD session we were able to organise a follow up CPD twilight session later that term that was also well attended. It was very satisfying to not only engage my department to want to improve their teaching of the Holocaust, but also colleagues in other schools, especially when it can be difficult to get school permission to attend CPD during the school day and teachers are under so much pressure, it is much easier for them to just say no.’

‘The Holocaust CPD and Being Human twilight, as hoped, served as a spring board to implement change in the department and got the ‘buy in’ of the whole department.’⁴⁸

- In addition to ‘Unpacking the Holocaust’ and the ‘Being Human?’ twilight, the Centre’s Tom Haward acknowledges:

‘Ben (Mr Egelnick) ran a very successful “medley” of ACPD twilights at his school in July 2018 which was well attended both from St Michael’s staff and his network of local schools...this in many ways presents a new model for our working with other schools and we very much hope to develop other such projects and opportunities with St Michael’s moving forward.’

The medley enabled a suite of materials and approaches to be introduced; namely, A space called Treblinka, Britain and the Holocaust and Resistance. These were chosen to address specific research

⁴⁸ Please see schools UCL Centre for Holocaust Education Beacon Schools full application 2017-18, pg.4

informed gaps in student's knowledge or to challenge prevailing myths that the Jews were passive and lacked agency.

- It is clear from the review visit that Mrs Jenks, Mrs Hooley, Mr Chadwick and Mr Egelnick are committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2019-2023 and keen engage with research, evaluation or piloting projects or host further CPD/twilight opportunities.
- The review heard from colleagues of a change in thinking about teaching and learning, and ultimately the impact on learner outcomes as result of UCL training or opportunities resulting from Beacon School status. When asked about the impact of CPD opportunities through the Beacon School status, the review heard the following:
 - *'Makes you think profoundly...changes the way you think, the way you deliver and teach afterwards.'*
 - *'I've taught since 1992... so I've had my fair share of CPD experience... I'd say three things about the UCL Holocaust training... its enjoyable... it was nice to be treated as a historian and to think and be challenged as a historian...its radically changed how I view Holocaust education and its challenged how I have a duty to be more effective in my teaching about it...and I'd say it's made me think differently about perpetrators and its implications for behaviour, safeguarding and the Prevent duty.'*
 - *'I've been teaching about 3 years now... for me the training made me realise how not using the shock factor can be more effective.... using case studies and individual stories personalises the learning means you don't need the horrific images.'*
 - *'Totally absorbing...really inspiring and practical.'*
 - *'It's taken me out of my comfort zone and yet gave me the confidence to take the risk in a way by giving me structures, support and materials to make it possible.'*
 - *'Game changer for me was the exploration of the toy at the start of the day...such a brilliant stimulus and hook for the learning...makes you think about evidence, sources and questioning in a deeper, different way...The narrative layer comes in and you have even more questions, just like the students do...its contextualised with the history and what you get in the classroom is students who are engaged, invested in the family and provocative as it means they ask more questions and get stuck in to the history...'*
 - *'The lasting impact has been that its equipped and inspired me to make better historians of my students'*
 - *'Superb'*

- *'It was great to just think about thinking, to return to evidence or research based pedagogy and to have time to talk with colleagues... I've been inspired to read more... Ordinary Men, Maus, Englishman in Auschwitz...'*
- It is clear for several colleagues the re-engagement with research and pedagogy was an exciting and unexpected positive outcome of Beacon School status. 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 reinvigorating against a challenging educational backdrop of accountability, work/life balance and wellbeing.
- As noted previously, the opportunity for Mr Egelnick to travel to Poland as part of the Beacon School programme, provided 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. Mr Kirkpatrick and Mr Cree spoke of their Berlin-Krakow study visit and the changes they have made to some of their site-based pedagogy because of the Beacon School experience. The images and school display about the trip, illustrates the immersive experience students enjoyed. These can be found in Appendix 8.
- It was clear throughout the pre-visit document trawl and in review meetings with Mr Egelnick and colleagues that the Imperial War Museum Orientation and the London residential had, as part of the Beacon School programme, impacted significantly on professional practice.
- For several St Michael's Church of England 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'*.
- This review finds that the 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, is exceptional. It demonstrates the importance St Michael's Church of England High School affords the subject matter and what can be achieved; it speaks to the broader educational and civic mission statement of Headteacher Mrs Jenks.
- Senior leaders at the school are forward thinking and not complacent. Despite obstacles and challenges to the provision and status of Holocaust education Mrs Jenks, Mrs Hooley and Mr Egelnick 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 2019-2023.
- CPD dates can be calendared annually by Mr Egelnick and the senior leadership team, in liaison with UCL Centre's Emma O'Brien. This will enable more St Michael's Church of England High 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 St Michael's 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 to the benefit of St Michael's Church of England High School's learners, teachers, UCL and other partners.

Potential areas for further development

- Aim to schedule at least one CPD event linked to Beacon School status a year – whether hosting a full CPD day or a specific twilight opportunity - to ensure capacity and critical mass in the school, across the diocese and region 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, especially the aspirant and innovative middle leaders across the disciplines engaging in Holocaust teaching and learning who would relish the academic challenge and its direct link to pedagogy and practice. Contact Ruth-Anne Lenga or Mike Cranny for details.

*See also Mr Egelnick'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 the quality of St Michael's Church of England High School's Holocaust teaching and learning is indeed strong, its provision, innovative and its commitment to research informed practice, distinctive.
- St Michael's Church of England High Schools' Holocaust teaching and learning is contributing to a curriculum that informs, engages, empowers and inspires its learners and can support wider school improvement.
- The contribution numeracy is making to Holocaust teaching and learning is exceptional.
- The literacy opportunities and strategies within History are excellent and could be a model for approaching or developing literacy across the curriculum. In Miss Carter, you have a strong literacy practitioner.
- 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 are committed to the principle that all learners have the right to access quality Holocaust education.
- Senior Leadership – namely Mrs Jenks and Mrs Hooley – examples of '*servant leadership*', leaders who live their values, care about mission, character and the wellbeing and support for their staff.
- St Michael's Church of England 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 in regard to its comparative genocide approach. As a result, the provision for and impact of Holocaust education at St Michael's Church of England High School has significantly improved because of UCL Beacon School programme participation.
- This scheme of work/learning is both enhanced by a range of UCL Centre for Holocaust Education materials, and richly informed by its pedagogy and educational principles. There is also a rich mix of the school/department's own materials and resources (imbued with UCL pedagogy).

- The centrepiece of St Michael's Church of England High School's strength in Holocaust education is built upon the constant pursuit for research informed quality teaching and learning and a commitment to ongoing and specialist professional development.
- The lesson observed for the purposes of review bore some of the hallmarks of quality teaching, rather than just quality teaching about the Holocaust.
- 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.
- The school attaches considerable importance to matters relating to students' assessment, achievement and outcomes, both academic and holistic; whilst there is room for more formative assessment the summative assessment is strong: innovative, rigorous, annually reviewed, and in line with the school's assessment policy.
- Pedagogical practice in Holocaust and genocide education at St Michael's Church of England High School is underpinned by research-informed CPD. The commitment to ensuring that all teachers involved in the delivery of Holocaust have received or are being facilitated to access 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 the borne of the vision and organisational skills of the Lead Teacher and the designated CPD coordinator.
- The emerging specialism in Holocaust pedagogy at St Michael's Church of England High School carries with it positive ramifications for teachers' general practice. This is recognised by Senior Leaders as well as by teachers and may go 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. In short, they enjoy studying the subject, 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, especially the thread of Leon Greenman and family.
- Strong and supportive leadership from Headteacher Mrs Jenks, SLT link Mrs Hooley and Mr Egelnick as Lead Teacher, has been critical to the success of the development of Holocaust

education at St Michael's Church of England 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, Mr Egelnick, is widely acknowledged as the driver of the project, particularly regards the pedagogical care afforded the subject and his strong disciplinary and scholarly approach. His is ably supported by a highly experienced team within the History department (Mr Kirkpatrick, Mr Cree and Miss Carter), and together they continue to engage in constructive and reflective dialogue to hone and improve their Holocaust teaching and learning.
- The Lead Teacher is a gifted Holocaust educator, aspiring middle leader and a passionate advocate of quality teaching and learning in History and a wider holistic curriculum, for all. Thanks to his engagement with the UCL Centre for Holocaust education CPD, the Beacon School London residential and Poland study visit, Mr Egelnick has a secure and rich range of strategies and materials to draw upon, which he deploys and demonstrates in the classroom and among colleagues. He has the skillset and experience to become a regional leader in the field of Holocaust education. This is an avenue for future professional development that UCL should consider in regard to 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 St Michael's Church of England High School's approach to ensuring quality outcomes and experiences for all its learners in History. 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.
- St Michael's Church of England 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, healthy schools and Prevent. Together this work serves to enhance and enrich the students' personalised curriculum, sense of self, personal development, well-being and safety.
- St Michael's Church of England High School Beacon School work undoubtedly contributes to developing learners' emotional literacy.
- 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. This is contributing positively to pupil's metacognition.

- 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. This is especially noteworthy for the disciplinary distinctiveness of Holocaust teaching and learning in RE, Maths, Science and ICT, not just the undoubted and evolving expertise of the History department.
- 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 St Michael's Church of England 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 2019-2023 and beyond. Contact should be made with Centre's e.obrien@ucl.ac.uk and t.haward@ucl.ac.uk to arrange hosting of CPD days or twilight events.
- St Michael's Church of England 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 generally very proud of their school and 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. St Michael's Church of England 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.
- Be better at showcasing your evolving specialism in this area – you have far more strengths than your SWOT analysis showed – so, use the school's 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.

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.
- Quality teaching and learning about the Holocaust is largely thanks to a thoughtful, innovative, challenging and rich scheme of work/scheme of learning. It may be worth considering scope for including the forth-coming UCL Centre for Holocaust Education resource 'Forgotten History: what happened in East and how do we know?' This is being produced in conjunction with the Imperial War Museum and may be something to consider for geography lessons, along with potentially 'A space called Treblinka'.
- Explicitly articulate and communicate what the Beacon School programme has brought to St Michael's Church of England High School that it couldn't have achieved without it? So why does the school, Mr Egelnick and Mrs Jenks put such store in the programme, want/need Beacon School 'Quality Mark' status? What does it allow it to do? Staff could consider reflecting on this further for clarity in terms of further opportunities and developments, partnership and in communicating that rationale and vision to parents and visitors.
- Whilst impact might some of the History sustainability and pragmatic concerns mean for its Holocaust education burden? Could areas identified as currently absent in provision be shared with other relevant faculties? Might this create further cross curricular and innovative and collaborative opportunities? Could this support enrichment or family and community learning opportunities?
- 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.
- There is now a spirit of openness to collaboration and the potential to link the History scheme of work/scheme of learning to other subjects across St Michael's Church of England High School. There are excellent examples of this adding to distinctive disciplinary provision, but some key opportunities remain for English, Art or MFL in short, medium and longer term. It will be interesting to see how these opportunities could build and develop – it may simply involve in the insertion of a case study, rather than a whole scheme of work or extended project - 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.

- 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? Religious literacy may also significantly improve with greater inter-disciplinary opportunities for the study of Judaism.
- Formal assessment regards the teaching and learning about the Holocaust is sound but needs continued thought and refinement, including solutions for the current lack of baseline opportunities. This could be innovative in nature – perhaps building on *mythbusting* or in use of starter or plenary strategies. It may be that looking to the future a short interactive, multiple choice survey or questionnaire could be used with students to baseline pre-and post-knowledge or attitudes – this would be a recommendation for consideration in the future, perhaps a trial or pilot? The questions used in the Centre's research into student knowledge and understanding of the Holocaust could be useful here, as this would give you a national baseline to compare knowledge to, pre-and post, and complement the existing ongoing assessment within History. This could be offered as a starter or plenary activity and would provide multiple choice data that would not reduce curriculum time. The Centre's Nicola Wetherall stands ready to assist or support this development should the History Department wish to.
- Similarly, 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 St Michael's Church of England High School and the impact on well-being, behaviour and safeguarding agendas (Prevent, SMSC, FBV and so on).
- Challenge: students and staff report that Beacon School status had enhanced student challenge and that this was embraced. Students spoke of need to '*rise to the challenge*' of the Holocaust's complexity. Here is an opportunity to perhaps further develop and embed challenge across the school in innovative ways that engage rather than turn off learners (help to build resilience, growth mindset, F.A.I.L [first attempt in learning] approaches across the school)? Likewise, this review encourages further challenge for the most able and mindfulness to tackle passive compliance of a few disengaged learners.
- Conduct a second Holocaust education audit across the school since the Beacon School year. 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 on the History department. This is an aspirational and long term potential goal.

- Consider the development of a school Holocaust memorial or garden – this is in response to the students engaging in designing and reflecting on memorial spaces. This could be a value and ethos driven focal point, perhaps for Holocaust Memorial Day events in years to come and serve an SMSC and community function.
- Consider a review of current strategic provision of SMSC and Fundamental British Values across St Michael's Church of England 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 work, safeguarding policies, RE curricula, PSHE 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.
- To what extent might the UCL *Britain and the Holocaust* lesson be included in provision and be understood as contributing to Fundamental British Values, and could rights education further complement and enhance your provision and offer? 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 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.
- Continue to ensure the 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 or within the diocese/region regards History/Holocaust education? Could there be a UCL Associate role?
- Consider succession planning. Beacon school status resides with the school, not the Lead Teacher, so it is essential to ensure that the principles and opportunities are shared widely to ensure, should Mr Egelnick leave, St Michael's Church of England High School will have a group

or individual ready to step up and continue this work. Being mindful of all schools' risk in changes to personnel (national issues regarding recruitment and retention) could be crucial to sustaining and further developing the outstanding Holocaust education provision and opportunity. Similarly, what steps can Mrs Jenks and Mrs Hooley take to ensure senior leadership capacity and interest can be developed should he move on?

- 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 link governor/Humanities governor) – Could they attend a UCL CPD or twilight opportunity at the school or see a Holocaust lesson in action?
- 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.
- Encourage colleagues from across Maths, ICT, Science and RE to participate in the Centre's current teacher research: their subject contributions and their developing practice would illuminate the report and our understanding of the landscape, challenges and opportunities for Holocaust education across the curriculum. It would be invaluable were Mrs Jenks and Mrs Hooley able to participate in the survey considering their unique SLT perspectives and their leadership support for Holocaust teaching and learning. The SLT and non-History voices are important to hear, along with contributions from all the regions – so can Mrs Jenks and Mr Egelnick use their regional contacts with other schools to encourage teacher participation in the survey:

<https://www.holocausteducation.org.uk/research/teaching-holocaust-english-secondary-schools-201819-study/>

- 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 diocese or region to host a specific twilight opportunity. This will ensure a thriving hub is focused upon St Michael's Church of England 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.

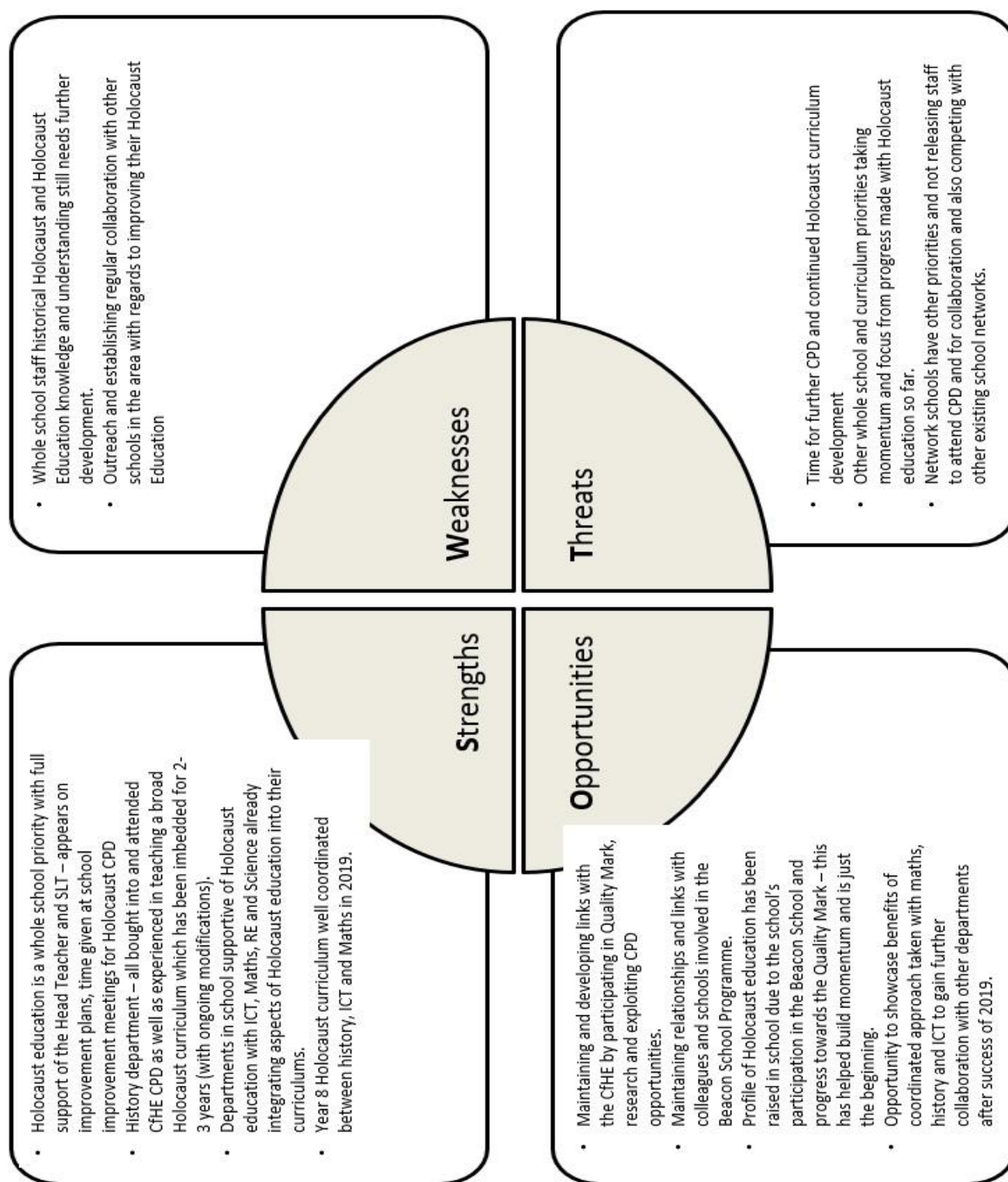
- To further substantive knowledge, confidence, skills and reflective practice, encourage and support colleagues at St Michael's Church of England High School colleagues, to consider the FREE 'Holocaust and the Curriculum' online MA module. Contact Ruth-Anne Lenga or Mike Cranny for details.

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 St Michael's Church of England High School achieved full accreditation.



SWOT analysis of TandL: Completed by Ben Egelnick, St Michael's Church of England 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 St Michael's Church of England's designation as a UCL Beacon School for Holocaust education from 2019-2023.

*Renewal of Beacon School status can be again sought within the 2022-2023 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: *Wow! The provision for and quality teaching and learning about the Holocaust at St Michael's Church of England High School is hugely impressive. This Quality Mark is richly deserved recognition of your commitment to and innovation within Holocaust curriculum, and that sense of moral purpose being supported by SLT. All this being driven by a passionate and gifted middle leader, ensuring the pedagogy is shared to support school improvement and in a spirit of openness to support other schools, is a powerful success story. That you have been able to inspire and engage staff outside of the History department, ensure excellent literacy and numeracy provision across the offer is to your considerable credit. The student voice panel testified to your excellent, and evolving specialism, the value of this Beacon School investment in terms of the impact on student outcomes, academic and holistic. It was an absolute pleasure to visit. What 'Team St Michaels' have achieved to date is incredible, so much thought, time and effort put in and we are delighted to partner with such a values-led, committed and innovative school, lead teacher and senior colleagues – you are doing work that is hugely important and leading the way – a true 'Beacon'.*

Date: March 2019**Executive Director:** Professor Stuart Foster **Executive Director signature:**


Comment: *We are delighted to award St Michael's Church of England High School the UCL Centre for Holocaust Education 'Quality Mark' and re-designate your Beacon School status for a further three years. We congratulate Mr Egelnick, Mrs Hooley and Mrs Jenks, the wider staff and student body for embracing this programme, giving it the status, time and support necessary to ensure the highly impressive impact to date. We value this opportunity to continue our partnership with you and relish working with your 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. Congratulations and thank you for the important work you continue to do.*



Appendix 1:

UCL Centre for Holocaust Education QUALITY MARK – Lesson Observation

Date: 27/03/2019

at: St Michael's Church of England High School

LO/LW of: Jade Carter (Year 8 History class)

LO/LW by: Nicola Wetherall MBE



The scheme of work/learning and pre-visit documentation located the lesson for observation as lesson 8 (Being Human?), in the series of 11 x 40minute lessons outlined in the scheme of work/scheme of learning, *'What questions should we ask about the Holocaust?'*

The lesson PowerPoint was provided in advance of the lesson; its objectives to review prior learning and consider the impact of Holocaust education.

To make the lesson observation possible, Lead Teacher, Mr Egelnick, arranged that a colleague from his department team, Miss Carter, be observed with Class 8C (set 6/8, whose targets are mostly GCSE grade 5 or 6). The pre-visit documentation identified there were 31 students in the class. 4/31 students indicated with SEND flags on the class plan – with 2/31 in most need of support. Specifics of the needs were not offered in the plan nor in conversation about the lesson. 4/31 were identified as PPG eligible. The class was made up of 10 boys and 21 girls.

The learning environment the groups regular history classroom and on wall was displayed the UCL Timeline – clearly well-worn and a familiar student reference point. (The Timeline was also a visual learning cue that repeatedly was referenced within the student voice panel, and mentioned during the tour of the school

Observers lesson commentary:

- Miss Carter's initial PowerPoint slide is clearly displayed as students enter, based upon the school wide expectation of a silent lesson starter: students are to read through the supplied A5 'Who was involved in the Holocaust?' sheet⁴⁹ which recounted the wartime experiences of Leon Greenman and his family. Students are tasked with highlighting/underlining all those people involved with the arrest of the Greenman family *'right through to the events Auschwitz Birkenau'*. Students are familiar with the routines and expectation to be quick to settle and were able to access and engage in the task at hand – with challenge provided in the way of extension for the most able (Are some people in the events effecting the Greenman's more responsible than others for what happened? If so, who and why?).
- Classroom/Teacher expectations were high; based upon strong student-teacher relationships, clarity of instruction, careful pace and structure of activities. Behaviour was good and treat the

⁴⁹ See Appendix 2

subject matter with utmost respect. The featuring of Greenman family photo in the slide provided the hook to prior learning (powerful connection that was repeatedly referenced in the student voice panel).

- Miss Carter prompts group as to the extension task should some complete the first activity – along with timing prompts; 1 more minute, 30 seconds – clarity of instruction and pace of learning/lesson key strength from outset.
- Miss Carter takes activity feedback as a link to prior learning and to pointing to lessons aims – to address the question, ‘who would do such a thing?’ Miss Carter’s lesson notes within the observation pack state: *‘This activity is to help refresh their memory about what we have explore so far in their Holocaust education. In the past, some students have struggled to differentiate between the nature of different roles people plays e.g. perpetrator, collaborator etc. This activity is designed to try and address this and get pupils thinking the many varied roles that people played to make the Holocaust happen on the scale and manner it did...This is a lower ability class so I doubt any will pick up on the fact that someone had to separate them at both camps and someone had picked their names to be on the deportation list. I will see how well they get on with the task and use prompts where necessary to help them.’*
- The learning objective is clearly explained – in lesson documentation (To identify and try to understand the complex roles carried out and develop the language to discuss these) and in student speak (on the PowerPoint – Who would do such a thing?); likewise, outcomes.
- It is made clear to students that addressing/exploring this question will take two 40 min lessons. Miss Carter explains this lesson will ‘be about exploring ideas’ and any misconceptions, whilst the following lesson (next day) would test assumptions through the use of historical case study cards to reach their own refined conclusion. Again, strong clarity of instruction and sense of purpose.
- Miss Carter drew upon hands up, volunteer responses and targeted questioning during the student feedback to consolidate understanding – there were opportunities at times here to further push and develop subject knowledge (a student talked about Greenman’s being sent on a train to a camp – what camp, which others do they know? Auschwitz-Birkenau, Westerbork?) Were there some opportunities missed to elicit keyword answers or substantive facts with some gentle follow ups to the wider group? There is good use of praise and one student response sees teacher clarification.
- Teacher moves on to restate aims – asks students for date, title to be put into exercise book and basic conventions of capital letters, underlining – presentation, conventions clearly stated. Highest expectations.
- Miss Carter divides up group – groups of 4 – asks students ideas on one keyword, either perpetrator, bystander, collaborator, rescuer – what descriptive words would they use? There was an opportunity here to build upon excellent literacy teaching (student spelling question; modelled response) with explicit reference to ‘adjectives’ – but it was great to also see some numeracy and cross curricular concepts within the teachers task instructions in terms of students ‘guessing, estimating, hypothesis’. What characteristics do they expect from such people? By way of extension they are to consider if any of the jobs identified in the starter fit the keyword. Class contributes to a basic definition of each before being tasked with their descriptions and characteristics. Groups then feedback some of their ideas, words, phrases. Teacher makes clear she won’t at this stage comment on any of these ideas as they will test the hypotheses developing in the next lesson.

- Students instructed to split their page into four-way grid – each section to be perpetrator, bystander, collaborator, rescuer – (again expectation of ruler, pencil). Feedback is offered by each group for their respective word, whole class add it to their grid. Students are instructed to record each contribution in their books but any that they don't agree with or understand should have a question mark next to it. Miss Carter explains again that she won't comment on individual feedback, nor people's question marks until next lesson when they test ideas using case studies.
- Miss Carter's classroom modelling supported excellent task instruction. Clarity ensured students could access and engage with the task from the outset. Students began the task and the collaborative small group learning immediately, the atmosphere of learning enabled the teacher to target her interventions with particular individuals or groups. The narratives of some of the class group discussions illustrated some sound prior learning. Students understood the specific task at hand but many in the class were not seeing the bigger picture? Whilst all students were engaged, were they all being challenged? Were some leading, actively engaged and others passive? Teacher moved seamlessly around the room, injecting pace with time cues, words of encouragement, talking to and with individuals and small groups.
- This social constructivist approach enabled the students to develop their learning and understanding in an active process. Those learning conversations meant students had the opportunity to create meaning through sharing and building upon each other's knowledge, but also by engaging with lived experiences, perspective, by asking about wonder – engaging curiosity. The class appeared to be familiar and comfortable with this process of learning – it was clear that prior learning routines equipped them to engage in active, constructive, self-controlled, social and situational activities.
- The clarity of instructions meant most students were enabled to drive their own learning. Miss Carter's facilitation meant there was a good ratio of teacher-talk and learning talk – which means the learning is active, high quality and being shared/led by the students: to what extent are the students in this group working harder than the teacher?
- Student conversations regards perpetrators included: *'veterans', 'antisemites', 'traumatised', 'white'* (which was challenged and followed up by the teacher – *'Could we use one of our keywords from our work for that? Aryan'*), *'people too easily influenced'*.
- Collaborators were conceived by students as *'Gullible', 'Shy', 'sinister', 'sly', 'sneaky'* and *'Nazis'*.
- Bystanders were described as *'not bothered', 'fearful', 'weak', 'onlookers'* and *'scared'*.
- The rescuers were described as *'heroes', 'brave', 'courageous', 'faithful'* and *'semites'*. As explored in the quality of teaching and learning, pedagogy and practice section of the report, the latter prompted a noticeable discomfort and challenge from the teacher *'Jewish word, we shouldn't use that should we?'* with no explanation of why not.
- The lesson drew to a close with Miss Carter reminding students that in the next lesson case studies would be used to examine and test the ideas developed in their discussions and evidenced in books, especially those points they included with a question mark. She explains that the chart/diagram they have produced of perpetrator, bystander, collaborator and rescuer will be used again in the next lesson. They will, following use of case study cards, refine, review, add to previous thinking – cross out any previous misconceptions, add new learning and so on.

- Students were handed a slip of paper⁵⁰ which included 8 attitudinal statements for the plenary activity. Silently and individually students were to record the extent to which they agreed with the statement on the sheet and stick it into their book. Miss Carter's lesson documentation stated: *'This plenary is designed to help the pupils summarise what we have spent the lesson looking at. It will also serve as a plenary for the lesson (tomorrow) where they will fill out how far they agree with the statements in another colour to how much they have learned from the case study cards and measure how far they have changed their minds from their initial assumptions...'*
- Owing to the structural constraints of 40-minute lessons, Miss Carter noted: *'...the lesson sometimes feels like it ends abruptly because of how the lessons have to be split. The plenary is aiming to better join up the two lessons and give some settlement to first lesson.'*
- The lesson observed demonstrates the powerful and well-structured, challenging, engaging and emotive scheme of learning, quality teaching and learning experienced at St Michaels Church of England High School.

	Not evident	Even Better If...	Good	Excellent
Evidence of student progression in terms of knowledge, understanding and/or pupil self-awareness (reflection)	<p>Is there a knowledge pre-and post, SoW/SoL baseline opportunity missed? (10 questions from UCL student survey for example)</p> <p>School has engaged in Centre's impact research, so could this be factored in to support assessment & demonstrate impact annually on small scale – self/peer marked?</p>			5/6 students specifically spoken to about their work during observation could articulate their progression, the aims of the lesson & how their thinking had altered (even within 40mins).
Evidence of a variety of types of teacher questioning			Questioning & teacher talk ratio added to pace & facilitated quick & effective challenge to a couple of students & addressed their misconceptions	<p>Questioning is skilful. Demonstrates range of open, closed, targeted questions, allows constant assessment of pupils' understanding & challenge.</p> <p>Pleasing range of student questions – both in form & style.</p>

⁵⁰ See Appendix 2



Evidence of teacher differentiation in various forms for group		Student history data was not provided, though basic student information, including SEND, PP was. Data could have informed understanding of current attainment & progression of students	Were all students challenged to make progress? Vast majority were/did. A couple of students were able to passively comply (not have to contribute verbally or be pushed).		Excellent 'mop up' 1-1 rotation around the room to ensure students understood task. Strength of teacher questioning & familiarity of class data meant she could respond to student need at all levels & provided challenge.
Evidence of student engagement and highest expectations. Atmosphere of learning; thirst for knowledge/love of learning					Students were quick to settle and ready to learn. Students were familiar with routines, becoming engrossed in silent starter.
Evidence of staff subject knowledge, enthusiasm and passion				The teacher demonstrated good substantive knowledge, expertise with familiarity with the materials, informative regards content as well as subject skills and teaching craft. Passion & enthusiasm was evident throughout & is likely, overtime, to further gain confidence, understanding & skills to achieve this goal given her reflective nature & commitment to refine practice & life-long learning.	Clear passion for pedagogy. Commitment to highest expectations, especially regards literacy & presentation.
Area		Evidence		Best Practice	
I	Informed Inspired Immersed	All students became involved & independently or collaboratively could access & engage with the tasks; thereby able to offer		Student's metacognition & teachers' ability to develop metacognitive skills, especially modelling metacognition. St Michael's Church	

	Involved Independent Insightful	<p>insightful contributions & questions during the discussions. Several of those contributions testify to secure prior knowledge (key terms, dates, names).</p> <p>Some modelling and use of inference – could this be developed and explicitly taught, and enhanced by returning to the lessons stated learning intentions? (Would this aid, support how as good historians you approach a source?)</p>	of England High School are working to embed metacognition & students' ability to be insightful, independent & informed learners. Majority of the students can articulate their metacognition, plan, monitor & evaluate ideas, concepts, their learning, whilst also able to demonstrate and develop it in independent or interleaved practice.
C	Compelled Challenged Captivated Curious Creative Critical	Criticality, curiosity & challenge evidenced in students range of questions & discussions	Use of student led learning as integral to involvement, challenge & curiosity – student generating questions to solve, answer or refine, provide hypothesis, explore and refute was powerful starting point & drove all that was good in lesson.
E	Engaged Empowered Encouraged Enthusied Evaluative Empathetic	<p>All students became engaged during the lesson & empowered by their participation, use of praise, and desire to understand/know more.</p> <p>Students were empathetic as immersing themselves in Leon's story, & evaluative when considering motivation – indicative of quality, values-led, engagement with case studies and historical criticality embedded in the prior learning.</p> <p>Empowered by ability to draw upon experience/perception of world. Empathetic and values driven in responses.</p>	<p>Silent starter</p> <p>Plenary statements and Likert scale.</p>

Any key examples (+/-) of... seen to share/refine?	
Literacy	<p>Use of literacy cues and expectations; clarity of instruction regards literacy expectations, prompts regard full sentences/grammar, highlighting and annotating skills, modelled oracy.</p> <p>Silent starter encouraged both deep reading and modelling of skimming and scan techniques.</p>
Behaviour for Learning	<p>Metacognitive practices: especially learning and teacher talk: combined with school expectations, developing metacognitive knowledge is fundamental to behaviour for learning. Lesson modelled the import of self-knowledge, the task and of the strategies (that have worked before) to be applied – and this is underpinning attitude to learning, ambition, resilience, curiosity and engagement, in turn providing the atmosphere for and behaviour fundamental to learning.</p> <p>Silent starter does much to establish atmosphere of learning (school-wide expectation).</p>
Assessment/evidencing progress throughout	<p>Questioning</p> <p>Quality conversation, active listening</p>

	<p>Pupils link to prior learning in their answers – drawing on that knowledge to infer and test ideas.</p> <p>Plenary Likert scale activity will be valuable to determine shift in thinking as a result of the two 'Being Human?' lessons.</p>
Critical thinking/independent thinking	<p>The scheme of work/learning is detailed, well and innovatively resourced – and UCL (2017) research data from the school data and the Impact study and research findings, student voice and work scrutiny demonstrate that meaningful Holocaust learning is taking place at St Michael's Church of England High School, including developing criticality and independent thinking.</p>

WWW: Feedback comments -

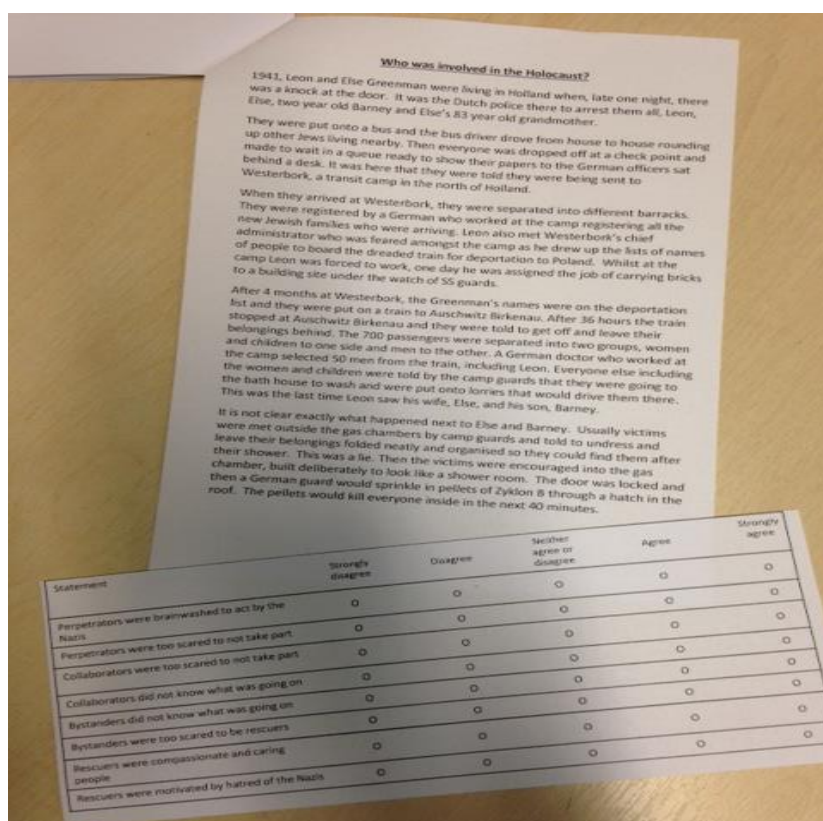
Teacher's clarity of instruction, expectations and familiarity with literacy mechanisms is hugely impressive. If the school is lacking a literacy across the curriculum coordinator, or looking for someone to champion inter-disciplinary literacy, then they would do well to consider Miss Carter.

Content and resources were well planned and linked to prior learning of the scheme of work/learning.

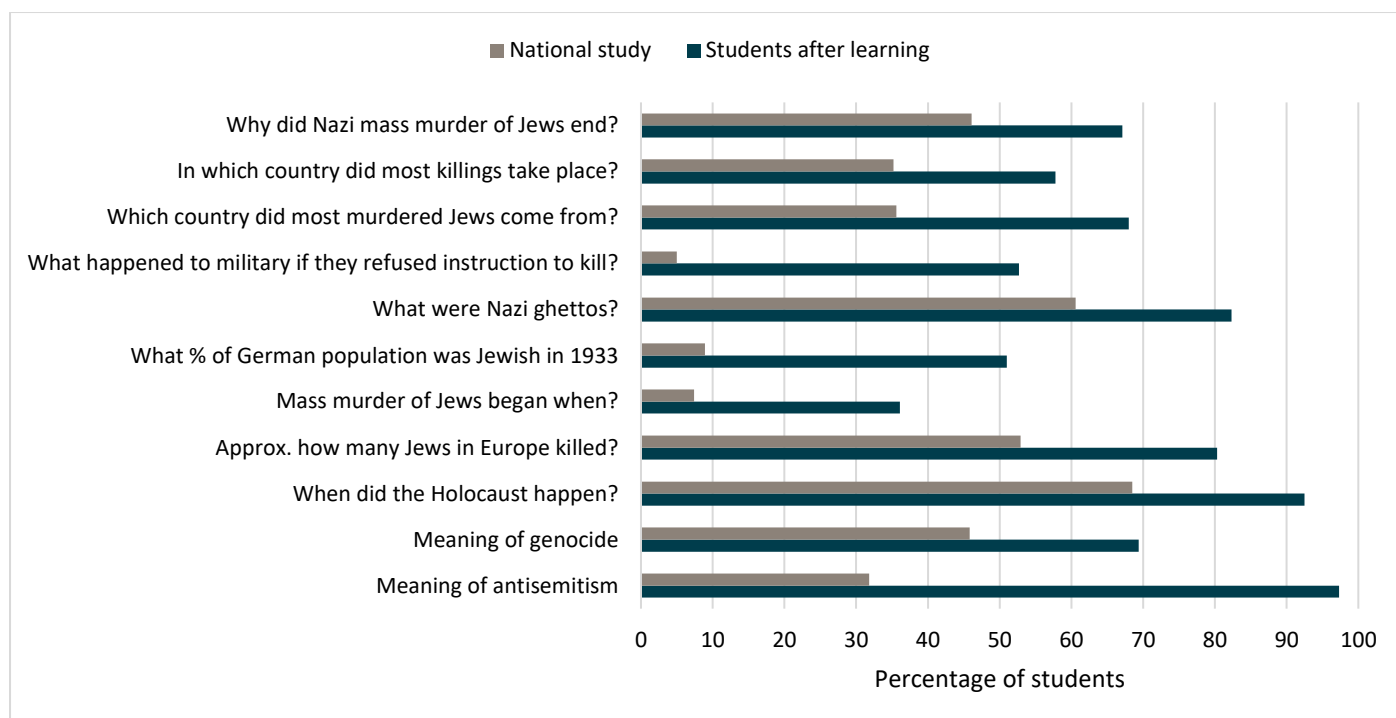
EBI: Target for possible future development –

A lack of baseline knowledge of the Holocaust, hinders overall tracking of progression for this group—however, students did demonstrate progression during the lesson; how would you demonstrate that over time? Consider how within the lesson, what the AfL opportunities are/were? How do you know the learning/lesson aims/objectives were met? (This is despite hugely valuable 2017-19 engagement with the UCL research team, wherein two years of tracking and monitoring does clearly reveal progression.) Can in-house and formative approaches capture this for baselining, or in summative assessment results? What trends might you see for gendered outcomes, impact upon vulnerable or target groups?

Appendix 2: Silent starter and plenary sheet for the lesson observation



Appendix 3:



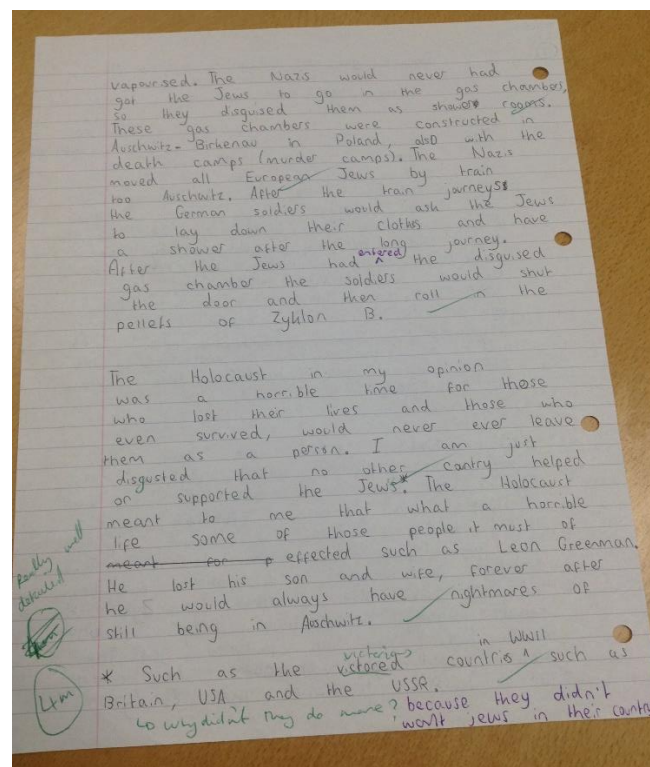
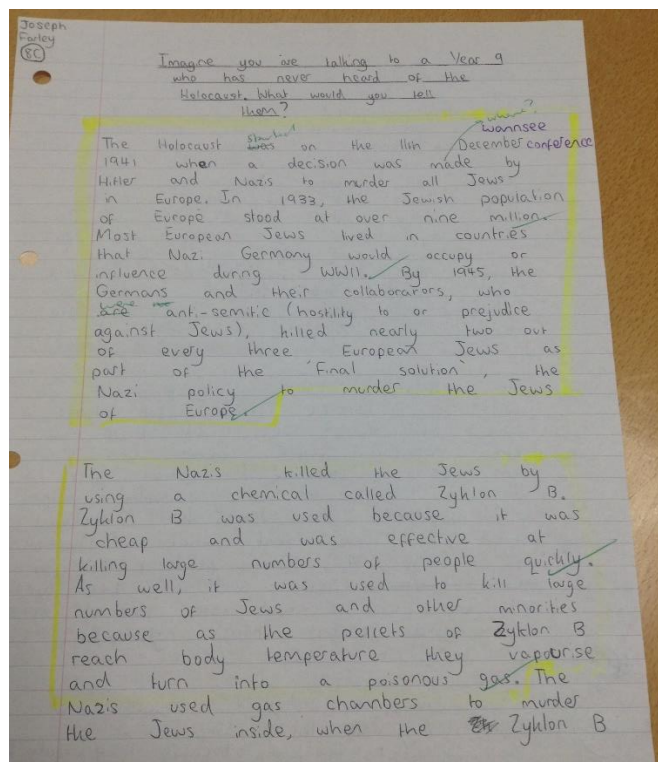
Percentage of students who answered each question correctly (teal bars) compared with the percentage of students in the CfHE's national study who answered each question correctly (grey bars).



Appendix 4: Christian values and character education visual in St Michael's entrance.



Appendix 5: Examples of Year 8 Holocaust scheme (History) assessment responses





Molly Ridway
Assessment
Why the Jews?

During WW2 approximately 6 million Jews were murdered by the Nazis on a mass scale. This would later become known as the Holocaust. This was known by Hitler as the final solution, but why did Hitler persecute and murder the Jews?

Predjudice against the Jews has plagued the world for more than 2,000 years. Jews were labelled as murderers by Christians as they were seen as being responsible, collectively responsible for the crucifixion of Jesus. This belief was created when the Jews had the choice to save Jesus or Barabbas who was a rapist and murderer from crucifixion. Their choice to save Barabbas led to them being labelled as murderers, because of this Jews would face years of hardship and persecution. *... what Hitler did to the Jews was not just a religious thing, it was a political one. He used the Jews as a scapegoat for his own failures.*

During the 12th century Jews in many countries including England were banned from owning land, this prevented Jews from being able to grow crops and provide for their own families. The only job Jews were allowed to do was moneylending. This involved lending money to others and charging interest. In 1215 Jews were then made to wear a special symbol that allowed them to be easily identified as Jewish. *... the only job Jews were allowed to do was moneylending. This involved lending money to others and charging interest. In 1215 Jews were then made to wear a special symbol that allowed them to be easily identified as Jewish.*

Towards the end of the 13th century King Edward I expelled all Jews from England. The only way Jews could avoid this was if they converted to Christianity.

For many people in the Jewish community this was seen as being worse than death.

Hitler on the other hand believed that Jews were a separate race and could not convert to Christianity even if they tried. Many historians believe Hitler's years in Vienna as a child led him to think this way. *... good day, didn't like it.*

In the years after WW1 many Jewish politicians were accused of betraying Germany by surrendering at the end of the war and signing the Treaty of Versailles which led to them losing Alsace-Lorraine, Memel, Schleswig, Eupen-Malmédy and substantial eastern districts along with \$33 billion in reparations.

When Hitler came to power in 1933 Germany was in great debt. Many Germans felt being part of him and following him was the only way Germany could release itself from this debt and poverty. It was through this that Hitler was able to conduct the mass murder of Jews throughout Europe.

SS well researched Molly
*Although there is ~~historical~~ evidence that this event took place because the Romans had no tradition of releasing a prisoner on Passover. Many historians believe these anti-semitic views were fueled because the Christians ~~didn't want~~ to didn't want to blame the Romans for Jesus' death.

How should we define the Holocaust?

Why is the Holocaust always associated with the mass murder of Jews? What about the many more mistreated people who aren't mentioned when discussing this tragedy?

Homosexuals, lesbians, Jehovah's witnesses and many more. These groups of people were targeted by the Nazis also. For example, when the persecution of homosexuals in the third reich. The Nazis persecuted homosexuals as part of their so-called moral crusade to racially and culturally purify Germany. Gay men were aimed at because they were seen as weak or apparently they tainted society and didn't contribute to the desired growth of the 'Aryan' population. Between the years of 1933-1945 an estimated 100,000 men were arrested for breaching Nazi Germany's law against homosexuality. Half of those men were sentenced to prison. An estimation of 5,000-15,000 men were sent to concentration camps, where many perished.

Heinrich Himmler, an SS chief, led the increasing persecution of homosexuals in the third reich. Lesbians weren't seen as a threat at the time to the Nazi racial policies. As were non-German homosexuals, unless they were with a German partner. Mainly, the Nazis were prepared to accept former homosexuals into their 'racial community' provided they became 'racially conscious' and gave up their lifestyle. *... they should be treated equally.*

Jehovah's witnesses are a religion similar to Christianity and look forward to the establishment of God's kingdom on Earth. The Nazis targeted Jehovah's witnesses because they were unwilling to accept the authority of the state. Within months of the Nazi takeover they were breaking up their meetings, organising and then occupying their local offices. Helene Gotthard, a Jehovah's witness, was beheaded for her religious beliefs on December 8th 1944 in Berlin.

By 1939 around 6,000 witnesses were detained in prisons or camps. Others fled Germany and continued their religious observance in private. Some were even tortured in attempts to make them sign declarations renouncing their faith.

In conclusion, I believe that the Holocaust should not be defined as only including the Jews but the homosexual and Jehovah's witnesses, who were persecuted like Jews were. And were also persecuted by the same people but aren't equally thought of when we should do.

Is it possible the Holocaust is defined as only Jewish but the persecution of other minorities should also be given their own individual recognition for their persecution? *No just because it was followed through by the same people just because it was different amount of people doesn't mean



Page 2 23/5/18 Explaining the Holocaust:

The Holocaust was a mass murder of the Jewish people by German Nazis set up to annihilate the whole Jewish community under the rule of Adolf Hitler. The Holocaust never had an official start date because prejudice against Jews had been going on long before Hitler and the Nazis. At this time, people believed that Jews were an inferior race and treated as such. For example, Jews were blamed for the black death. Jews were told to live separate to Christians. They were made to do the unpopular jobs eg tax collector, they also constantly received physical and verbal abuse.

Ghettos (Slum areas or cities for minority groups) were set up by the Nazis to separate Jews from the rest of the population. Jewish people were forced to leave their homes and live in Jewish areas or 'ghettos'. These areas were fenced or walled off and locked and the living quarters were miserable, with little food and no medication. Ghettos were overcrowded, thousands of Jewish people were packed into a small area like animals. They weren't allowed to earn a wage and thousands starved to death. After a while, the Nazis decided that it wasn't enough to keep them contained. Therefore, they decided that they needed to end the Jewish race for good, with the 'final solution' and exterminate all Jews around the world. The Nazis believed in having a 'pure race', Aryan race / German, blue eyes and blonde hair.

Sp. Argon
Argon

Page 2

Consequently, Jews were loaded onto trains and told by Nazis that they were going to be 'resettled in the East' but what the Nazis really meant was that they were going to be transported to the killing centres to be part of the mass murder. Train carriages were loaded with hundreds of Jews. Once in the carriages they were locked in with barbed wire and nails. Many of the Jews tried to escape by squeezing through air holes or cutting the wire. The guards shot them immediately and any escaping Jews were captured to be killed. Although the trains set off with thousands of Jews, they often arrived with a lot less due to those who attempted to escape and then were shot, by guards, or hundreds being found dead because of the intense heat, overcrowding, the train carriages and extreme conditions. The remaining Jews that were still alive, arrived at the death camps then were exterminated in gas chambers.

the whole journey to the death camps

The death camps were being built all over Europe to kill the Jews or to use them as slaves until they died. In the camps Jews were ordered by German Nazis to wear identification badges or were tattooed with numbers on their arms to single them out easily. This dehumanised Jews as they were labelled by a number, not by their name. Camps were built in places such as Auschwitz, Poland (this was the biggest death camp and where the mass deaths occurred). Jewish people were 'rounded up' to

be gassed in gas chambers.

The Nazis experimented with different ways to carry out mass murder in a cheap and effective way eg shooting, gas vans filled with petrol fumes. The cheapest and most effective way was found to be the use of Zyklon B which was pesticide pellets placed into large chambers killing thousands of Jews for example in Auschwitz, Nazis would kill up to 6,000 Jews per day.

I therefore believe that Hitler was a Jew-hater. This is the right or left?

In 1945, when Allied Forces finally succeeded and invaded Germany and the death camps, Hitler knew he had been defeated. Before the Allied Forces could capture him, Hitler committed suicide, believing that it was more honourable than being captured and punished. As the Allies invaded the death camps, they were able to free any remaining survivors and found evidence of the millions of people that were murdered. This brought an end to the Holocaust.

The survivors were homeless for a long time as there was still the threat of danger from those people who hated Jews (anti-semitists). Those who escaped death were never free from the horror they had faced and suffered during the Holocaust.

5. Really well researched and written answer. Very well done!

Thank you! ☺

Appendix 6: Examples of Year 8 Holocaust scheme (History) classwork in exercise books

Why Gas Chambers 13/03/19

① Zyklon B - Is a chemical used as a pesticide in farming. It was also good at killing. Wannsee Conference - there is when the decision to kill everybody who is a Jew in Nazi-controlled Germany.

Death camps - Death camps are a place where German controlled European Jews were executed.

Auschwitz-Birkenau - Was a camp which executed more than 1.5 million Jews.

Anti-Semitism - The mass murder of Jews, being against a race. Discrimination and hatred.

Boycott - meaning Jewish shops were stopped from being used.

Kristallnacht - When Germans raided, murdered and beat Jews in their homes and businesses - they were fined 1 billion - worth 17.5 billion today.

Emigrate - Move to another location to live.

ghettos - Jews were made to live in these crowded conditions.

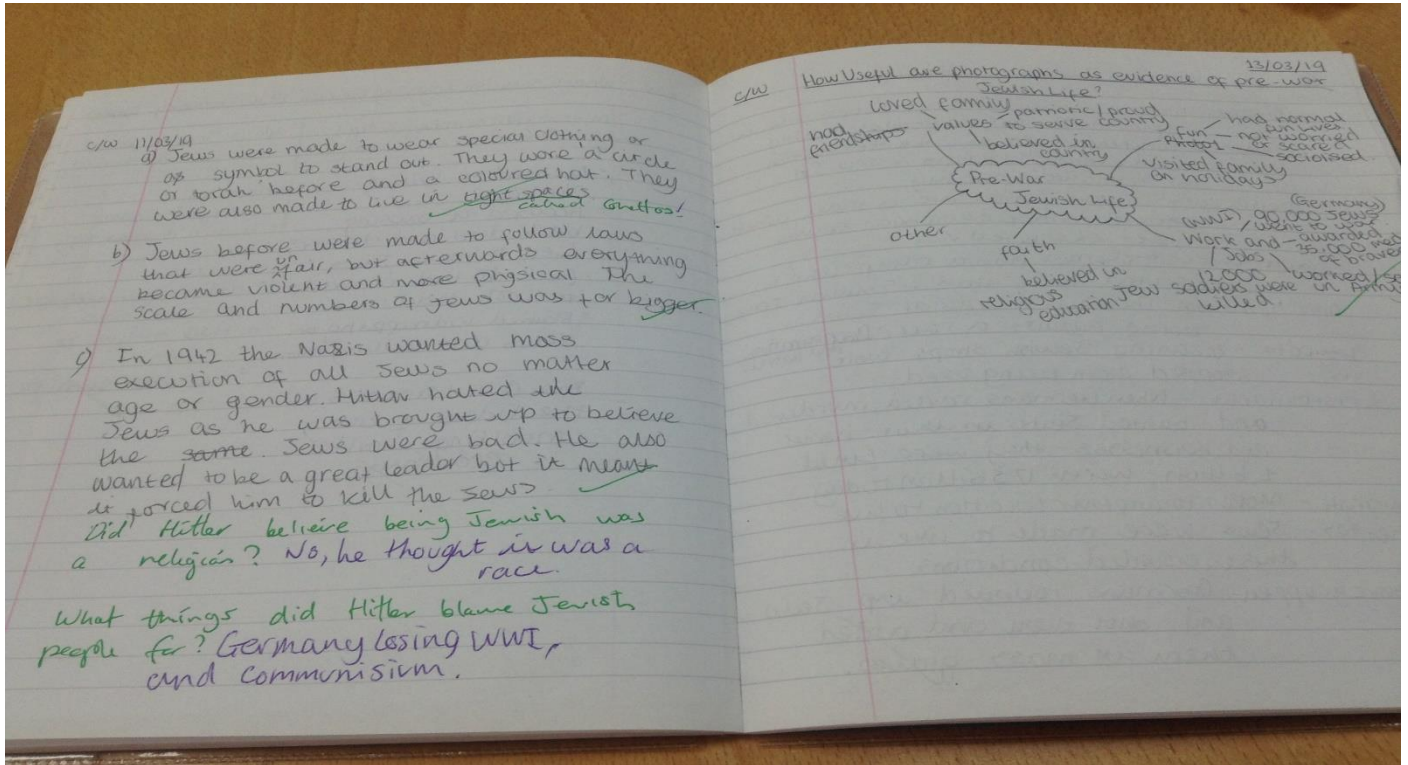
nsatzgruppen - Germans rounded up Jews and shot them and buried them in mass graves.

② Jews had to wear a star on all of their clothing wherever they are. NON Jews were separated easily.

③ It was the start of WWII and the Nazis were rounding the Jews up now that they had more money.

④ a) It was cheap and easy to get hold of Zyklon B.
b) It was very effective as it used human body heat to cause/start the reaction.
c) It could kill many Jews in large quantities with a very small amount of pesticide.

Try again - They invaded Poland at the start of WWII where 3 million Jews were



b/d

Why Gas Chambers?

Tuesday 19th March

- ## h2
- discrimination
1. anti-Semitism - hostility to or prejudice against Jews ✓
- boycott - take over not co-operating / refusing to buy something ✓
- emigrate - leave a country to settle permanently in another ✓
- ghetto - a part of a city occupied by a minority group ✓
- Gestapo - death squads of Nazi Germany responsible for mass killing ✓
- Zyklon B - hydrogen cyanide used as a lethal gas pesticide ✓
- Wannsee Conference - a meeting of senior government officials of Nazi Germany ✓
- Death camps - a prison camp for prisoners of war in which many
- die from poor conditions and treatment ✓
- death camp with largest sum of murders ✓
- Auschwitz - Birkenau - concentration camp in Poland ✓
- Nazi
- sh. Joy Knetsch - two nights of violence against the Jews organised by the ✓
- making purple per improvement
2. Anyone who had 3 or 4 Jewish grandparents or admitted being
- a practicing Jew. Known as the Nuremberg Law ✓
3. The Nazis invaded more countries, taking control of all
- Jews from those countries (Poland and the Soviet Union) ✓
- invasion on Poland gave them another 3 million Jews
- invasion of the Soviet Union gave them 2.8 million Jews
- Zyklon B was cheap and made killing large groups of
- people effective and easy. When they reach body temperature,
- the pellets turn to gas, this makes it easier for use in
- the sealed gas chambers.
- 000 Jews killed in 20 mins ✓
- manually available
- manually labour is needed to murder people

Rethinking the Perpetrators

Tuesday 26th March

- 1) Nazi beliefs were very important in the decision to murder as Adolf Hitler viewed all Jews as the cause of all the world's problems and saw them as an enemy to all people. They weren't vital however, as groups such as Police Battalion 101 were not members of the Nazi Party, yet still decided to murder thousands of innocent Jewish families.
- 2) I think that anti-semitism would still have happened although I don't think that the Holocaust would have happened without the Nazi's beliefs.

Otto Moll was not frightened into taking part in the mass murderings as he thought about new ways to kill more people, more efficiently. I think that Otto Moll became a ~~perpetrator~~ because he enjoys killing rather than because he was pressed into killing.

CLW

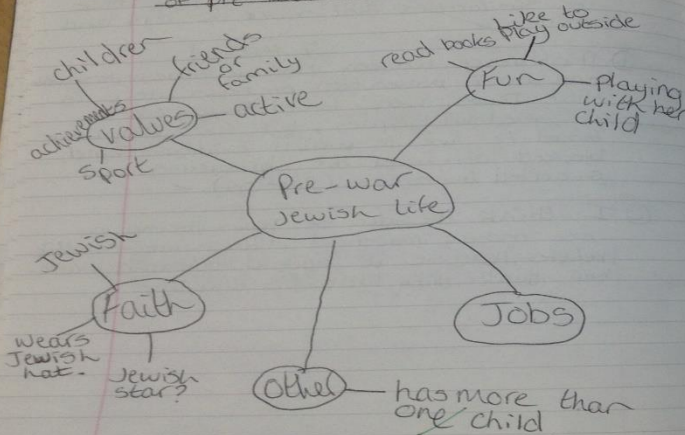
How useful are the photographs as evidence of pre-war Jewish life

1313119

M/L

why gas chambers?

- ① write out all the bold underlined words and write a definition for them
- Anti-semitism** - going against Jews
boycott - Nazis stood outside preventing Jews from business.
kristallnacht - (night of broken glass) event in 1938
emigrate - to leave their home or country
ghettos - An isolated place for Jews
Einsatzgruppen - a type of death squad
Zyklon B - Nazis used as a lethal gas
Wannsee conference - A meeting in Berlin to find solution to the Jews.
Death camps - a ^{for mass murder of Jews} prison camp for political
Auschwitz-Birkenau - a death camp used for murder / killing.
- ② How did the Nazis decide who was not?
- The **German** government decided had 3-4 Jewish grand parents or a practicing Jew. Thousands of people ^{were not Jewish} did not or ^{were} ^{not} ^{German} were still treated





③ why did the number of Jews under Nazi's control increase from 1939?

The number of Jews increased in 1939 because the Nazis tried to increase the people that emigrate to Germany which didn't work what meant the Jews had to defend for themselves.

④ Explain why the Nazis used Zyklon B to kill the large number of Jews and other minorities?

The Nazis used Zyklon B because it was cheap to buy which meant the leftover money went towards other supplies. It was effective and warned with killing large groups of people and Zyklon B was a chemical that worked relatively quickly.

clw Being human? 25/3/19

Perpetrators	collaborators
- These people ordered, organised or carried out the killing.	- supported the Nazis/helped to make the killing possible.
- young, need money or peer pressured into it.	- middle-aged people, well educated.
* Men	- weren't bothered if Jews die.
- brought up to believe in anti-semitism.	- Cowardly - would be perpetrators.
- encouraged or mentally unstable	- Nazi supporters. * Patriotic
by standers	- anti-semitic.
- Did nothing either to help the Nazis or their victims.	- scared into helping.
- middle-aged, well educated.	- have family?
- have families.	rescuers
- Possibly children	- Tried to save Jewish lives or to stop the Nazis.
- ignorant of what was happening	- People who support charities maybe and want to save other religions that are against murder or death.
- not Jewish	- Poor. - Middle-aged or
- not Nazis.	- unpopulated - not married
	- brave to stand up to Nazis
	- anti-Nazi.

Isanti-Semitism Anything New ca 1930s Germany. 04/03

Misconceptions that have led to persecution of Jewish people	Ways Jewish people have been persecuted
• Accused of killing Christians.	• Tortured.
• Accused of causing black death and diseases	• Unpaid labour.
• Lies to make Jews to feel bad or made to look bad.	• Treated disgustingly
• Blamed kidnapping on Jews and killing them.	• Starved.
	• Evicted.
	• Had to wear separate patches/hats.
	• Had to live in ghettos.
	• Separate semitic race

Book Called Protocols of the Elders of Zion - controlling world's economy.

19th March 2019

How useful are photographs as evidence of pre-war Jewish life?

Mother and daughter family just

Printer - he likes planes

chef - likes food

gardeners - need to grow food

Barbers shop - likes hair

salon and perfumery

farmers - maybe poorer

swimming

Because he likes socializing with friends

she likes spending time with family

it shows fighting in World War 1 - 95,000 Jewish soldiers served in German Army, 33,000 were awarded medals for bravery, 12,000 were killed.

Have a strong religion as making the shape of the Star of David.



Appendix 7: Examples of Year 8 Holocaust scheme (History) home learning.

The Nazis did not invent anti-Semitism and the mass murder of Jews did not happen the day Hitler came to power in January 1933. So how did Nazi treatment of Jewish people and other minority groups change over time and result in the large scale use of gas to murder millions of people?

1933-1934 - During this period the Nazis organise a one day boycott of Jewish shops and businesses. Nazi supporters stood outside and prevented non-Jews from using these businesses. There was an increase in anti-Semitic propaganda across all of Germany from 1933, Jewish people were increasingly stereotyped and dehumanised by the Nazi government.

1935 Jews were banned from restaurants and from joining the German army. This is despite over 100,000 German Jews having joined and 12,000 of them having died fighting in the German army during WWI.

In September the **Nuremberg Laws** were introduced. This law defined who was classed as a Jew. This was anyone who had 3 or 4 Jewish grandparents or admitted being a practising Jew. This also meant that thousands of people who did not see themselves as Jewish were still considered Jewish and treated as such. The new laws also said:

- Marriage and sexual relations between Jews and Non-Jews is illegal.
- Jews were no longer German citizens, but subjects. This meant they lost any legal and political rights in Germany.

By 1938 Hitler had been in power for 5 years and there was an escalation Jewish persecution. Jews had to register all their property (this would make it easier for the government to confiscate it later), Jewish doctors, dentists and lawyers were forbidden to have non-Jewish clients. Jews had to have a red 's' stamped in their passports to identify them as Jew.

1938 Kristallnacht (Night of Broken Glass) – After a Nazi official is shot in Paris by a Jew, the Nazis organise two nights of violence against Jews in Germany. According to Nazi figures, 814 shops, 171 homes and 191 synagogues were destroyed and at least 100 billion German marks, banned from owning businesses and from going to German schools and universities.

... Office for Jewish Emigration. The Nazis tried to force Jews to emigrate Germany. ... to get out of Germany. The issue was no countries wanted ... if they remained in Germany. The newspapers in Britain ran ... immigrants and refugees was unpopular for any ... and took over Poland, ... created

As we could be found in all walks of life, as farmers, tailors, teamsters, factory hands, accountants, doctors, teachers, and small business owners. Some Jewish families were wealthy; many more were poor. Many children ended their schooling early to work in a craft or trade; others looked forward to continuing their education at the university level. Some made massive contributions to the world, such as Albert Einstein with his theory of relativity, Benjamin Disraeli, the author and two times Prime Minister of Britain and Sigmund Freud who developed many of the theories behind psychotherapy today.

Albert Einstein

Benjamin Disraeli

Sigmund Freud

Still, whatever Jewish people's differences, they were the same in one respect: by the 1930s, with the rise of the Nazis to power in Germany, they all became potential victims, and their lives were forever changed.

HOME LEARNING TASK

- Rank in order which countries had the most of Europe's Jews living there and say how many there were.
 - Poland had 3,000,000 Jews living there
 - Soviet Union had 2,525,000 Jews living there
 - Germany had 565,000 Jews living there

12 million. [how many?]
- What percentage of the population of Germany was Jewish? 1%
- Give three facts about Jews living in Eastern Europe before 1930
 - They mainly lived in Jewish towns/villages called shtettk.
 - They had their own language called Yiddish.
 - Men wore hats or skull caps and women covered their hair.

clothes with your name in Yiddish too.
- Give three facts about Jews living in Germany before 1930
 - They dressed the same and spoke the same language as other non-Jewish people living nearby.
 - They lived in towns and cities alongside non-Jewish people.
 - They only made up 1% of Germany's population.
- Nazi propaganda made all Jews out to be rich and greedy. Why is this not accurate?

Only some Jews were wealthy, many were poor. The few who were rich had worked hard to be rich and had done a lot for the world for example Albert Einstein.

(Scientist - was he rich or significant for other reasons?)

When Adolf Hitler and the Nazis came to power in Germany in 1933, Jews were living in every country of Europe. A total of 9 million Jews lived in the countries that would now be invaded by Germany during World War II. By the end of the war, 6 million (2/3) of these Jews would be dead, and European Jewish life which had existed for over a thousand years, would be changed forever.

European Jewish population distribution, ca. 1933

Map showing European Jewish population distribution circa 1933. The map is color-coded by region: Eastern Europe (red), Southern Europe (orange), and Western Europe (blue). Major cities are labeled, including Berlin, Moscow, Warsaw, London, and others. A legend indicates population ranges: 100,000+ (red), 25,000-100,000 (orange), and 5,000-25,000 (blue). A scale bar shows 0 to 1,000 miles.

In 1933 the largest Jewish populations were in Eastern Europe, including Poland, the Soviet Union, Hungary and Romania. Many of the Jews in a Jewish community in a minority within the country's own laws. They spoke their own language, called Yiddish, which is a mix of German and Hebrew. They read Yiddish books, went to Yiddish theaters and cinemas. Although many of the younger Jews in larger towns were beginning to adopt modern western fashions and fashion, older people often dressed traditionally, the men wearing hats or skull caps, and the women modestly covering their hair with wigs or kerchiefs.

Black and white photograph showing a large group of Jewish people, likely a community or religious gathering, standing in rows outdoors.

In comparison the Jews in western Europe, in countries like Germany and France, made up much less of the population and tended to adopt the culture of their non-Jewish neighbors. In Germany the Jews made up just 1% of the population of 67 million people. They dressed and talked like their fellow German countrymen and had never suffered, fought and died for Germany during WWII. For many Jews in Germany Yiddish culture played a less important part in their lives. They tended to have had more formal western education than eastern European Jews and tended to live in towns or cities side by side with their non-Jewish neighbours.

...territories for the Nazis as they now found themselves in control millions more Jews they did not want. The Nazis began to round up Jews and move them to live in designated areas called ghettos. These were overcrowded and the Nazis controlled all people and goods that went in and out of them. There were a temporary increase in food and down large numbers of Nazi troops and were in clear view of non-Jews living in the same city or town.

1941 Jews - Nazis invade the Soviet Union (Russia)

The Soviet Union would long have been considered one of the last places where Jews could find safety. However, when the Nazis invaded the Soviet Union in June 1941, they began to discover a threat against their Jewish population. They immediately started deporting Jews from the newly conquered territory and sent them to concentration camps. In many cases, they were sent to death camps where they were killed. This was an ineffective method of solving the problem as it took time to transport the Jews to the camps. In fact, by the end of the war, some Jews had been able to escape to the United States. Some Jews were also able to flee to other countries like China and India. However, most Jews who were deported to the camps died there. By the end of the war, about 6 million Jews had been killed.

Another method was needed so the Nazis trailed other approaches to mass murder. Lethal injections had been used on the disabled in Germany, this would clearly not be practical with millions of able bodied adults and children.

Gas vans had also been trialled. These were small trucks with gas chambers built into the back. Victims were loaded into the van and the driver would drive to a secluded area where the van would stop. The victims would be taken into the back of the van and the driver would close the door. The gas would be pumped into the chamber and the victims would die. This method was also seen to be impractical as it was a slow process and the vans were often spotted by locals.

Zyklon B was a chemical used as a pesticide for farming. In September 1941 it was tested on 600 Soviet prisoners of war in a sealed basement, as the pellets slowly released a poisonous gas. Zyklon B was cheap and proved effective at killing large numbers of people relatively quickly. This was the prototype for the large gas chambers that would be created at the Nazis Death Camps.

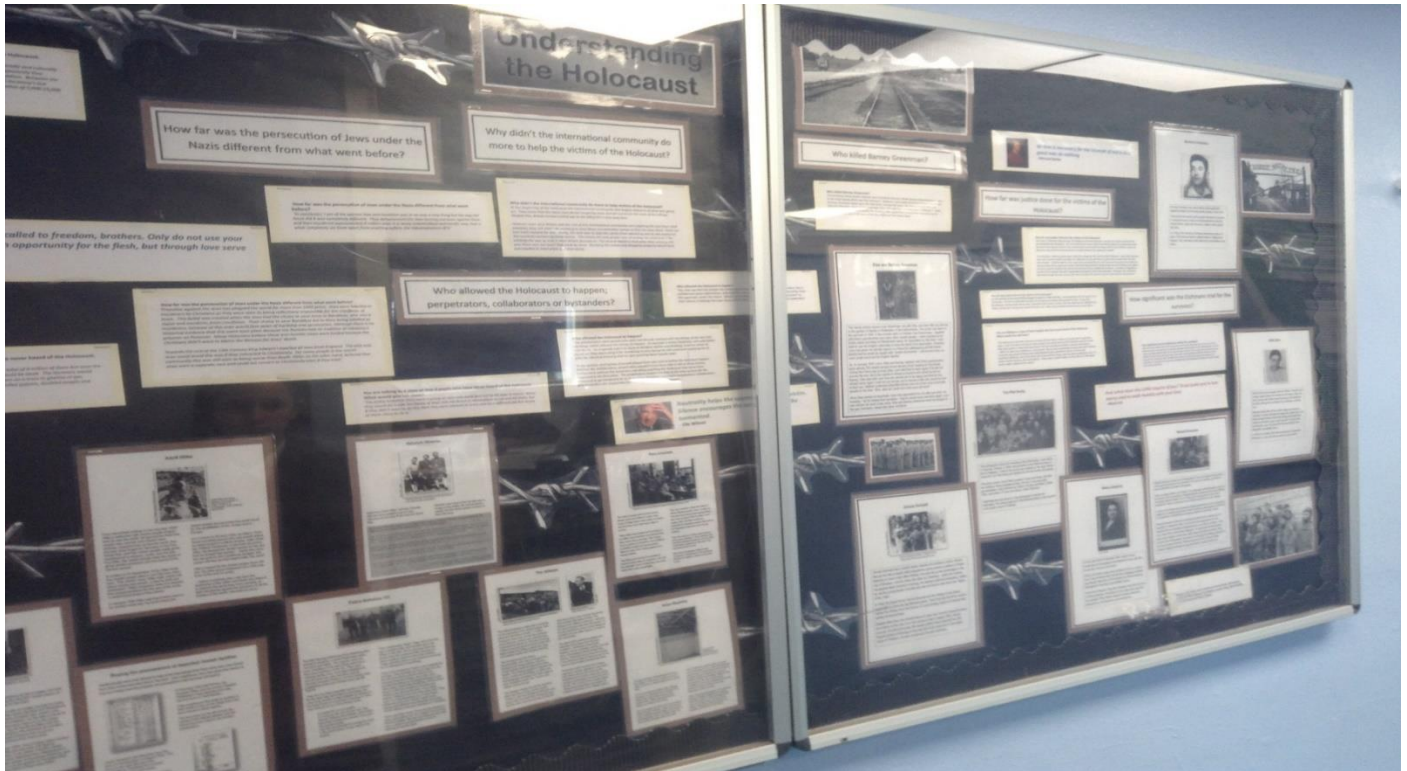
At the Wannsee Conference in Berlin 20th January 1942 the decision is taken at this meeting to exterminate all the Jews in Nazi controlled Europe. The mass murder of every Jewish man, woman and child the Nazis could reach by poisonous gas or starvation. As a result the Nazis build special murder camps called Death Camps in parts of Eastern Europe (mostly Poland) to begin this process of annihilation, these camps were called Auschwitz-Birkenau, Sobibor, Chełmno, Majdanek, Belzec, and Treblinka. Auschwitz-Birkenau alone would be the place of death for over 1.1 million Jews. At their height, these camps could murder tens of thousands of Jews a day. Only when these camps were captured by Soviet soldiers from 1944 onwards, did the mass murder begin to slow down and stop.

TASK: Read the text above and answer the questions below on lined paper. Think carefully before answering.

- Write out all the bold underlined words and write a definition for them, use the text to help you!
- How did the Nazis decide who was a Jew or not?
- Why did the number of Jews under Nazi control increase from 1939?
- Explain why the Nazis used Zyklon B to kill large numbers of Jews and other minorities? (Try to think of at least 3 reasons)



Appendix 8: Holocaust related school displays.



Corridor displays ensure Holocaust teaching and learning is visible throughout the school – including use of UCL case studies – but there is no Beacon School logo? This could provide easy visual cue for addressing awareness of the Beacon School and Quality Mark.



