

## UCL Beacon School Programme

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

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DATE OF LAST OFSTED INSPECTION AND GRADE	20-21 January 2010 (graded OUTSTANDING). Section 8 (no formal designation inspection) in 2017 Ofsted confirmed status.
DATE OF QUALITY MARK AND RE-DESIGNATION REVIEW	24 September, 2018
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 8
Phase 1: non-negotiables and any actions urgently required for re-designation	Page 9
Phase 2: summary of review visit methodology	Pages 10-11
Phase 3: key findings	Pages 12-21
Holocaust education within Harris Academy South Norwood curriculum	Pages 12-21
quality of teaching and learning, pedagogy and practice	Pages 22-51
assessment, achievement and outcomes for students	Pages 52-66
wellbeing, behaviour and safety of students (PD)	Pages 67-75
the leadership and management	Pages 76-86
commitment to CPD and networks	Pages 87-91
Phase 4a: summary reflections of Quality Mark visit; <i>What went well?</i>	Pages 92-95
Phase 4b: summary reflections of Quality Mark visit; <i>Even better if...</i>	Pages 96-100
SWOT analysis document (completed Lead Teacher and/or SLT/SMT)	Page 100
Review accreditation summary comment, Centre for Holocaust Education remarks	Page 101
Appendix 1: Lesson Observation	Pages 102-106
Appendix 2: The Norwood Curriculum: Turning Mirrors into Windows	Page 107
Appendix 3: Academy Improvement Plan 2017-2022	Page 108
Appendix 4: Harris Academy South Norwood scheme of work rationale	Page 109
Appendix 5: Auschwitz – Louis S	Pages 109-110
Appendix 6: Auschwitz Trip Application – Stephanie C	Page 110
Appendix 7: Photos of students at work, school signage and student artwork	Page 110-117

## 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

- Harris Academy South Norwood is a very large and expanding, secondary school sponsored by the Harris Federation, a not-for-profit charity with almost 25 years of experience in running schools. The Federation runs a family of Primary and Secondary Academies in and around London. The work of the Federation is made possible through the generous financial support of Lord Harris of Peckham and his family. The Academy already being part of a large multi-Academy Trust, with established networks, is advantageous to the network building and sharing of best in Holocaust teaching and learning practice.
- Harris Academy South Norwood was in a hard federation, with Harris Academy Upper Norwood from 2014, with shared leadership, but in September 2017 the schools amalgamated. Following the takeover of Westwood girls' school into Harris Academy Upper Norwood, the two sites have been merged, making it one of the largest state comprehensives in the country. The sheer size of the Academy's cohort of students means that Holocaust education is embedded and has the ability to impact on significant numbers of young people.
- At the time of the review visit there were 1770 students on roll (Year 7-11), with 440 in its sixth form. At the time of writing, 11% of students have SEND needs, with 27% FSM, whilst 24% of the Academy's cohort have EAL.
- The Academy is incredibly ethnically diverse. School census data reveals that, at the time of the review, parents self-reported on their children's ethnic identity thus:

Ethnicity	Proportion of school cohort
Mixed Heritage	33%
Black Caribbean	22%
White British	12%
Black African	11.70%
Black Other	7%
Other Asian	5.40%
Other	4.50%
Pakistani	2%
Indian	1.80%
Chinese	0.40%

Students derive great knowledge, understanding and insight from the wealth of backgrounds within the community, and often English is spoken as an additional language. Despite the ethnic and religious mix, there is an absence of Jewish students, and thereby a lack of student awareness of the Jewish culture and traditions. Being a UCL Beacon School is ensuring a strategic element to developing this element within Academy life, it has enabled students to identify the *'similarity*

*between Jewish culture and their own, and allow students to empathise more effectively with others cultures, and of course, with each other.*<sup>1</sup>

- The Academy is heavily represented by pupil premium students (45% of students are eligible for PPG), who 'lack cultural resources and access to the knowledge, and conceptual thinking' offered and encouraged by the UCL Beacon School programme.
- The gender cohort of the academy is detailed thus, as at review, with pending Year 7 and post 16 data;

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Number</b>		330	371	337	315		
<b>% Boys</b>		56	55	55	57		
<b>% Girls</b>		44	45	45	43		

- The ability profile of the Academy was reported thus:

	<b>Harris Academy South Norwood</b>		
	<b>2016</b>	<b>2017</b>	<b>2018</b>
<b>H</b>	27%	36%	33%
<b>M</b>	55%	54%	50%
<b>L</b>	15%	10%	15%

- Most recent DfE published final data (2016/2017) in regard to Harris Academy South Norwood reveals:<sup>2</sup>
  - Progress 8, 0.22 (above average)
  - Attainment 8, 48.4 points (school; as compared to 45.1 points in local authority and 44.6 England average)
  - Entering EBacc, 65% (school, as compared to 42.70% in local authority and 35% nationally)
  - Achieving EBacc at grade 5/C or above, 32% (school; as compared to 20.60% in local authority and 19.70% in England)
- The Academy was last formally inspected by Ofsted in 2010, and adjudged outstanding.<sup>3</sup> Back then the report described a school that *'...enables students to achieve well because of an excellent curriculum, good teaching and exceptionally high levels of care, guidance and support. These good outcomes for students and high quality educational provision are underpinned by outstanding leadership and management'*.

<sup>1</sup> For reference, please see the Beacon School application that Harris Academy South Norwood offered, question 11.

<sup>2</sup> Headline figures and reporting taken from: <https://www.compare-school-performance.service.gov.uk/school/135249/harris-academy-south-norwood>

<sup>3</sup> Please see: <https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135249>

- The quality of provision was adjudged by Ofsted in 2010 as:

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

- Ofsted's 2010 report recommended Harris Academy South Norwood should do more to improve in two areas:
  - Increase further the proportion of students gaining five or more GCSE grades A\* to C including English and mathematics; in particular, work further on developing students' skills in speaking and writing through all areas of the curriculum
  - Ensure that even more teaching is good or outstanding: Where necessary:
    - Ensure that tasks are more closely matched to students' diverse needs
    - Include more opportunities for students to speak, pose questions, and explain their thinking and ideas
    - Improve the quality of marking so that students are clearer about how to improve their work in relation to the subject content and also in terms of the accuracy of their writing.
- The 2018, section 8 Ofsted visit and subsequent interim report confirmed that *'Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified at the school's previous inspection....Attendance and outcomes for pupils continues to be above the national average regardless of a pupil's ability, ethnicity or social background.'*
- Despite the gap since a full Ofsted visit, the Principal, Mr Nick Soar and colleagues have remained ambitious for the students and community they serve; they have made progress regards the 2010 areas of for improvement and in 2017 onwards *'Leaders of the now amalgamated academy'* foci is to *'...maintain their work to reduce the rare instances of boisterous behaviour in lessons and during social times'.*

## Further context

- Harris Academy South Norwood senior leadership are well supported by governors, teachers and other staff, and together have created an effective culture and a caring community that keep pupils safe and well looked after. Pupils and sixth-form students are fully involved in creating and maintaining this. Effective procedures ensure that safeguarding welfare and all-round development of pupils prepares them well for the next steps in their lives.

- Duty of care is utmost –as much for students’ sense of well-being and value as their own Harris Academy South Norwood 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 and in the lesson observation. There is a visible climate of celebrating diversity and difference throughout the school, epitomised, as Ofsted repeatedly remarks, in pupils’ behaviour and attitudes to the 'other'. It was evident throughout the Quality Mark review process that students do feel safe at Harris Academy South Norwood and that relationship building was key to the success of the personalised curriculum, which in turn led to behaviour for learning and positive outcomes.
- 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.
- Harris Academy South Norwood 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 24 September was Harris Academy South Norwood’s first re-designation/Quality Mark visit.



### Phase 1: Non-negotiables

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

	YES	/	NO
• Has the Lead Teacher attended one-day UCL CPD course?	<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 Harris Academy South Norwood met the expectations.

## Phase 2: Summary of review visit methodology

### Prior to visit

- Copies of Harris Academy South Norwood School plan, most recent Ofsted report, 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
- Meeting with SLT link, Mr Nick Soar (Executive Principal)
- Meeting with Lead Teacher, Mr Alan Marshall-Hick (History Teacher, Head of 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 Mr Chris McKenzie, teaching a Year 9 History lesson from the Holocaust scheme of work.
- Two student voice interview panels: one with current Year 9 students, the other with Sixth Form students.
- 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 Chris McKenzie (NQT History Teacher), Mr Kieran Roche (School Direct History Teacher) and Mrs Jennifer Maguire (Geography Teacher)
- Visit debrief with Mr Nick Soar (Executive Principal) and Mr Alan Marshall-Hick (History Teacher, Head of History, UCL Beacon School Lead Teacher)

### After visit

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

- Drafting of e-newsletter acknowledgement of the Quality Mark visit and the school's outcome.
- Drafting and sending a letter to Mr Steve Reed, constituency MP for Harris Academy South Norwood, raising awareness of the school's visit and outcome, with copies sent to Mr Nick Soar and Mr Alan Marshall-Hick.
- Drafting and sending a letter to Harris Trust CEO, Sir Dan Moynihan, Academy sponsor, Lord Harris and to Harris Academy South Norwood chair of governors, Mr Phil Saunders, to congratulate the school on its achievement, raising awareness of the review visit and outcome, with copies sent to Mr Nick Soar and Mr Alan Marshall-Hick.

### Phase 3: Key findings

#### 1. Holocaust education in Harris Academy South Norwood curriculum

*‘We aim to be scholars, citizens and ambassadors. Our curriculum challenges us to explore fundamental truths about the human condition and the physical world, enabling us to see beyond the immediate context of our lives and become the best version of ourselves we can be: to turn mirrors into windows.’<sup>4</sup>*

In order to appreciate the standard and place of Holocaust teaching and learning at Harris Academy South Norwood, it is vital to understand the values and principles that underpin ‘The Norwood Curriculum’ – a curriculum that aims to turn mirrors into windows. Arguably, the latter has been a source of strength and inspired the academic vigour and integrity of all that Holocaust education at the school aspires to be.

The Academy’s curriculum intent rests upon two fundamental pillars – pursuit of truth and personal growth – which underpin all else at South Norwood, including curriculum design and thereby the place of Holocaust teaching and learning within it. From the two pillars, four teaching and learning strands are secured;

4 Teaching & Curriculum strands	The 4 strands are understood to frame Harris Academy South Norwood’s curriculum intent. <b>Factors include...</b>	
1. Long term learning over performance	Essential knowledge retention Spaced curriculum Conceptual understanding	Each subject then interprets the Academy curriculum intent in a way that suits their context, in the process developing a subject curriculum intent.
2. High challenge leads to social mobility	Challenging content selection Vocabulary matters Responsive teaching	
3. Human with the subject	Scholars, citizens, ambassadors 100% responsive, ready and respectful Context exploring human condition	
4. Work ready	Enrichment Carers links and speakers Literate	

‘The Norwood Curriculum: Turning Mirrors into Windows’<sup>5</sup> document clearly articulates the Academy’s values and educational mission; in so doing it is explicit about the purpose of the curriculum – and indeed

<sup>4</sup> For reference, please see HASN Curriculum Intent document, p3.

<sup>5</sup> Please see Appendix 2 (pg.107), for the text of the ‘The Norwood Curriculum: Turning Mirrors into Windows’ piece, found in the HASN Curriculum Intent document, p4.

the disciplinary distinctiveness, for example the framing of a bespoke History curriculum intent, in which all learning, including Holocaust education, sits.

- During their Beacon School year, Harris Academy South Norwood have developed a clear rationale for their approach to Holocaust education that speaks to affective and cognitive outcomes for learners – in keeping with the pursuit of truth and personal growth pillar. As a result, the provision for and impact of Holocaust education at the school has significantly improved.
- Harris Academy South Norwood leaders and teachers are committed to the principle that all learners have the right to access quality Holocaust Education. This is particularly relevant given the focus on closing the gap between the disadvantaged and advantaged so emphasised in the Academy Improvement Plan and HASN Curriculum Intent document.
- Beacon School status and the working towards Quality Mark status is included in the Academy's improvement/development plan. The inclusion of specific reference to the Stockholm Declaration and the IHRA definition is unusual and welcome – making explicit the status and purpose of Holocaust education within the curriculum, including its '*encouraging the valuing of all human beings*'.<sup>6</sup> The significance of the curriculum intent and school Academy improvement plans' impact upon quality provision for and experience of Holocaust education will be reflected throughout this report, especially in the leadership and management section.
- 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 Harris Academy South Norwood includes reference to the Quality Mark process in such strategic and developmental plans; this serves to secure it as an ongoing focus, ensure continued senior leadership support for access to specialist UCL Holocaust CPD to continue developing a critical mass of staff able to innovate and work collaboratively. Annual reference to Quality Mark Beacon School status should serve to ensure some of the EBIs of this report are adopted or considered over the coming years. This review would also recommend, where appropriate (principally History), Quality Mark status is included in subject or department plans or equivalent; this would serve to ensure substantive knowledge and subject specific skills are further developed in some of the identified EBIs.
- The review demonstrated Beacon School status has stimulated or provided further space and opportunities for pedagogic and assessment conversations among Harris Academy South Norwood staff. This can only be beneficial to wider reflections upon the future development of assessment and achievement and supporting and sustaining quality teaching and learning.
- There is clear senior leadership team support to ensure time and opportunity to review teaching and learning and outcomes across the school including Holocaust education, and middle and senior leaders accurately judge and assess their provision, strengths and weakness.<sup>7</sup> Such reflective

<sup>6</sup> Please see Appendix 3 (pg. 108) or view the Academy Improvement Plan 2017-2022, pg. 1.

<sup>7</sup> Please see SWOT analysis completed by Mr Alan Marshall-Hick (pg. 100)

practice ensures developmental innovative practice and a sense of constant striving to move forward and progress.

- Mr Marshall-Hick 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 Harris Academy South Norwood, 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 Marshall-Hick's scheme of work (developed across the year of the UCL Beacon School programme and constantly reviewed and refined) takes as its title 'How unique is 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.<sup>8</sup> It is a bold and admirably aspirational approach that does see the Norwood Curriculum Intent played out in several ways. The scheme submitted to the Centre explicitly seeks to *'place the Holocaust both within the wider context of antisemitism and to compare it with other genocides within the twentieth century'* and in so doing demonstrates the commitment to a strong disciplinary and academic focus (the scholar) on one hand with a values and civic dimension on the other (citizen/ambassador). It is evident the purpose of the scheme of work/learning is to build upon the framework of the Norwood Intent, thereby ensuring impact beyond the History classroom.
- As this review will acknowledge throughout – there is much to commend, indeed some of the work is innovative and European leading – the linking of Holocaust education to teaching and learning about genocide is both a challenge and an opportunity, a significant strength and area for ongoing development or refinement. Our principle focus for review, is the provision for and experience of teaching and learning about the Holocaust – rather than genocide – but, in developing a scheme of work that deliberately places the Holocaust within the context of the latter, and stating an aim *'...to make valid yet sensitive comparisons with the Cambodia and Rwanda [genocides], assessing the validity of Gregory Stanton's model that genocides follow a predictable and foreseeable pattern'* it is worth questioning what it is that is understood to make comparison 'valid', and indeed, to what extent Stanton's model was intended as a comparative tool? When in the scheme of work rationale it says: *'Though not reaching the scale of the Holocaust, the aim is to do some justice to the victims of other genocides...'* it is apparent that a word of caution is needed in order to prevent an implicit bias becoming judgement, a 'victimisation Olympics' or some other ranking of genocide to follow in students thinking. We would caution against using Stanton's Ten Stages of Genocide as a comparative tool – rather apply the framework as intended, not so much in hindsight but as forward looking, for prediction purposes and identifying warning signs. The use of such a theoretical application is to be commended however, and is undoubtedly contributing to students

<sup>8</sup> Please see Appendix 4 (pg. 109)

sharing a vocabulary for understanding human rights, crimes against humanity, mass atrocity and genocide.

- The Holocaust scheme of work offered in History at Harris Academy South Norwood has developed with careful consideration for disciplinary integrity. The curriculum intent of the History department reads:

*'We study History to provide students with a complex and diverse knowledge of the past through an exploration of primary and secondary sources. History provides students with the tools to recognise that although the past is unalterable, its history is not fixed and is subject to change. We should study History to give students the conceptual framework to think critically, to distinguish between claim and opinion, to form arguments and make reasons judgements based on the weight of evidence. History provides students with the knowledge to locate themselves in the present and to understand the inescapable relevance of the past'.<sup>9</sup>*

It is hoped, in the context of Holocaust education, that this means South Norwood students *'...will benefit from this (UCL) approach by exploring the Holocaust across multiple contexts. By teaching the Holocaust within the context of antisemitism and genocide more broadly, it will force students to examine the topic in its full complexity. With the aim of sharing personalised accounts of the role of individuals whether victims, bystanders, collaborators or perpetrators, pupils will benefit by understanding the human decisions made by individuals and thus make some inroads for students to be able to relate to and emphasise with those they have studied...'<sup>10</sup>*

The scheme of work is also beginning to sow seeds of potential collaboration with a few other curriculum areas and there is a framework 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. Together, it is hoped students gain a more accurate historical understanding of the Holocaust, can challenge myths and misconceptions, but also infused with a broader, richer understanding of personal stories, an appreciation of the complexities of moral dilemmas, 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 English (a poetry lesson) and in tutor time opportunities. Upon application it was clear to see that Mr Marshall-Hick was keen to identify and maximise wider curriculum opportunities, whilst resisting the urge to over-reach too soon:

*'I intend to engage others in Holocaust education across the school by making more extensive connections between History and other subjects. Although there has been some contact with the English department in this regard there are a whole range of subject areas from Religion and Philosophy to Art which could benefit from collaborative work. I would aim to engage other teachers by incorporating them into the process of deciding on what the broader aims of a Holocaust*

<sup>9</sup> For reference, please see HASN Curriculum Intent document, pg. 5.

<sup>10</sup> For reference, please see the HASN, Holocaust scheme of Work document, pg. 4.



*education should be and how each of the different disciplines can contribute both individually and collectively to that.*<sup>11</sup>

- Provision in the Beacon School year scheme of work allows for some 14 hours of History lessons; 14 double lessons, each lesson of 50 minutes, over 1 half term (September-October). This precious curriculum time is well spent, allowing for key themes and complex issues to be considered fully.
- This scheme of work includes a range of UCL Centre for Holocaust Education materials, 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 Harris Academy South Norwood 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, marking HMD with assemblies and in collaborative working with other departments in its infancy. It is clear to this review that Holocaust education provision has improved and been refined as a result 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. This cannot but enrich Harris Academy South Norwood's curriculum offer.
- Within focus groups, students referenced the following by way of illustrative example:
  - Survivor visits/testimony encounters, webinar – for example Mala Tribich MBE
  - Curriculum content
  - Assemblies
  - Marking of Holocaust Memorial Day
  - Sixth Form engagement with the Holocaust Education Trust's 'Lessons from Auschwitz' project.
  - The school's genocide awareness component to the scheme of work
- 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 Steve Reed MP.

<sup>11</sup> For reference, please see the Beacon School application that Harris Academy South Norwood offered, question 10.



- In a similar spirit, it is likely that staff awareness will grow, beyond those immediately involved in the Beacon School programme, upon award of the Quality Mark. Future twilight and CPD opportunities may lead to, where appropriate, cross curricular or enrichment opportunities and in that way Harris Academy South Norwood's critical mass will develop alongside an innovative and responsive curriculum provision for Holocaust teaching and learning; a successful Quality Mark review visit will lead to more interest and engagement from across the school community and that can only help drive ongoing school, not just Holocaust education, improvement.
- 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 Marshall-Hick, Mr Soar and colleagues remained reflective and ambitious enough for ongoing development beyond the review visit and re-designation process. There is a clear commitment to this being an ongoing journey; an evolutionary process.
- Judaism is not currently explicitly taught in KS3 Religion and Philosophy at Harris Academy South Norwood. There are good reasons why at GCSE (Yr9-11) students focus on Christianity and Islam – namely it is representative of the students and communities the school serves. This review notes, that this absence of teaching and learning about Judaism and Jews was recognised as a current deficiency or lost opportunity in the sense of providing students a rich understanding of Jewish belief and practice and the diversity of its culture; perhaps meaning the only experience of Jews or Judaism within the curriculum is of their presentation as victims of Nazi or other persecution on the basis of a racial definition. It should be noted, curriculum time and examination specification constraints are common in all schools, and it may be there are opportunities to enhance and understanding of Jewish culture and traditions beyond the religion and philosophy classroom – perhaps within tutor time programmes or in enrichment – so should not simply be seen as the jurisdiction of the Religion and Philosophy department, but as an opportunity for further enhancing best SMSC practice.
- The Beacon School Lead Teacher and the new Head of Department for Religion and Philosophy, have been discussing possible collaboration or closer working, so as to enhance contextual understanding of the Holocaust scheme of work/learning within History. Consideration is being made of including in the Religion and Philosophy 'Origins' topic, God in Judaism and the importance of God in the Shema prayer and linking with the views of the afterlife. The Human Rights topic might enable students to exploring how the rights of Jewish people were violated during World War Two and the need for the United Nations, or the unit on 'Religion and the media' to consider antisemitism and how Jews were depicted. 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 so as to ensure Harris Academy South Norwood 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, Religion and Philosophy and History department collaboration can be innovative and 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 Harris Academy South Norwood, 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 Religion and Philosophy, 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 knew what the term 'antisemitism' means. Student explanations often rested on misconceptions about who the Jews were rather than on where anti-Jewish ideas had come from. Many of the young people surveyed incorrectly believed that Jews made up a large proportion of the German population during the 1930s. Only 8.8% correctly identified the pre-war Jewish population to be less than 1%.<sup>12</sup>
- 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 some legacy component. What is missing is a follow up or sense of whether life can go on (for those who survived the Holocaust) in the first instance, or indeed, the Holocaust imprint on the modern world today, on the Jewish community 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 FLICK strategy adopted, drawing as it does upon faith, lifestyle, inclusion, culture, knowledge and society.

<sup>12</sup> For summary findings please see: <https://www.holocausteducation.org.uk/research/young-people-understand-holocaust/key-findings/>

- Unlike in many schools across the country, where there is not yet common use and understanding of the term antisemitism, it is exemplary to see the IHRA's Working Definition of Antisemitism<sup>13</sup> accepted and referenced explicitly with the 2017-22 Harris Academy South Norwood Improvement Plan. This is a highly significant inclusion and makes clear the steadfast commitment to Holocaust teaching and learning, scholarship and ethical leadership. Whether adopting IHRA's or another simplified definition, means a consistency in message will be useful 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 in the improvement plan, and the History scheme of work/learnings attempt to identify and challenge various prevailing societal myths and misconceptions it will be revealing as to how successfully you move the community forward in terms of a consistent understanding of what antisemitism means, to the same extent as you might have for homophobia or racism. The school's inclusion of the 'Unlocking antisemitism' lesson materials in the History scheme of work/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 Darius Jackson, [darius.jackson@ucl.ac.uk](mailto:darius.jackson@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. It is apparent from this review, that the lesson plans and aims and intended outcomes for these sessions is to capture students' initial thinking regards the term, and through a study of genocide, be familiar with the terminology of the 10 stages offered by Stanton, however, this level of complexity and nuance needs strategic embedding. For example, if the school combined Stanton's stages with the pyramid of hate<sup>14</sup> model – it would have a strategic framework and for establishing a shared vocabulary that would encompass rights, behaviour and indeed Holocaust and genocide study. Whilst students may come to more nuanced and secure understandings of the terms end of the unit of work and can indeed demonstrate key historical skills in their analysis, but 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 Marshall-Hick 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.

<sup>13</sup> See: <https://www.holocaustremembrance.com/node/196>

<sup>14</sup> For more information about the pyramid of hate, please see <https://charity.hopenothate.org.uk/hope-not-hate-charitable-trust-education-unit>

- It is important to acknowledge – in relation to reference to students’ study of the Holocaust in Year 9, a wider educational context at play and its impact upon Harris Academy South Norwood curriculum and provision. Curriculum reform has necessitated the need to change existing curriculum within many schools. Several MATs and History departments have, for examples, opted to introduce a new GCSE course with a new board in which there will be no study of the Holocaust. This makes thorough and effective study of the Holocaust at KS3 increasingly crucial. The changes to GCSE course have also meant that several schools – like South Norwood - have moved to a two-year KS3 and three-year KS4. Therefore, retaining study of the Holocaust to the start of Year 9 – is both a strength and potential weakness. Norwood staff acknowledge ‘This presents particular challenges in that we are well aware that best practice suggests students study the Holocaust at the end of Year 9, but this will not be possible in History. In this context a complete rewriting of the scheme of work was required’ and this context is a contributing factor to circumstances surrounding the review lesson observation.
- Harris Academy South Norwood 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, it should never be traumatic or exploitative of suffering. Students must feel safe and supported in their study of the Holocaust. They must feel confident to ask questions and have plenty of opportunities to share their thoughts’*. Student voice feedback confirms this to be so. Students do feel emotionally supported, intellectually challenged and safe to explore this history. The previous point regards inconsistency in Holocaust definitions, 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 Harris Academy South Norwood know their students well, develop strong relationships and are therefore insightful and mindful of what duty of care is and is not. Staff repeatedly and independent of each other articulated the following: duty of care
  - Does not mean avoiding at all costs that which makes young people struggle emotionally
  - Does mean taking young people seriously
  - Does mean having the time to prepare, plan and care
  - Does mean thinking carefully about the child
  - Does mean giving young people choices
  - Does mean knowing your students
  - Also, means knowing yourself!

Whilst this was not reflected in the lesson observed (two weeks into a new school year, with a shared class and NQT teacher), throughout the review we found a number of reflective practitioners who are an asset to the Academy – and moreover this will enable challenging, controversial, sensitive or ‘difficult’ episodes in the curriculum, like the teaching and learning about

the Holocaust, are not excluded or shied away from, rather they are carefully but robustly handled and developed over time.

- 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, Harris Academy South Norwood should be commended, despite the challenges of a collapsed KS3, for ensuring robust, innovative and appropriate Holocaust education provision within the Year 9 curriculum.
- The @HASN\_NEWS 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 712 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 Harris Academy South Norwood'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 Marshall-Hick, Mr Soar 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.

\*See also Mr Marshall-Hick's SWOT analysis

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

- The centrepiece of Harris Academy South Norwood's success in Holocaust education is built upon the foundation of its constant pursuit for quality teaching and learning. This reflects the Ofsted 2010 recommendation to *'Ensure that even more teaching is good or outstanding.'* It is evident from this review process that the school's senior and middle leaders remain ambitious in their drive for continued improvement; this is corroborated by the 2018 Ofsted, and from a range of evidence that speaks to the Academy doing more since 2010 to ensure *'tasks set are more closely matched to students diverse needs'* and to *'include more opportunities for students to speak, pose questions, and explain their thinking and ideas.'*
- This review concurs, based on the Holocaust education lesson observation, work scrutiny and student voice panel, with the Ofsted 2010 finding that *'Much teaching is good and even outstanding and, where that is so, students learn with interest and excitement, echoing the teachers' passion for the subject. Some teaching, while satisfactory, is pedestrian or does not make the same good use of assessment as in the better lessons.'* Whilst the lesson observed for this review reflected more of the 2018 Ofsted remark regards students behaviour - *'occasionally, become a little boisterous'* – and thereby detrimental to the learning than the generality of school behaviours seen, outcomes evidenced and teaching and learning, it is clear that the range of activities, skills, challenge and opportunity embedded in the Harris Academy South Norwood Holocaust scheme of work/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. The review lesson observation should not be considered reflective of the package of provision for Holocaust education as South Norwood, nor reflect upon the quality of teaching. The context of the observation is key (as evidenced in Appendix 1) to understanding its place within this review process – and a wealth of evidence supports the case for accreditation being unaffected by this early review.

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

In-keeping with the Beacon School programme, Harris Academy South Norwood, did submit an initial scheme of work, to deadline, in January 2017. 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 9, but the subject matter being taught at the start of the academic year and the number of lessons allocated. It is a 14 double-lesson principal scheme, which draws upon aspects of the UCL Centre for Holocaust Education's research findings, both the 2009 and 2016. This correlation and collaboration has enabled the scheme of work to specifically address and challenge prevailing myths and misconceptions. 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.

- Mentor Tom Haward comments that: *'Alan [Mr Marshall-Hick] has worked really hard on producing an effective scheme of work for his school for teaching about the Holocaust. He produced a strong*



*draft, but I was especially impressed at how he was able to take it forward and refine it, taking on board advice given, to produce something even better. He has tried to be innovative, which is great to see - we have discussed, for example, the relative merits possible and approaches in teaching the Holocaust within a broader context of genocide education, in particular, comparing it to Cambodia and Rwanda.'*

- This review suggests continued thinking regards the implications of unbiased exploration of current affairs and also Harris Academy South Norwood's laudable articulation of a curriculum intent for the scheme of works stated outcomes to *'...pupils benefit by understanding the human decisions made by individuals...and empathise with those they have studied'*. There is an impressive imperative to encourage criticality and eliciting student opinions but we must also navigate this space carefully as educators whereby, not all views are equally valid or acceptable.
- As a Centre, what we have seen is that some schools who encourage no prescribed correct answers or ways to arrive at these, is this argument morph into "there are no wrong answers" in the hands of pupils, (ignoring the Holocaust is a set event independent of our knowledge) or that all answers are equally valid (ignoring that we have judgemental rationality and thus some explanations are better than others)'. Whilst the approach undertaken 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, there are some things, views, opinions, beliefs, understandings which are simply wrong, false, inaccurate or misunderstood, so further consideration or reflection on what the school or department understands of the challenges and opportunities of independent thinking may help to frame powerful ongoing professional teaching and learning conversations in school.
- 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 teachers employed to ensure students have the skills set to evaluate theories, evidence, approaches and so on to form their opinions? How can we as a profession ensure we encourage engagement and listen to a range of contributions without following the path of 'no wrong answers'? How can we best support and equip young people to independently develop increasingly sophisticated, informed and reflective answers if not factual ones? It seems, based on this review, that in the experiences and thinking undertaken about Holocaust education, History department colleagues could inform wider school improvement conversations regards pedagogy, but equally this be an opportunity for continued reflection as to *where* knowledge comes from, *what we know* and *how we know* it and whether there are wrong answers or less correct ones.
- A safe learning environment that enables freedom of speech and expression, must also preserve truth and evidence. Holocaust education can play a valuable role in this vital work, such as in claims to deny or minimise the Holocaust. In this way, teaching and learning about the Holocaust offers valuable learning opportunities to develop important life skills and epistemological questions about truth claims and how it is we know what we know. Beacon School related work has made a

consideration contribution to these enriching and vital opportunities in which the Harris Academy South Norwood 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 as collaborative working with other departments, but is this cross curricular, multidisciplinary or interdisciplinary? It is noteworthy that Mr Marshall-Hick has designed a scheme of work that identifies enterprise opportunities through 'teamwork skills', oracy and literacy learning moments in 'paired discussion, debate' and through 'extended writing' and that he can point to human rights contributions to citizenship and SMSC.
- 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 Year 9 cohort and based on experience and insight garnered from its pilot year.
- Given the enquiry question driving the scheme of work - 'How unique is 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 by comparing genocide through time and space.
- There are opportunities within Norwood's scheme to consider cause and consequence in that conceptually it is framed to explore and relate thinking to what the drivers and outcomes of genocide are. 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 2: rather than its stated objectives to 'place the history of antisemitism into wider context, to chronicle and categorise different types of antisemitism, to dispel misconceptions and myths about the Jews that have seeped into current consciousness', Mr Marshall Hick 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.
- Harris Academy South Norwood students actively hone chronology skills and understanding, especially during lessons 1 and 4 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. For example – linked to the issue of chronology, from lesson 4 when is the Holocaust understood to have taken place? At what stage in the ‘persecution’, did it turn distinctively, decisively, to the Holocaust? Here, an embedded understanding and vocabulary of rights, the pyramid of hate or Stanton’s stages of genocide would be helpful in terms of understanding turning points, phases or warning signs. Mr Marshall-Hick is right to have recognised these chronology moments as a numeracy opportunity - this connects significant subject specific substantive knowledge and disciplinary skill gains.

- The scheme presents students with many opportunities to reflect upon historical significance; this was demonstrated in Harris Academy South Norwood students’ work, but also in the student voice panels. Some framed their understanding in terms of measuring or gauging the Holocaust’s importance by the degree to which it is remembered. Others pointed to its ongoing relevance and impact on the world today as evidence of ongoing significance. One student talked of it being remarkable both at the time and since, and this being their yardstick for understanding the importance, whilst another spoke of the Holocaust’s significance in terms of its resulting in change, such as making connections to the establishment of the UN, the creation of Israel and ultimately to the genocide convention and principles of international law. Others revealed how the Holocaust resonated with them personally and so held status for them in a way the Battle of Hastings or the industrial revolution did not. The scheme clearly asks students to reflect upon significance by asking them to consider what the impact of genocide is on society.
- 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 *‘...building up from the toy made me ask more questions than I would have done if we had just been told the story... we did the questioning and I learned more because of it... so I knew more at the end than I did at the start so that was cool to realise.... It meant I cared more about Leon because of that.’*
- Historical interpretations feature within South Norwood’s Holocaust scheme of work, especially in lesson 5’s exploration of Holocaust definitions. ‘Being Human?’ also 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.
- This review notes the following regards Harris Academy South Norwood’s primary Holocaust scheme of work:

- 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 given its genocide component.
  - Stated aims and objectives are broadly coherent.
  - The primary scheme of work is embedded in disciplinary distinctive practice, often scholarly in its ambition (particularly regards the genocide element)
  - 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.
  - As noted in more detail later, the scheme of work does highlight SMSC, fundamental British values or opportunities to further other whole school priorities.
  - No use of graphic imagery.
  - The use of oral history and survivor voice through a variety of personal stories and case studies.
  - It actively encourages the use of specialist keywords. Literacy links are made explicit in the scheme, especially in efforts to champion second tier words across the school.
  - The scheme does not focus on the use of textbooks – yet interestingly students noted learning about the Holocaust meant *'leaving the confines of textbook information'* and how *'...reading from a textbook cannot put things into perspective'*, what might this reveal about other topics or approaches to the study of History at Harris Academy South Norwood?<sup>15</sup>
  - As noted elsewhere, whilst the existing primary scheme does allow time for consideration of pre-war Jewish life, there is no space to reflect upon the sense of the diverse community lost. This may be addressed or complement in the future religion and philosophy work, if coordinated.
  - Opportunities included to address misconceptions or misunderstandings – more use could be made of this by including research informed examples.
  - Within the scheme's sequence of lessons, each is connected to the previous and subsequent lesson in terms of narrative and development of thinking, this ensures the primary document as a whole 'makes sense' – both in terms of professionals reviewing curriculum, teaching and learning, and in students' learning experience. Harris students seem generally aware and understand what the series of lessons is trying to achieve. Students are able, in line with the scheme's aims, to articulate how individual lessons within the scheme contributed to their overall learning and refining of their Holocaust understanding.
  - The scheme documentation indicates for colleagues what concepts are being developed, and where this takes place in the scheme of work. For example, total war, persecution or totalitarianism. However, this could further be developed to support students in time recognition of the substantive context or knowledge they are developing.
- Of the 14 double-lessons outlined, 5 are exclusively based on UCL materials, principles and lessons; including Authentic Encounters, pre-war Jewish life, Unlocking antisemitism, the Timeline and Being Human? In the other lessons, where the school's own innovations or materials from other organisations or sources are used, UCL pedagogy and approaches have been embedded and skilful

<sup>15</sup> Please see Appendix 2, pg. 107

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 Marshall-Hick, Mr McKenzie and colleagues to serve 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 'How unique is the Holocaust?' is embedded in disciplinary particularity, Mr Marshall-Hick, along with the UCL Centre for Holocaust education are, through CPD enabling some innovation and engagement with Geography and English 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 would significantly benefit student outcomes. A cross curricular Holocaust Day could further be a way in 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 Harris Academy South Norwood leaders learn from successful cross fertilisation of ideas and collaborative approaches, beyond Holocaust teaching and learning?
- In Mr Marshall-Hick, Harris Academy South Norwood's History Department enjoys continuity and thoughtful leadership. With his passion, evolving specialism and drive, with strong support from Mr Soar, 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.
- Mr Marshall-Hick 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.

- The scheme includes a range of bespoke learning opportunities – such as the Grafeneck lesson – in which Mr Marshall-Hick and colleagues have produced innovative and engaging approaches to source analysis; for example the scene of crime starter scenario.
- The schemes Holocaust element is carefully considered and reveals Mr Marshall-Hick'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. The latter half (genocide) of the scheme of work is hugely ambitious and has considerable merit – but needs some revision to achieve its aim. Perhaps the juncture of the two aspects is problematic, but it is certainly the case, the engagement with Cambodia particularly, is an emerging specialism.
- This review necessarily focuses on Holocaust education but there can be no doubt that Mr Marshall-Hick in his scheme is working towards something rather special. This can only be encouraged and admired. Mr Marshall-Hick's quiet, reflective and scholarly nature will ensure any deep rooted questions, concerns or recommendations raised throughout this review will be 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 work as a key institutional benefit of the scheme of work/learning and the approach undertaken. 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 the Academy's efforts to develop oracy and literacy – in all its forms
- Throughout student voice panels, particularly with the younger students, several examples testified to the accurate and thoughtful use of some key terminology, subject specific knowledge and student's ability to apply that historical knowledge to their understanding of the world today and their place within it. This review looked carefully at student outcomes and found evidence of good quality substantive knowledge. Both panels of students interviewed used, with facility, a range of terms (including *shtetl*, *Lebensraum*, 'resettlement in the East', ghettos, camps) and labels and concepts (such as *perpetrator*, *bystander*, complicity, propaganda and antisemitism) – and in the lesson, the reference to second tier words was explicit. The student voice panels gave Harris Academy South Norwood 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 words of students Stephanie and Louis, exploring the legacy of genocide and relevance of Holocaust education site-based visits – see Appendices 5 & 6.
- Harris Academy South Norwood students can use specific terminology or vocabulary about the Holocaust which reveals their studies to have challenged prevailing myths and misconceptions – particularly with regard to antisemitism, and references to 'resettlement' and segregation, *Mischling* and 'perpetrator perspective' which shows an advanced linguistic and historical context. Based on national research this is encouraging; very different vocabulary being used by comparison to their national peers. The standard of Holocaust accounts and explanations, use of precise terminology, language and detailed classwork was impressive – particularly in the sophisticated explanations of historic antisemitism that evolved over time (see Appendix 7). Therefore, this aspect of provision and practice could be used as example of best practice for wider school improvement.
- During the panels with Sixth Formers and Year 9 students 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 choose... after all, I am not really starving am I? ...even when it's snowing and frosty out, when you have studied the Holocaust and really thought about what it meant to be at a roll call in winter, it don't seem right to say its freezing outside. I think it just makes you realise a bit more about the importance of words and makes you a bit more grateful for what you have.'*

The other girl agreed, and went on:

*'I think about words more now. I notice how people use words more than I did as through the Nazis and how they used and twisted words to hide or minimise what they were doing I know about propaganda and how dangerous manipulating language can be... I guess we see that today with fake news and words being used carelessly. The Nazis deliberately lied to get away with their terrible crimes and to convince people what they were doing was right. They choose to use words that way.... Studying the Holocaust I think makes you more aware of that and I think that's really important.'*

- Holocaust education at Harris Academy South Norwood 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 and 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.

- Observations regards the literacy opportunities within Holocaust education provision at Harris Academy South Norwood 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.
- Given the nature of the school, and students’ attainment on entry, reading ages and accessibility remain a focus. As a result, Harris Academy South Norwood teachers have felt it necessary to amend or reject UCL materials to be literacy fit for their learners. In the SWOT analysis the Lead Teacher noted *‘Some concerns with ability level and behaviour of students may make some of the UCL resources difficult to access for some students’*. This was explored in a reflective exchange during the Lead Teacher one to one, where cognitive overload and its implication for behaviour were discussed, along with the demands for active listening, and strategies to address both were explored. Mr Marshall-Hick is particularly attuned to the need to ensure materials remain conceptually challenging whilst also accessible and inclusive – and has refined the Timeline lesson, for example, for this reason. To this end he has developed a teaching and learning approach and produced a scheme of work that encourages high challenge, low threat.
- During the review, we found some students spoke with confidence about their experience of Holocaust education, their time at Harris Academy South Norwood 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 Academy’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.



- Of course, literacy is not simply the language of written and spoken word – and this review found examples of literacy beyond the academic that Harris Academy South Norwood'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 Harris Academy South Norwood 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 Academy 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. That Harris Academy South Norwood 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 Academy. 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 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 Harris Academy South Norwood is making in terms of supporting and developing student's emotional literacy. One area where this is most striking – and came through in student voice and a range of review evidence – was the survivor encounter and the power of individual stories, but this was accompanied by a concern for the moral and civic lessons, framed in 'rights respecting' vocabulary.
  - *'I think it's important we study this difficult stuff like the Holocaust and other genocides. It's hard and can be emotional, but we have to know about this stuff... if its shielded from us*

*then we aren't learning the truth of what happened... and like XXXX said, it's kinda like we should have a right to know about this so as we can do something to stop it in the future.'*

- *'In one way it toughens you up and it's really hard to learn about the Holocaust, on the other hand when you hear the personal stories it kind of makes the history very real and you feel it.'*
- *'Sometimes the lessons could be quite upsetting. But isn't that normal? It would be wrong to enjoy learning about mass murder wouldn't it? But my teacher reassured us and it kind of showed us it was ok to be sad or angry about what we were learning about... I think it made us realise this was important enough to learn about...'*
- *'It's a scary subject to learn about as the history is really terrible, but then when we were told there were people who still sympathise with the Nazis today, deny the Holocaust happened or minimise how awful it was for Jewish people, then it makes you more determined to learn more and try harder even when it's sad or graphic and awful... in a way when we study this we are showing the victims our respect, so even if it is hard for us in class you kind of just have to keep asking questions and learning more.'*
- *'I guess kids like us being the future is a little bit of hope as if we know about the Holocaust we can maybe keep a look out for hate and the warning signs...maybe we are the hope to challenge it before it takes hold.'*

### c) Challenge and engagement

- Criticality and independent thinking, so championed in UCL Centre for Holocaust Education pedagogy and materials is a key area for ongoing development at Harris Academy South Norwood 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 Harris Academy South Norwood'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.
- Harris Academy South Norwood 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. It is clear that teaching and learning about the Holocaust contributes to the HASN Curriculum intent.

- Looking at the scheme of work itself, teachers clearly have good levels of subject knowledge and plan activities to use time in lessons productively. The best lessons reflect a desire to challenge students effectively and to offer differentiated support through scaffolding, whilst employing probing questioning to effectively assess students' understanding and there is a clear rationale throughout.
- 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.
- Students participating in the two 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? Harris Academy South Norwood 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 its recommending a story, object, or personal story as the 'hook' to engage learners or introduce complex concepts. It is this review's belief that whilst there is a growing climate of what Mary Myatt terms '*high challenge and low threat*' at Harris Academy South Norwood, which is beginning to encourage teaching for depth and impressive student outcomes, there is an identifiable CPD opportunity here to support colleagues in the '*art of challenge*'; either in regard to preparing or planning '*for the top*' or in their recognising how to quickly change teaching and learning pace or strategy in the classroom to 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 developmental point for consideration only.

- This review found evidence of subject teachers extending learning well by asking students for explanations in detail, rather than accepting simple short answers. Several staff clearly have effective techniques for involving all students in discussion work, thereby successfully challenging students. In addition, evidence 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. The consistency of the Academy's best practice could be improved – so as to be more widely experienced and practiced, but the tools are there and the impact of these individuals and approaches is clear.
- Holocaust teaching and learning at Harris Academy South Norwood 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.
- Expectations for the highest academic success and regard for holistic development are based upon students generally having the '*right*' **attitude** and **skills** to progress, likewise the teaching and learning approach encourages the '*right*' **habits** and provides the '*right*' **knowledge**. This climate of challenge is rooted in the ethos and values of the school and reveals much of the SLTs leadership, the community of professionals who invest so much in the students' curriculum, pastoral care and educational experience whilst at Harris Academy South Norwood.
- 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...

*'...if my questioning is right, students can lead the learning and be doing the work... it made me realise I was doing too much and perhaps my students weren't being stimulated enough... I also thought more carefully about the quality of the instructions I gave and the importance of explanation, especially when speaking to individuals or in small groups... If I get my job right, then I facilitate rather than stimulate the learning in the classroom... that's challenged me most and I think that has ultimately meant my students are stretched as their curiosity has been tapped into and the expectations bar has been raised...'*

- 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 don't remember textbooks when we did the Holocaust.'*

- *'We got to do more of the work ourselves in pairs and in groups so we talked more and I had to think much more in those Holocaust lessons. Mr XXXX didn't just stand at the front and tell us stuff...it just felt like we were discovering more and working things out for ourselves.'*
- *'There was something about it, you know the Holocaust that made me want to know more... I just found myself asking more and more questions... At first I got a bit frustrated when Mr XXXX didn't give me an answer, but as we learned more it was kinda better than we found stuff out for ourselves. I think I learned a lot more because of that.'*
- *'It sounds really bad to say but I really enjoyed learning about the Holocaust. It was fascinating and terrible, inspiring and awful. But I liked that we did history differently than normal... it felt like I was learning, I knew I was and I could tell I was progressing. I don't normally feel or know that.'*
- It was revealing to hear some key Harris Academy South Norwood staff reflect upon UCL Beacon School status having further encouraged a spirit of innovative and challenging teaching and learning. Mr Marshall-Hick and SLT colleague's absolute commitment to an evidence-informed creative pedagogy, responsive to their learners' needs to secure best outcomes are clear. An increase in criticality and reflection was a noticeable recurring theme when teachers discussed Holocaust related progression and outcomes. Being prepared to take risks in the pedagogy and curriculum context to give learners opportunities and valuable enriching experiences, not always judging quality or worth on the outcome alone, is revealing. The developmental process, the resilience, skills and experience of the learning journey are increasingly understood to be as important as the result – and this provides rich and challenging Holocaust teaching and a learning experience that students increasingly recognise as *'different.'*
- The deliberate inclusion of the Cambodian and Rwandan genocides are both a challenge and opportunity. That Harris Academy South Norwood takes this approach is much to its credit and marks it out as special, with so few UK schools offering a genocide curriculum provision. That the genocide approach is framed in the context of the stages of genocide is also commendable – though not without issue, namely why introduce this in Lesson 2? It is highly ambitious to introduce the stages so early, before they have studied the Holocaust, much less another genocide – there is merit to the rationale offered, namely that introducing this early enables student to build their understanding and identify weaknesses or patterns, but are students equipped at such an early stage to consider questions such as 'Do these stages have to happen in exactly this order? Can some overlap?' when they don't have the chronology of the Holocaust until lesson 4? Likewise, reference to the Milgrim experiment in Lesson 5. One could ask why the latter is included, and why students would be asked to theorise about something they have not yet acquired historical grounding in, but there is clearly a social science challenge embedded here.

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

- The nature and quality of teacher talk at Harris Academy South Norwood 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 Marshall-Hick 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?
- 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 talk with individual students or with small groups, Mr McKenzie, was, for example, revealed to play this role too, challenging prevailing opinions and seeking to present an alternative view. However, there is always a need to be careful not present extreme views solely to provoke, and conversely not to present so many alternative interpretations that students are confused, overwhelmed or believe almost *'anything goes'*.
- Most telling 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 a couple of 'challenging' students were encouraged to actively engage and participate in the lesson – this worked well on occasion, but also led to one student feeling ignored and subsequently growing in frustration, becoming 'hard to reach'.
- Student voice suggested there was a difference in the amount of teacher talk during their study of the Holocaust; with references to being *'less talked at'*, *'more of a discussion lesson where we listened to each other'* and another commenting, *'as it was more discussion based lessons, it felt like the teacher really wanted to involve us and hear what we thought...it felt genuine and not forced or artificial... I was more likely answer and interact and I learned more I think because it felt so*

*different to teacher at the front telling us stuff...* This is a revealing trend. The dominance of teacher talk, directed *at* students, is often control and content driven, whilst teacher led learning is typically framed with the teacher primarily talking *to* pupils. Instead, Holocaust education at Harris Academy South Norwood 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 two review panels linked the framing of teacher talk to the type of learning taking place; for example, group discussion work enabled greater opportunities to talk *with* the teacher and effectively a chance to learn together. Students' spoke of classroom experiences of 'choice', where a variety of options were presented, and the students were in control of the direction of their learning or of the form their learning outcome would take. Student voice also noted that this change in teacher talk had meant more meaningful questions were asked and explored, whether in one to ones, paired, small group activities or in class debates. These insights are revealing, and it is this reviews suggestion that those responsible for developing teaching and learning across the school look to consider the implications of teacher talk and questioning openings. This could be an area for ongoing CPD and a chance for Mr Marshall-Hick 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/monitoring.
- Harris Academy South Norwood 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. Whilst a difficult observation, Mr McKenzie was able to develop historical skills and would return regularly to the lessons aims or objectives to ensure the explanations being developed were understood in terms of the '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 used of teacher talk encourages pupils to develop deep and rich understanding. Harris Academy South Norwood students' experience of and engagement with Holocaust education is fostered principally through effective questioning and this is essential to evolving student understanding.

- The Centre recognises characteristics of effective questioning in the Harris Academy South Norwood Holocaust scheme and in the UCL pedagogy adopted in a variety of ways. We found a range of evidence that points to questioning which
  - Engages feelings as well as thinking
  - Challenges existing thinking and encourages reflection
  - Results in an answer that creates change
  - Expresses genuine curiosity; behind every question there must be an intention to find out
  - Is a vehicle to clarity and making thinking visible
  - Is supported by tone and non-verbal signals that demonstrate interest
  - Is part of an ongoing dialogue which involves relationships between speakers
  - Is paced so that listening to the answer is necessary
  - Has reason, focus, and clarity
- The Socratic nature of the Centre's pedagogy, particularly regards questioning, has clearly influenced teaching and learning about the Holocaust at South Norwood. 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 Harris Academy South Norwood is purposeful. This review finds that it serves at least three functions; eliciting information, building understanding and encouraging reflection.
  - **Eliciting information** to confirm – this was most evident when teachers used their questioning for recall and clarifying knowledge. Mr McKenzie also used direct questions in the observation to establish expectations (*for example, 'Did someone get a different answer?'/ 'Can someone else offer another view?'*). 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 and 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.

- 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.
- 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, so as to ensure students are not just parroting or relying upon recall.
  - When open questions are deployed, teachers are seeking longer, perhaps '*many*', '*possible*' answers. At their most effective, students are provided 'thinking time' to force girls 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 Mr McKenzie's developing skillset as a '*minimal encourager*'. He demonstrated a range of simple but effective strategies for encouraging students to 'keep talking'. Using '*nods*' and '*go on...*' he, as questioner, signalled his active listening skills, whilst being non-judgemental, implying no agreement or disagreement necessarily. Where learning in the observation 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 a staff recognition that young people's questions are '*seeds of learning*'.
  - Where questioning is at its most effective, it is directly linked to the planning; clearly demonstrating clarity of teaching purpose and understanding of progression through careful targeting.
  - Where questioning could still further be developed (and linked to findings regards challenge) is in consistency for accepting no '*half answers*' – in other words, teachers always stretching a student or group. Mr Marshall-Hick has the strategies to do this, but he needs to share and encourage this more widely among his team. These could have been made more of during the observation to enable Mr McKenzie to move the learning along, inject pace and challenge learners.
  - Students at Harris Academy South Norwood 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 lesson observation showed Mr McKenzie to deploy a range of questioning strategies. Questioning is basically sound; demonstrating within teacher talk and questioning some AfL opportunities of pupils' understanding. This sometimes added to pace and facilitated quick and effective challenge to a couple of students and addressed their misconceptions –this good practice needs to be extended, more consistent and more varied to include extension, 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**

- Harris Academy South Norwood has clear and transparent policies regards SEND, pupil premium and vulnerable learners.<sup>16</sup> Whilst this review provides a mere snap-shot of whole school provision, it was clear from the process that underpinning the schools' academic and pastoral success is an understanding of SEND or other need as key to improve the outcomes for every child.
- 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 South Norwood 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. Whilst this was not the case in the observed lesson, for all the contextual reasons acknowledged previously, the Holocaust teaching and learning experience and outcomes of SEND students demonstrate that there is an inclusive and personalised provision that is delivering.
- Throughout the review process significant numbers of Harris Academy South Norwood 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 South Norwood's values and ethos, which ensures that all young people have a right to quality provision for, and experience of Holocaust education – the caveats of stage (not age) appropriateness and of strong established relationships

<sup>16</sup> See: <https://www.harrissouthnorwood.org.uk/163/additional-educational-needs-dsen-eal-and-medical?search=SEND>



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, we contend that, both from work scrutiny and student voice, differentiation is evident and of a good quality. Mr Marshall-Hick'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 South Norwood.
- The review processes documentation trawl and work scrutiny found numerous examples of differentiation within teaching and learning about the Holocaust, especially in terms of valuing and planning for diversity. It was apparent that differentiation was understood as a student focused way of thinking about generic teaching and learning. It was evident in discussions with Mr Marshall-Hick and colleagues that differentiation was at the heart of quality teaching and not an after-thought.
- The Holocaust scheme of work reflected this thinking with its use of whole group, small group and individual tasks that were based on content and student need.
- 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 Marshall-Hick 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 differentiation is sufficient to challenge all learners. In art this reflects comments in Mr Marshall-Hick's SWOT analysis where he noted '*Some concerns with ability level and behaviour of students may make some of the UCL resources difficult to access for some students*'. This is something that UCL needs to recognise in its material design, but also in its CPD offer, so as to alert colleagues to the opportunities to refine and differentiate lessons. Similarly, within Harris Academy there is the need to consider behaviour for learning strategies along-side staff development, as we do know the Timeline for example can be accessible and engaging for all if sufficiently scaffolded.
- An area for future development could be the particular tracking – whether in terms of data, engagement, focus groups – for a target group of learners as this would further help Mr Marshall-Hick and colleagues better understand the impact of the Beacon School work upon vulnerable or most able learners.
- Art, literary and creative approaches within the scheme of work might also ensure a range of learners are more able to access and demonstrate their knowledge and understanding in

alternative ways to traditional assessment or extended writing tasks. For some learners this may be vital and key to the scheme's success. So this is an areas for consideration regards accessibility, challenge and indeed assessment.

#### f) Creativity and innovation

- Within the 'How unique is the Holocaust?' scheme of work, developed during the Beacon School year, there are some interesting examples of creativity and innovation – especially in the interface with genocides of Cambodia and Rwanda. Some examples of note include:
  - Opportunity and pragmatism within Holocaust teaching and learning enables students to draw upon their imagination and creativity, both within the learning process itself, as well as in demonstrating understanding in outcome project pieces.
  - Strong literacy teaching is supported by powerful storytelling, oral and written.
  - Visual stimulus features prominently in classroom practice. Visual questions often act as a hook to the learning (*what do you see, what questions would you ask, where is the learning, how far could you take it?*) and sometimes the form of student outcomes are artistic in nature. In addition to the creativity and artistic responses facilitated through the scheme of work's powerful use of visual stimulus was its ability to encourage and engage learners in embracing independent challenge.
  - Creating a '*sense of wonder*' through teacher delivery, content or activity choices is 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.
  - Mr Marshall-Hick 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 include in the Unlocking antisemitism lesson 'living graphs' is to be noted here. This addition enabled Harris colleagues to develop students understanding of change over time, reveal patterns and identify turning points.
  - The theoretical framework of the stages of genocide.
  - Mr Marshall-Hick's innovation and adaption of the Timeline/When was the Holocaust? (Lesson 4). Revealing that Mr Marshall-Hick is '*...open to the ideas of teachers using the UCL timeline lesson. However, given the context of the school there are potential barriers to it being effective, not least behaviour for some members of staff. As such my plan is to offer a choice for staff if they don't feel confident going through the timeline itself*'. This reveals a reflective middle leader who is aware of his teams strengths and areas for development and who is able to refine and adapt resources to meet the needs of his learners and context. In so doing, Mr Marshall-Hick has shown innovation and creativity.
  - The inclusion of the [www.camps.bbk.ac.uk](http://www.camps.bbk.ac.uk) site as part of lesson 7 is great to see. Centre colleagues would be interested in working with you to develop a research or case study in this regard, especially to understand how it is students' experience this lesson and its impact upon knowledge and understanding.

### g) Generic Teaching and Learning

- The 2010 Ofsted report offered the following grades for the quality of provision at Harris Academy South Norwood:

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupil's needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

- Harris Academy South Norwood 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 IHRA<sup>17</sup> principles and teaching and learning guidelines being applied elsewhere, such as in Geography. 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.
- Teaching and learning during this review, is generally 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 Harris Academy South Norwood to feature:
  - Lesson intentions that are routinely shared with and understood.
  - Spaced repetition within Holocaust teaching and learning, whether within an individual or a series of lessons.
  - Understanding, rather than task driven, schemes of work/learning.
  - Conceptual 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 – some 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 some learners; where this is most effective it is thanks to a teacher’s ability to unpack complex or challenging issues through sound explanation and good questioning.

<sup>17</sup> See for example: <https://www.holocaustremembrance.com/educational-materials/how-teach-about-holocaust-in-schools>

- As part of this review, a History lesson – a Year 9 lesson on ‘Not just the Jews: What happened at Grafeneck?’ - was observed. It is to Mr McKenzie’s credit that despite not being the Beacon School Lead Teacher he was willing to be observed – as an NQT, with a shared class, so early in the year when routines and relationships had yet to be established. This context is implicit to any remarks made as to teaching and learning about the Holocaust seen on the day. The observed lesson bore some hallmarks of quality teaching, rather than just quality teaching about the Holocaust. Whilst detailed analysis and observation comments can be found in Appendix 1, it is worth noting here some of generic feedback and acknowledgement for her classroom practice based upon work scrutiny and that Holocaust focused lesson:
  - In line with teacher standards, Mr McKenzie models some positive behaviours and attitudes.
  - It is clear Mr McKenzie has high expectations and is values-driven (he knows that he wants 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 – he had yet to build the relationships and expectations sufficiently to ensure the consistent desired outcome. He has a toolkit and a strong sense of purpose, he just needs the time, practice and confidence to be built – which with support and department head guidance can be achieved).
  - The lesson content and resources were well planned and linked to prior learning of the scheme of work/learning.
  - Where appropriate, he encourages repetition in his teaching and feedback – do it again – to raise standards and refine understanding. Expectations relating to academic outcomes are aspirational.
  - The teacher intervened 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.
  - Mr McKenzie worked incredibly hard during the lesson.
- Aside the observation, this review found the following regards Harris Academy South Norwood 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 ‘...inexperienced department makes it harder to ensure consistency of delivery across the SOW’ whilst acknowledging the ‘Curriculum design and overarching question is ambitious and challenging’. Such reflective practice makes for a developmental opportunity and should stability in staffing come then the Academy are likely to see significant and sustained progression in quality assurance of lessons.
  - Whilst allowing student choice and encouraging independence, Mr Marshall-Hick does not accept ‘opt outs’.
  - Mr Marshall-Hick 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

- 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, *‘to do them proud by working hard’*.
- Students openly and independently praised the quality of teaching about the Holocaust during the student voice panel;
  - *‘You could tell my teacher cared about this topic and knew their stuff... you just kind of felt it and knowing that, combined with the subject matter itself made us care and what to understand more too.*
  - *‘Learning about this stuff was different...it’s not that other subjects or topics aren’t important, it’s just you see the world through different eyes and suddenly it’s not just history, it’s really personal. I think our teachers gave us that appreciation.’*
  - *‘I learned loads... I knew I was deepening my understanding each lesson in a way I don’t with other topics... The light bulb moment for me was when I realised despite what I learned there was still more...and instead of being put off or frustrated by that I was motivated and impatient to find out more...’*
- Student insights on the way teaching and learning about the Holocaust manifested itself differently compared to other topics or subjects at Harris Academy South Norwood 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.
- It was clear from discussions with Mr Soar, Mr Marshall-Hick 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.
- This review finds that Harris Academy South Norwood 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 Marshall-Hick 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**

- Harris Academy South Norwood values research informed practice and Mr Marshall-Hick 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 or aha moments*'.
- 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. In addition, the framing of the schemes' key question, 'How unique was the Holocaust' has the potential to explore chronology with all learners whilst potentially exploring historiographical questions and problematising historical interpretation. The uniqueness debate regards the Holocaust is a significant scholarly concern, so to tackle that to some extent alongside introducing Cambodia and Rwanda is a highly ambitious endeavour. The department must be commended for this approach but should be cautious and reflective as to how to best to achieve their ends, ensuring a comparative approach does not diminish the experience of genocide. Both Mr Marshall-Hick and Mr Soar 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 Harris Academy South Norwood 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 Marshall-Hick's Holocaust scheme of work is going some way to tackle such simplistic understandings. We know that nationally students' ideas appear to draw heavily from that popular culture. This is borne out by the certainty with which many students held incorrect ideas about the Holocaust. Wrong answers in the Centre's survey were not just guessed at: often students said they were confident that they were correct; so, providing a scheme of work/scheme of lessons that is responsive to internationally recognised research is both empowering and innovative. Is there a formative assessment opportunity to capture the evolving knowledge or understanding of Harris Academy South Norwood students that is being missed? The Centre's DfE 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. Students who have most recently completed their study of the Holocaust could for example participate in the national survey being conducted by the Centre now. This is a time limited opportunity, so should you decide to participate students can access the survey via: [https://www.surveymonkey.co.uk/r/ucl\\_beacon](https://www.surveymonkey.co.uk/r/ucl_beacon). It would take ten minutes of a lesson. The questions themselves could be used internally thereafter to baseline understanding, which could add assessment.

- This review can confidently confirm teaching and learning about the Holocaust at Harris Academy South Norwood 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 thought the only people Hitler and the Nazis hated were Jews... so it was news to me that disabled people and others were targeted too... Then once I knew several groups were victims of the Nazis hate it made understanding the term Holocaust tricky as were they all victims of the same thing or different and related things?'*
  - *'It really shocked me that despite all the evidence...you know all the survivor's testimony and the documents the Nazis made and left behind...there would still be people today who say it didn't happen.... people who deny it or say it wasn't so bad. That was terrifying and pretty mad in 2018...'*
  - *'I was shocked most by the fact that the hope for Never Again hasn't been realised. We learned about Cambodia and Rwanda, and it's still happening today. That's really sad... but then we see antisemitism rising again too...the same old hate...and we are still scapegoating*



*and blaming people like the refugees today too... so it's sad to think I've learned this stuff in school but that many other people haven't and we are maybe seeing the warning signs and still not stopping it....That's shocking.'*

- *'The scary thing for me was realising how many people were to blame...I think it was easier to just say Hitler did it and he made people do those terrible things, but he didn't, did he? So many people were involved...even the train drivers... neighbour informed on neighbour and some people benefited. Thousands and thousands were involved, and they can't all have been monsters, they were ordinary people allowed or encouraged to do terrible things and that is proper scary for me as I wanted to believe it was just a few evil people doing it.... It's hard as if I was a German back then, I'd like to think I would be one of the few to help or resist or to hide Jews...but really its more likely I'd have gone along with the rest of them...who knows what I might have done... Proper scary stuff.'*
- *'It was the first time I'd heard about Darfur, so I was just shocked it's still going on'.*
- *'A bit like what XXXX said, how ordinary the perpetrators were sticks out in my mind... It was surprising to think they could be normal human beings if you know what I mean and not like monsters... it was so much easier to dehumanise them and make them aliens or evil, when everything was black and white...but this really made me think about the greys...'*
- *'Just how quickly societies can change and slip into dangerous paths of blaming others, changing laws and soon enough allowing mass murder to be acceptable.'*
- 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 South Norwood 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 Marshall-Hick has been able to begin to make inroads on those stubbornly prevailing societal myths. As a school, engagement and familiarity with the national survey results have enabled ‘casual antisemitism’ such as ‘All Jewish people are rich’ to be discussed and successfully challenged. 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:
  - *‘The Holocaust is terrible of course...but there wasn’t much horror... I got the feeling my teacher was careful about what they told us or showed us... sometimes I think that was a good thing so as not to upset some people, but other times it made me think were we being told the whole truth...’*
  - *‘It made me sad and angry at times in lessons but then we are studying the Holocaust so it shouldn’t be anything else really should it?’*
  - *‘The way we were taught about the Holocaust made me think about how we study other things in history and I wonder how protected we have been from some of it or if we have cared enough about the lives and people we have studied... You know we really wanted to know what happened to Leon and Barney and we looked at case studies of real people when we did the Holocaust...I can remember some of those stories really well, but I don’t remember people from my other history topics... and I’m not sure if that’s a good or bad thing.’*
- 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’. Harris Academy 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. The Religion and Philosophy department have in Year 8, HT2, a scheme of work on Human Rights – but 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 both Mr Soar and Mr Marshall-Hick examples of links that could be made in this area – most notably regards the work and story of Janusz Korczak, 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 Marshall-Hick's and his colleagues at Harris Academy South Norwood 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.
- Harris Academy South Norwood'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 Harris Academy South Norwood'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 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 your geography of the Holocaust/*Einstazgruppen*

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? Standards of teaching and learning about the Holocaust at the Academy 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. This will potentially allow teachers to make the most of their subject specific expertise, and so empower students to acquire various epistemological perspectives on the Holocaust and genocide. Perhaps a re-audit of current provision could highlight overlaps or possibilities for innovation or collaboration.
- Given the success and undoubted effectiveness of the UCL pedagogy for Holocaust education consider opportunities for this supporting whole staff teaching and learning improvement – share existing best practice - it should not be seen as niche to Holocaust education, rather that it could be transformative and key to supporting/driving school improvement.
- Whilst this review takes as its focus the teaching and learning about the Holocaust, the genocide awareness/prevention work at Harris Academy South Norwood should be commended. It is highly unusual for a school to develop a Holocaust and genocide scheme of work – particularly one that highlights the Cambodian experience and underpinned by a theoretical framework. The emerging specialism in this area is significant – European leading – and whilst we would caution against using the Ten Stages of Genocide as a comparative tool, its application is contributing to students shared vocabulary for understanding human rights, crimes against humanity, mass atrocity and genocide. Moving forward, you may like to consider Hope Not Hate's 'Pyramid of Hate' as a useful model, or consider applying for UNICEF Rights Respecting School status.

\*See also Mr Marshall-Hick's SWOT analysis.

### 3. Assessment, achievement and outcomes for students

- The Harris Federation has an exceptional track record, with academic progress outpacing the national average by 3 or 4 times each year and more than three quarters of its Secondary Academies so far judged as 'Outstanding' by Ofsted – this is unmatched by any other education body.
- The 2010 Ofsted report for Harris Academy South Norwood concluded the following in regards to pupil outcomes:

<b>Pupils achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	3
Pupils attainment	
The quality of pupils' learning and their progress	1
The quality and learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	1
Pupils attendance	
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

- When asked to consider the outcomes for learners studying the Holocaust scheme of work/learning last year, Mr Marshall-Hick provided the following reflections and data:

*'When you compare the first set of results from the Autumn term when we taught the genocide unit, the average percentage score was 42% across the Year group (I supposed the rough equivalent to a low 4 at GCSE and though this sounds a bit low was marked to a GCSE mark scheme). This is compared with a 32% in Spring results with the new GCSE Crime and Punishment Unit. On the face of it, there is some evidence that there was greater success in the teaching of the Holocaust Unit as a whole, which could derive from closer engagement, the fact that teachers were familiar with teaching the unit, and that better support systems were in place to scaffold for weaker students. However, the accuracy of the data and the extent to which conclusions can be drawn is a bit limited. The Holocaust SOW although using a mirrored GCSE style mark scheme was not a full GCSE paper as was the case in the Spring term where a wider variety and difficulty of question was tested. Second, the fact that students were allowed a note frame gave a notable advantage in comparison to the Crime and Punishment assessment which was a more typical unseen paper. Having said that, there did seem to be ostensibly more affinity with the Holocaust SOW than the move to the GCSE Crime and Punishment Unit and was reflected in student feedback also.'*

- Progress and attainment of vulnerable or target learners was described, in relation to the Holocaust scheme of work/learning, thus by Mr Marshall-Hick:
  - *'In terms of Pupil Premium students there was only a marginal fall in overall performance based on the Holocaust assessment. The average score was 39% across the cohort. who, perhaps as they were aided by the in-class writing frame. SEND students did perform lower at an average score of 30%. However, AEN students outperformed the overall average with an average score of 44%.'*
- Harris Academy South Norwood 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 Academy 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.
- 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 and as noted previously, engaging the UCL DfE study (11 multiple choice questions) could be a solution or option to consider. 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 offered as a starter or plenary activity and would provide multiple choice data that would not reduce curriculum time.
- 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 Harris Academy South Norwood, 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 Harris Academy 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 Harris Academy South Norwood 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. Harris Academy South Norwood 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 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 GCE 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.
- There are just so many indicators that could be brought together to showcase the depth of your offer – both academic and holistic. Middle leaders do have a clear understanding of the impact of teaching and learning initiatives and strategies and are reflective practitioners focused on ensuring best outcomes for all learners and are determined to have highest expectations for all – but it is frustrating not to see that celebrated, acknowledged in data (qualitative or quantitatively), nor used effectively to refine or shape future developments. Consequently, this review actively encourages teaching and learning and data SLT leads at Harris Academy South Norwood to consider how best to innovatively and meaningfully capture and provide a compelling narrative for the outcomes of Beacon School work and continued raising standards. This need not necessarily be a new approach, rather more effective collation or capture of the wide-ranging evidence you have – the Centre stands ready to support the school, should Mr Marshall-Hick, Mr Soar or others be interested in exploring this further. Student substantive knowledge and understanding is undoubtedly rich and varied. Throughout the student voice panels, a range of students were eloquently able to speak of

their developing knowledge and understanding of the Holocaust, often referencing the myths and misconceptions that the scheme of work/learning exposed. The school has such a positive and compelling story to tell – it just needs a coherent and simple framework to better showcase its journey.

- As noted previously, the inclusion of the Cambodian and the genocide against the Tutsi in Rwanda is distinctive; both a challenge and an opportunity in terms of how it is framed and experienced. But the questions or concerns such an approach generates, aside the ethical, are principally in terms progression. For example, students encounter the Cambodian genocide in two lessons; but in the first of those students' are asked to produce a Venn diagram highlighting similarities and differences to the Holocaust. At a pedagogical and leadership level it is important to consider how to guard against reductive responses here and to carefully think through the implications for assessment and progression.

#### a) Assessment

- Formative planned assessment opportunities can be found within the scheme, related to and informed by, student's progression, but not necessarily planned for or explicitly stated.
- Formative assessment, where it does take place, clarifies student learning and understanding and is most notably framed as assessment for learning. For example, lesson 5 of the primary scheme of work is 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,
- Similarly, in lesson 2, is there a simple way to 'take the temperature' of the students' knowledge or awareness of antisemitism in a starter activity, to contrast or compare, track and monitor against the later written response to 'how far does historical antisemitism help to explain why the Holocaust was possible'? This approach to teaching and learning creates feedback which is then used to improve students' performance; students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. It also allows for frequent monitoring of progression; minimal but effective evidencing of myths and misconceptions being challenged and timely intervention for prevailing misunderstandings.
- Whilst History teachers at Harris Academy South Norwood 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 & Consequence

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. Harris 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, Harris Academy South Norwood's summative assessment approach to the Holocaust is rigorous and annually reviewed in line with the school's assessment policy.
- 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 Harris Academy South Norwood 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 – indeed of Cambodia and Rwanda too. Tackling such a challenging and difficult issue is formal assessment is rare, that this project has a generic mark scheme or success criteria, reflecting the stated scheme of work/learning aims and its key question is admirable.
- 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 Marshall-Hick 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.
- Given the success and impact of the scheme of work/scheme of learning, on a range of targeted groups and vulnerable students – both in terms of attainment and progress, but also in terms of engaging the hard to reach, providing challenge and supporting those with specialist needs – it seems that 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**

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

- Beyond the cognitive and data driven claims that could be made regards attainment and student progression, it is clear Harris Academy South Norwood 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 on the outcome alone.
- Mr Marshall-Hick and colleagues were recognising and embracing 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 Harris Academy South Norwood 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 are able to 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 Harris Academy

South Norwood, 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 policy in terms of regularity.
  - There is good evidence of meaningful teacher/student learning conversations.
  - 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.
  - Overall, this review finds marking regards the Holocaust to be effective, typically given as an action. The action varies, placing workload emphasis upon students, not the teacher; for example, to redraft or re-do, revisit and respond.
  - There is evidence of literacy marking throughout, including SPAG mistakes identified – it is unclear if a school literacy code exists or is effectively being used, as a range of strategies and marking indicators/devices were referenced by students or seen in the lesson.
  - When speaking with Harris Academy South Norwood students it was apparent that most know of MEG or targets and could articulate some general points on how to improve. Some were acutely aware of how to progress, with 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. Harris Academy South Norwood 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.

### **d) Work scrutiny**

During the review day a range of Harris Academy South Norwood 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 Harris Academy South Norwood 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 students 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 Harris Academy South Norwood.
  - 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 excellent to see, as without compromised subject disciplinary integrity, teachers could skilfully enable all learners to demonstrate their historical knowledge, understanding and skills in creative and individual ways – this could ensure inclusion and respond to literacy or access concerns.
  - There is compelling evidence of Harris Academy South Norwood students increasingly 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 usually 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 Harris Academy South Norwood students participated; principally in two informative and engaging student voice panels, but others should also be acknowledged for their contributions during the lesson observation. It should be noted, most 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 Harris Academy South Norwood:
  - Student awareness of your UCL Beacon School status is limited. The status and what it means, is not known or understood by Harris Academy South Norwood students – this is currently a lost opportunity to raise profile of your emerging specialism. A pride and renewed engagement could emerge if Mr Soar and colleagues use the Quality Mark award as an opportunity to of 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 Harris Academy South Norwood 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.
  - 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.
  - A few students spoke of the Holocaust lessons having improved their listening skills. That the students were reflective and able to identify a change; alluding to active, rather than passive listening is revealing. It is this review's recommendation that the school's SLT spend some time exploring this with students, particularly, given two students admitted that elsewhere they were passively consuming the learning; whether they were not actively engaged or challenged sufficiently is unclear, but worth considering how better active listening and engagement can be encouraged or more consistently experienced. It could also be useful to consider embedding active listening strategies more broadly to make this more consistent and less impacted by low level classroom disruption.
- 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 myths and misconceptions identified and challenged. For example, one girl referred to her shock at realising the extent and influence of antisemitic motifs in society, whilst another spoke of how her studies had confronted her assumption that Hitler and high-ranking Nazis were responsible for the Holocaust, how she now realised other 'ordinary people' were as complicit as perpetrators, collaborators or even as bystanders.
  - At an **emotional/psychological** level, students spoke of the powerful feelings engendered by their Holocaust studies. Often this manifested itself in terms of the affective impact of survivor testimony or having explored individual case studies like Leon Greenman. For some students, change came regarding their '*feeling*' study of the Holocaust was important; *Lessons from Auschwitz* participants spoke of the experience being '*life changing*', that they

*'feel'* a duty or obligation to the victims and survivors to learn the lessons, try their best and share what they have learned with others – that they become the witnesses or the legacy, hoping for a better world. A clear emotional investment in the subject matter has been made by the students of Harris Academy South Norwood.

- Like the emotional/psychological changes students alluded to, was a **spiritual/ philosophical** dimension, in that they clearly 'valued' Holocaust teaching and learning differently to other aspects of their curriculum. Students 'believe' they are changed by their experience of encountering the Holocaust; whether real, imagined, short term or long lasting, is almost irrelevant, as students speak with conviction regards the shift. Two spoke of it being the first time they truly understood the importance of identity and belonging, whilst another questioned where was God. One student talked of survival as resistance and this was met with another enquiring if it was ok for a survivor's identity to be just that – a survivor – when they may be so much more or so much less than that. The latter demonstrated a concern for name and identity and a real feel for the ethical and philosophical dilemmas raised by the Holocaust, stating she *'...believed it was for the individual to define themselves – whether a survivor, father, OAP, builder, Jew or other, not anyone else.'* As will be noted later, this speaks compellingly to the SMSC impact of Holocaust teaching and learning upon student outcomes at Harris Academy South Norwood.
- 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, encouraged them to apply for the Lessons from Auschwitz project or roles within school. Students spoke of the civic and global values that the Holocaust had revealed, and so had impacted how they now see the world and their place within it. One student felt the Holocaust unit of work had triggered improved confidence, which meant she put more effort into her work, especially homework and that she fed off the praise and encouragement she then received. 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. It is admirable that Harris Academy South Norwood facilitates survivor visits or testimony by webinar with Mala Tribich. Whilst the survivor testimony encounter is emotive and experiential, students felt compelled by the individual stories they encountered in lessons, including those found within the case studies and UCL materials such as in the Timeline, 'Being Human?' and in 'British Responses to the Holocaust.'

- The opportunity for direct personal testimony by Holocaust survivors is time limited. This fact is not lost on teaching staff and consideration is underway for what Holocaust educational experiences and lessons might look like without such hugely personal, enriching and impactful educational experiences. Interestingly, students too recognise the direct and personal experience they enjoyed recently with Zigi and Mala will not be one their children or grandchildren will have. But they have ideas about what can be done now considering the inevitable passing of the survivor generation.
- Discussion within the student voice panel was wide ranging, but it included talk of the impact and importance of survivor testimony and personal stories. Student's spoke of the power and intimate connection made with the past with Mala *'...I felt a connection with her, even though her life and experience was so different to mine'*, *'...it was so quiet as we listened'*. Several interjected or confirmed other's memories of their experiences with references to that encounter making the history somehow *'more real'* and that it had made them *'understand better'* the Holocaust's impact on individuals, families or entire Jewish communities.
- Personal stories were a feature of the Holocaust scheme of work developed at South Norwood 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 and relevant. One student commented *'We follow these individual's lives and that's a quite a responsibility...it's an honour as we show our respects through learning about them'*.
- When asked why study of the Holocaust was important or relevant today, Harris Academy South Norwood 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 could be me couldn't it? It still happening today that one group or another are persecuted or prejudiced against...'*
  - *'Studying the Holocaust makes history personal... it makes it matter and not just something in the past'.*
  - *'When I learned about the Holocaust, and what happened in Cambodia it made me realise this stuff doesn't just happen. I understand it's a process from alienation to persecution and extermination and so it's about real lives... I think it's important to know this, so you can be watchful today and in the future.'*
  - *'My independent learning project made me learn more and be more responsible...it gave me the tools to make my own and understanding the world...and how the recent past impacts me and the world today'.*

- 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 Harris Academy South Norwood, 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 Harris Academy South Norwood looks to work more innovatively and effectively at how it might capture or assess soft skills rather than strive for the substantive (though that undoubtedly is evident) or historical 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](mailto:n.wetherall@ucl.ac.uk) for some support and advice.
- 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 literacy contribution of Holocaust education or its cultural capital is influencing our young people’s knowledge and understanding – and, accordingly to national research, often impeding progression in many ways – thus successful collaboration with primaries, network schools and Harris Academy South Norwood’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 Marshall-Hick, Mr Soar and colleagues on this journey towards a multi-disciplinary enriched and nuanced Holocaust education provision should Harris Academy South Norwood 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.
- 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 Harris Academy South Norwood 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, Harris Academy South Norwood 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 in their own right 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', 'going the extra mile' was often anecdotally recognised. This report recognises the high regard colleagues attending UCL CPD opportunities had for the range of questioning and 'hook' moments in the pedagogy and materials, and it is noticeable this came through in student voice discussions too. One student spoke of their teacher 'stepping aside and letting us learn and discover for ourselves' another noted that they felt the teacher did care about and trust them enough to

*'...give us this opportunity to explore Leon's life and all the other victims of the Holocaust...it was very personal...the Holocaust was the first time I felt like the teachers were letting us into a subject on our own terms.... Before I learned because I had too and we were told it was important... now I realise that it is important...important to me.'*

- Holocaust education at Harris Academy South Norwood has robustly and innovatively been quality assured, both internally and externally – but the school should consider consolidating that evidence to provide the compelling narrative of the success your programme deserves. Holocaust teaching and learning has been observed as part of this review process, and internally for appraisal and performance management purposes. Work scrutiny and learning walks are part of the school's



regular monitoring practices and meaningful learning conversations are evident. High quality and timely consistency of feedback remains the schools goal – but it is clear that the school has invested in Holocaust education, specialist CPD and applied a degree of standardisation that has ensured it remains a key element of the schools’ curriculum and provision, rather than perceived as niche.

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

- There is clear openness and initial innovative thinking regards linking the History scheme of work/ learning to other subjects across Harris Academy South Norwood and a desire, now beyond the initial Beacon School year, to pursue collaborative opportunities 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?
- 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 10 questions used by the Centre, 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 Marshall-Hick’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 moreover that it is inclusive of all aspects of a child's learning experience and development as a human person. This review finds this to be true of Harris Academy South Norwood.

The 2010 Ofsted report stated:

*'Students feel their views are listened to and valued. There is a prevailing atmosphere of mutual respect amongst staff and students. Students readily take on responsibility and some, especially those in the sixth form, would welcome the opportunity to take on more.'*

It went on:

*'Racial harmony and religious tolerance are clear to see. As one student said 'Celebrating diversity helps us to embrace who we are and where we have come from... Students' eager participation in events such as 'Diversity Day', residential trips and cultural exchanges contributed to their good spiritual and cultural development.'*

By 2017, Ofsted were citing the holistic, pastoral and safeguarding depth of provision at Harris Academy South Norwood and its complementarity to the academic:

*'Over time, the school has maintained a broad curriculum through the wide range of subjects and qualifications offered. Additional depth is provided through tutor times, assemblies and whole-school study themes. This helps to ensure that pupils have their own well-developed opinions about politics and social issues, such as poverty. During the inspection, inspectors observed Year 7 pupils listening to 'husting' videos developed by prospective head boys and girls. Pupils thoughtfully considered how best to use their vote in an informed way to improve their school.'*

This demonstrates the extent to which Harris Academy South Norwood learners are able to make a positive contribution to their community. This is echoed in the deliberate choice of the school to make celebrations open to the public<sup>18</sup> and the stance it takes on citizenship education. The Ofsted report goes on...

*'One pupil summed up the views of many when they told inspectors, 'treating everyone equally is an important quality for life. It is being a decent human being'. Consequently, pupils have a deep understanding of issues linked to equality, particularly in relation to sexuality. Pupils report a culture that has a zero tolerance towards homophobia.'*

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<sup>18</sup> Please see the Academy's SMSC policy document, pg. 2.

- South Norwood's specialism as a Business and Enterprise Academy is understood to have brought unique opportunities to develop a culture and learning ethos that has led to innovation in teaching and learning to the heart of its educational philosophy.
- It is also clear from school policy documents and on speaking to Mr Soar that the Academy's educational vision is designed to ensure its learners develop workplace and other skills that will contribute to their own, and communities, economic well-being. This is outlined in the Principals' welcome on the schools website:

'On the very first day our students learn that:

*"I am here to learn"*

*"I will have a positive attitude"*

*"I will make it happen"*

These key attitudes underpin a real sense of independent learning, exemplary behaviour and individual success. All our students learn to become leaders and all grow into young adults of courtesy and ambition. Students take up the excellent opportunities to gain confidence as they grow into balanced young adults. We want every single student to fulfil their aspirations and to go on to lead happy, thriving and successful adult lives.<sup>19</sup>

- The Academy's specialism status is forging an expectation for learners *'to be "business like" and enterprising in their approach to work and how they deal with each other, teachers and visitors to the Academy.'* The senior leadership team are committed to ensure students develop an invaluable set of life and employability skills essential for success in the 21st century, are able to take control over their own learning and become independent learners; developing their self-esteem and self-confidence alongside fostering a passion for life-long learning. Middle and Senior leaders are working through the curriculum and 'hidden' curriculum so as Harris Academy South Norwood *'...students will be fully prepared for life's challenges and have the drive, resourcefulness and employability skills needed for success in an ever changing and complex world.'*<sup>20</sup> One innovation which epitomises this are the Academy's Innovation weeks. Whilst the aim, rationale and detail of the weeks are outlined in the SMSC policy – its final line struck this reviewer as compelling and resonant of much that is good about the Academy as a whole: *'The aim is to dramatically enhance their sense of themselves as a learner and what it might be possible to achieve'.*
- This report considers the extent of learners' spiritual, moral, social and cultural development to be a strength in the curriculum and education offered – and this plays a significant part in developing the whole person, someone equipped to give society, an active global citizen and ready for the world of work. Personal development and wellbeing of Harris Academy South Norwood students is understood to underpin strong academic performance and together provide a well-rounded educational experience. The Principal's clarity on ethos, vision and mission feeds the Academy's

<sup>19</sup> <https://www.harrissouthnorwood.org.uk/328/welcome-from-the-principal> 06/11/2018

<sup>20</sup> <https://www.harrissouthnorwood.org.uk/199/our-specialism> 06/11/2018

holistic and traditional curriculum that results in a broad and balanced Harris educational experience. This fosters personal development, whilst also being outward facing, ensuring colleagues provides the skills, confidence and knowledge necessary for its learners to succeed, thrive and be safe.

- This review found SMSC provision that provides South Norwood 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 Harris Academy South Norwood to champion, celebrate and further develop in pursuit of ensuring educational excellence, personal development and active global citizenship. The Academy's 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. One wonders, however, if this could be more effectively mapped and articulated equally by all students and staff?
- There is a values led approach to SMSC across the Academy that champions respect, self-esteem, appreciation and wonder, commitment and open-mindedness.<sup>21</sup> 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 Harris Academy South Norwood's long term success – not just for ongoing development in it 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.' (for example, National History Museum visit)
  - **'MORAL:** Showing appreciation of the moral implications of the actions of historical figures.' (for example, The Death Penalty, slave trade and Holocaust survivor visiting speaker)
  - **'SOCIAL:** Showing awareness of the creation and evolution of British society.' (for example, Battlefields visit to France and Belgium)

<sup>21</sup> Please see the Academy's SMSC policy document, pg. 3

- **‘CULTURAL:** Analysing the impact of nations on our culture and traditions.’ (for example, immigration in Britain)
- By valuing choice, rights, protection and students empowerment, the school’s broad and balanced curriculum is configured such to provide the knowledge and skills which enable pupils to make safe choices. Holocaust education plays its part in this by appreciating faith, protection, dignity, self-discipline, esteem and commitment in survivor stories, individual case studies and by examining the very best and worst of the human condition. In this regard, Harris Academy South Norwood 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 2017 Ofsted judgement that behaviour and safety of pupils was generally good, although *‘evidence over time shows that, occasionally, their behaviour can become a little boisterous during social times and in lessons’*.<sup>22</sup> During the review most students encountered showed themselves to have high levels of respect for each other. Harris students conducted themselves well around the school and in the company of visitors during the panels. The review found some instances of poor behaviour in lessons observed – which, as noted previously revealed most as to poor timing judgement regards the scheduling of the review visit, so early in the year when quality relationships and discipline routines/classroom expectations had yet to be established. 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 priority for SLT is to ensure behaviour *for* learning is consistently expected and to perhaps consider to what extent some learners are passively complying, rather than actively engaging in lessons.
- This review finds Harris Academy South Norwood’s arrangements *for safeguarding to be good and meet all 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 2017 Ofsted report findings that:
  - *Instances of bullying are rare*
  - *Students enjoy coming to school and feel safe*
  - *Harris students are knowledgeable about how to keep themselves safe; dangers of alcohol or other substances, e-safety and aware of societal prejudices and the risk of extremism.*
  - *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).*

<sup>22</sup> Please see 2017 Ofsted letter, pg. 2.

- Neither staff nor students reported the existence of antisemitism within the school, or of any recent antisemitic incidents, though the latter could point to examples in the wider world and in the media. Both the Principal and staff 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 Harris Academy South Norwood.
- 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 (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 rising again in Eastern 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 similarly articulate in their discussions of contemporary marginalised groups; reference was made to refugees, Rohingya, women, black lives matter and disproportional stop and search for black, Asian and ethnic minority groups, those with mental health or with disabilities.
- Sixth Form students at Harris Academy South Norwood understand, unlike many of their peers nationally, that genocide is a social act and, despite their studies equipping them with a chronology of causes and an understanding of consequence, they remain perplexed by the ethical question of 'how is genocide/the Holocaust allowed to happen?' For many, this lends itself towards consideration of active global, national and community citizenship and reflections upon responsibility.
- 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. The current affairs dimension of Harris Academy South Norwood's tutorial programme supports this by providing weekly activities regards a topical and current news story. The topics covered are wide-ranging and directly supports the development of SMSC understanding through political discussion, religious and cultural factors but



also in terms of a sociological and media literacy lens. The topics are *‘presented without bias, challenging students to discuss and debate issues taking place across the world as well as in Britain. Students are encouraged to interrogate the moral, cultural, spiritual and social aspects of the world around them. They develop a balanced point of view and empathy for those in the wider and local environment.’*<sup>23</sup>

- Such an approach helps with Academy’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. Harris Academy South Norwood pastoral system and the FLICKS programme in tutor time means that students are weekly exploring modern British culture, by considering their rights as UK citizens, local, national and global environmental concerns and developing themselves as individuals. The Faith, Life Style, Inclusion, Culture, Knowledge and Society initiative enables learners to consider their own lifestyle choices, an understanding of morality, developing enterprise opportunities and the chance to celebrate *‘differences in our richly multicultural and diverse society.’*<sup>24</sup>
- Young people today stand exposed to manipulation due to the emotional and rhetorical force of the Holocaust. Therefore, we need – as Harris Academy South Norwood 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, Harris Academy South Norwood 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 Harris Academy South Norwood 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.

<sup>23</sup> Please see the Academy’s SMSC policy document, pg. 1

<sup>24</sup> Please see the Academy’s SMSC policy document, pg. 1

- When asked about the extent to which Holocaust education contributes to the SMSC, FBV and Prevent agendas of the School, a range of staff and students spoke with passion about the academic, holistic, intended and unintended outcomes of the Beacon School work. Some spoke of the *'shallow level'* whereby the Holocaust work had provided a useful *'tag to hang many of these concepts like tolerance and other values'*. Others pointed to issues of community cohesion and its relevance to the school's context, the potential for collaboration and values education. Some talked in terms of the purely *'historical dimension'* or *'British values context'* and explained that Holocaust education had informed the way the school now thinks about and shapes its SMSC policy and provision – but how consistently understood and adequately articulated is this among staff, students and parent body? Were this more widely understood across Harris Academy South Norwood the idea of Holocaust education as niche and the preserve of the History department would be exposed, this could allow for the community as a whole to embrace it's Beacon 'School' status as all members recognised the wider contribution Holocaust teaching and learning 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, South Norwood 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 is recognised as important by senior and middle leaders at the school – and students too. There was a feeling during this review that Harris Academy South Norwood 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.
- Character education, holistic education or the SMSC dimension and school ethos were not recognised as a strength in SWOT analysis produced by Mr Marshall-Hick. 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 Harris Academy South Norwood aims and values. It is evident that Holocaust education's contribution to that endeavour is both recognised and respected, indeed a moral purpose was explicit in the Academy's Beacon School application. Along with citing a disciplinary perspective, the application explained its Holocaust education intention to 'unlearn many of the preconceptions and generalisations that abound in popular culture about the Holocaust'<sup>25</sup> whilst students spoke of it contributing to recognising the complexities of dilemma's, the importance of values and the ability to discern right from wrong. In light of this dimension of the schools' approach, the review would

<sup>25</sup> See Beacon School application form, pg. 1

also recommend considering UNICEF Rights Respecting School status, and the Values Based Schools model. Similarly, an audit or review of the diverse holistic and personal development programme the school offers – as much to celebrate your own depth and impact in this regard as to better coordinate or hone it. This would do much to ensure all staff are able to articulate the SMSC contribution their subject or role in the Academy contributes.

- The student voice panel participants were exemplary; undoubtedly the best advocates for the school. They clearly felt safe to voice their opinion, were articulate and happy to talk openly, confidently, able to identify strengths and weaknesses of their Holocaust education and wider Harris Academy South Norwood experience. This review recommends more use could be made of your students to speak to wider public, engage other schools and to champion Holocaust education's value and purpose. They were a credit to themselves, their families and to Harris Academy South Norwood's community in their thoughtful, reflective and compelling contributions.
- Harris Academy South Norwood 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 South Norwood learners; rather an audit of provision or mapping of values driven indicators would serve to evidence or better articulate a dimension of your work that should, rightly, be a source of great pride to the school community.
- Mr Soar and his staff, including Mr Marshall-Hick, clearly recognise educational achievement and outcomes for learners are both cognitive and affective; indeed, the latter is especially important given a wide range of learners' needs, experience and local context. The Beacon School SLT link and Lead Teacher both consider the holistic contribution of Holocaust education to their learners' experience at Harris Academy South Norwood 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 South Norwood 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 quality SMSC provision at Harris Academy South Norwood and it is clear from this process that Beacon School status has further promoted deep, holistic reflection and learning

opportunities, beyond substantive knowledge. School staff recognise and value the deeply spiritual, moral, social and cultural (SMSC) opportunities found within Holocaust education. The conversations with both teachers and students during the review recognised that Holocaust education and associated learning experiences were contributing significantly to South Norwood's development of reflective, thoughtful, mature, responsible and considerate students/adults *'able to leave as good citizens equipped for life'*. One teacher commented that that being a Beacon School had *'given renewed impetus to the SMSC agenda and in such a meaningful and wide-ranging way'*. Such an outlook is led from the top, from Principal to middle leaders – however, to ensure all staff understand and can articulate this, would validate this 'hidden curriculum' and say much about the school's ethos being lived and breathed and not just 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 Harris Academy South Norwood. 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 Harris Academy South Norwood. SMSC is embedded in the school curriculum and ethos and secured by policy – but how is this monitored, mapped, and articulated? The Holocaust education offer at the School can contribute a great deal to such an audit – but the school's citizenship, charity work, safeguarding policies, PR 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 Marshall-Hick's SWOT analysis.

## 5. Leadership and management

- Ofsted in 2010 adjudged Harris Academy South Norwood leadership and management grade 1. The report found that:

	School overall
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

This review visit was an opportunity to test the temperature of effective leadership at Harris Academy South Norwood in 2018, and based upon this process, it concurs with the 2007 Ofsted leadership and management judgements, in so far as they relate and reveal themselves in terms of Holocaust education.

This review found in Harris Academy South Norwood's 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 Academy creating a safe space for its community to flourish. There is a shared sense of pride in and gratitude towards the school and sense of belonging to a community.

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

### a) The SLT Beacon School link

- It is significant that Mr Nick Soar, Executive Principal, is the named senior leadership team link for the Harris Academy South Norwood'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 South Norwood and the UCL Centre for Holocaust Education.
- The Centre Tom Haward, Beacon School mentor, acknowledged 'He [Mr Marshall-Hick] has a very supportive Principal, which has given a really positive impetus to Holocaust education at South Norwood'. It is notable that Mr Soar was formerly the Principal at the first UCL Centre for Holocaust Education Quality Mark Beacon School in Tower Hamlets. His continued commitment to Holocaust education, in two settings, has been key to both schools successful embedding of bespoke quality teaching and learning about the Holocaust meeting the distinctive needs of the communities they serves.
- In Mr Soar, Harris Academy South Norwood are blessed with an articulate and passionate educator and senior leader, committed to reflective practice, high expectations – both academic and holistic – and to continuing professional development. He has been an invaluable ally and advocate for the Lead Teacher, and the Beacon School programme more broadly – not just for its developing of Holocaust education, but as a vehicle for generic teaching and learning development and therefore whole school improvement.
- Owing to 'the call from Ofsted' Mr Soar was unable to attend the half day orientation launch of the programme at the Imperial War Museum. During the year, he has supported the CPD day hosted by the school in conjunction with the Centre and drew upon his previous experience of the programme to back Mr Marshall-Hick's efforts.
- Working with the SLT in the spring of 2017, Mr Soar worked collaboratively with Mr Marshall-Hick 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, including it being an opportunity to provide 'an enthusiasm for the world beyond the classroom, a respect for difference in others' and 'a firm belief that – whatever our age – we can make a difference, locally and globally, right now'.<sup>26</sup>
- The SLT link, Mr Soar, can clearly and passionately articulate the importance and relevance of Holocaust education. He is a reflective and thoughtful advocate, both for Holocaust education generally, but also for the distinctive contribution of Beacon School status. During the one-to-one SLT link meeting Mr Soar's remarks were revealing, particularly given his previous role as Headteacher at another UCL Beacon School, regards why as SLT or principal becoming a Beacon School is attractive, important or indeed necessary.

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<sup>26</sup> Please see Academy Improvement Plan 2017-2022, pg. 1



- In his previous context, the school's geographical proximity to Cable Street was a factor in the application, but Mr Soar also reflected upon a wider structural point in that the religious character of the school (Roman Catholic) and the church' history of antisemitism as providing the sharper reason, more acute rationale or imperative for its addressing in the curriculum. He went on to explain there were less obvious, but no less more compelling reasons, in the Norwood context that drove him to endorse Beacon School application upon his appointment. He described the schools 'immigrant borough' locality and his instincts regard's racism and 'othering' as motivation for renewing his association with the work. There is a thoughtful and contextualised articulation of vision and a moral imperative that is rare. Mr Soar is steadfast in his commitment to Holocaust education at Harris Academy South Norwood and has been careful to ensure it Beacon School approach is bespoke to the community it serves, not simply a transplant of his former school model.
- He 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 his staff via professional development and the value of a 'scholarly staff'. This is evidenced in the schools ongoing commitment to CPD and Mr Soar spoke of 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 Mr Soar most values in the Centre's approach, for whilst providing quality Holocaust teaching and learning, he recognises within it the best in generic pedagogy and education – namely the sum of the Harris Academy South Norwood intent to unpick the truth.
- For Mr Soar, the academic credentials of UCL and IOE, and the research informed approach are central, aside the moral imperative to study the Holocaust, to the drive to become a Beacon School. For him, the impact of the status is upon teaching and learning and his aspiration is for it to become the '*heartbeat of teaching and learning*'. By that, Mr Soar aspires that his staff adopt a scholarly approach towards teaching and learning and a commitment to life-long learning. On the latter point, he pointed to the example of his whole staff's participation in the British Responses to the Holocaust twilight in which complicity and compliance was explored and drew upon knowledge, criticality, skills and emotional literacy. In addition, Mr Soar and Harris Academy South Norwood staff pointed to the pursuit of truth motif in their BBC partnership to tackle fake news.
- Mr Soar has an acute appreciation of the potential for Holocaust teaching and learning to contribute to a schools' safeguarding duty. He spoke for example of the need for students to develop criticality and independent thinking in the face of political parties' overt and deliberate distortion of facts, the divided nature of global, national and local politics and the increase in 'othering'. He argued persuasively that as educators we must equip young people to discern the difference between opinion, belief and facts, so as on issues like human rights abuse or genocide '*you can't sit on the fence*'. Mr Soar remarked that Holocaust education at Harris Academy South

Norwood thereby ‘neatly’ contributed to SMSC provision, FBV and the Prevent Duty incumbent upon all teachers. This is manifested in the Norwood Intent document, which ensures colleagues strive to equip and inspire their young people to be the best versions of themselves; as citizens, ambassadors and scholars.

- Other remarks from Mr Soar epitomised the challenges facing all senior leaders in education:
  - *‘It comes down to thinking through how you get buy in...education can be a hard system in many ways with data, exam and accountability pressures, so how do you attain that excellence whilst also creating a loving environment in which all young people can flourish? ... Becoming a Beacon School and developing Holocaust education is one way we have sought to address this...’*

There are further opportunities the Principal could embrace that would maximise understanding across the Academy, and a potentially important role as advocate across the Harris Federation of schools.

- The SLT link has explicitly praised and clearly valued specialist Holocaust education CPD. Mr Soar has led assemblies and facilitated or met with UCL colleagues during the mentor visits to the school and been an effective support for the lead teacher in the network building and successful hosting of a CPD day and 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 Marshall-Hick, with Mr Soar’s gatekeeping and approval, in liaison with UCL Centre’s Emma O’Brien. This will enable more Harris Academy South Norwood teachers access to specialist provision – which can only help consolidate school improvement and support quality Holocaust teaching and learning.
- During the School Senior Leadership meeting, Mr Soar stated his pride and desire to ‘...celebrate and share the work of the History department ... (namely Mr Marshall-Hick)... 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.’ He 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 Marshall-Hick’s performance appraisal objectives. The Principal confirmed that the Beacon School target was ‘...successfully achieved and [he/Mr Marshall Hick] is on track this year for Beacon related/Quality Mark objectives.’
- Senior leaders ‘set the tone’ and together, with Mr Soar ‘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 Harris Academy South Norwood’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 South London and beyond. It is hoped Mr Soar will take up this advocate mantle and use his Federation 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. This is in-keeping with Mr Soar’s hopes for the future:

*‘I would hope the Quality Mark moves us forwards as our natural next step... that it would give Holocaust education in the school some momentum and help us frame its developmental direction... we can hopefully secure and celebrate the accolade and use it to open up Holocaust education across the school and through more CPD opportunities for our Federation and networks...’*

- 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 Principal Soar to further develop our work with engaging SLTs across the country. The trust between the school leadership team and middle leaders is obvious; communication and support outstanding. Whilst Mr Marshall-Hick 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 Mr Soar: they set the tone in backing the Beacon School programme application and that is what makes the programme a success and so impactful.
- SLT, led by Principal Soar, have made the status meaningful and not superficial; they have understood the educational benefits and the moral imperative whilst also recognising its contribution to school improvement, staff development and student outcomes. Mr Marshall-Hick 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 at faculty level – but Mr Soar can do more to reach out effectively across the Academy and champion this achievement, but also to heighten awareness among his Federation peers.
- We would hope, sponsor Lord Harris of Peckham, and Harris Federation Chief Executive, Sir Daniel Moynihan, would be aware of and recognise Harris Academy South Norwood’s accomplishment of Quality Mark status. Centre colleagues would be happy to meet with them to discuss this award and how the Academy and Federation, in partnership with UCL could move this work forward in the future.

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

- In Mr Marshall-Hick 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 Mr Marshall-Hick:
  - 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
  - Despite high staff turnover and change, effectively leads and supports a large and inexperienced team
  - Plan and teaches well-structured lessons
- This middle leader's thoughtful, highly reflective practice, commitment and developing expertise of Lead Teacher, Mr Marshall-Hick, is widely acknowledged as providing the project's impetus. Mr Soar spoke warmly and respectfully of Mr Marshall-Hick's *'thoughtful, reflective and inspiring'* leadership of the project. Others of his successfully *'...taking relatively inexperienced departmental colleagues with him on this journey'* ensuring it has felt a genuinely shared and collective endeavour despite staff turnover and challenges. Mr Soar talked of Mr Marshall-Hick's leadership as 'Lead Teacher' having given Harris Academy South Norwood's Beacon School engagement *'direction and dynamism'* – his quiet passion and enthusiasm for Holocaust education as part of a 'real education' experience is clear and to be praised.
- During the review's SLT link meeting, Mr Soar stated his pride and desire to *'...celebrate and share the work of the History department ... (namely Mr Marshall-Hick)... 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.'*
- Similarly, it was telling students spoke of Mr Marshall-Hick's *'...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 Multi Academy Trust and beyond.
- In Beacon School lead teacher, Mr Marshall-Hick, Harris Academy South Norwood 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 the site-based pedagogy modelled and demonstrated in Poland could be introduced to enhance the Academy's Year 10 Berlin 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, could be most educationally valuable.

- Mr Marshall-Hick has successfully introduced and deployed a growing wealth of resource and demonstrates it in the classroom and generously shares with colleagues. 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 Marshall-Hick and Mr Soar. There is a clear vision from the Principal about recruitment expectations to replace Mr Marshall-Hick should he leave the school. Within the department's largely new and inexperienced team, there is an SLT backed commitment to train and invest in Holocaust education, so as potentially to secure internal applicants should need arise.
- The personal and professional 'journey' of a Beacon School lead teacher is always revealing; this is especially true of Mr Marshall-Hick who reflected that:
  - *'It has been a really eye-opening experience, in many cases, validating some of the existing practices we were already engaged with but also deepening my knowledge and understanding of new areas that have deepened the complexity of the curriculum we offer.'*
  - *'I would say that as a practitioner and middle leader I have grown in confidence...'*
  - *'Time has been a recurring problem, albeit not unexpected...but the whole experience has really demonstrated to me that what I enjoy doing is teaching history really effectively and this is what I will be able to focus on moving forwards.'*

Time is a precious commodity in any school and for every professional working within them, but it was telling Mr Marshall-Hick spoke of it.

- Mr Marshall Hick, 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 Harris Academy South Norwood's review is to be found in his ability to work in collaboration with his team and Mr Soar. This partnership served to ensure senior leadership support and Principal endorsement, all this galvanising a spirit of collegiality and community among faculty and departmental colleagues for the Beacon School shared endeavour. People have become immersed in this educational endeavour and empowered by the CPD that Mr Marshall-Hick 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 Marshall-Hick 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 Marshall-Hick as a future professional development/appraisal target for 2018-19 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 South Norwood SLT to ensure he is encouraged, facilitated and support so as he can professionally and personally flourish and thrive, thereby maximising his team’s potential and the ensuring the best possible outcomes for his students.

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

- This review confirms the 2010 Ofsted view that *‘The quality of leadership and management throughout the school is outstanding’*. Beacon School status has been part of that ongoing development journey and has since 2017 been in the school’s improvement/development plan explicitly and will continue to be referenced in terms of SMSC and curriculum development annually (minimally for the period of this Quality Mark, until 2022).
- The review found in Principal, Mr Soar, a proud, enthusiastic supporter of Mr Marshall-Hick and of South Norwood being a Beacon School. Here is a senior leader who is a strong and articulate advocate for Holocaust education. That Mr Soar, SLT link for the project, has attended the CPD day, and engaged in a hugely positive way is not insignificant – the degree of SLT engagement and support is highly unusual and has undoubtedly contributed to its success. All senior leaders should be commended for the encouragement and positive endorsing of Mr Marshall-Hick’s efforts, the importance of Holocaust education and recognition of its valuable student outcomes.
- Mr Soar and his 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.
- We can therefore confirm that despite his being relatively new to the school, Principal Mr Soar has steadfastly used his role, and former experience of leading another Beacon School, to continue to lend visible leadership support and commitment to Mr Marshall-Hick and this cause. This review found both Mr Soar to be well informed, insightful and engaged in the process and clearly proud of



his staff and students for engaging in this opportunity in the way they have. It is this review's contention that senior leaders at Harris Academy South Norwood have played their part in the Beacon School process – and they should be proud of all that Mr Marshall-Hick 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 Harris Academy South Norwood in terms of his educational vision and the schools mission and ethos. Holocaust education has Mr Soar explained *'contributed to that values narrative and securing us to our mission and purpose in a powerful and quite unique way... for many of our staff it has tuned them back into real education and a sense of vocation and service'*.
- Harris Academy South Norwood senior and middle leaders share a potent and profound sense of mission: Holocaust education and being a Beacon School is part of the commitment to there being a place of enrichment, and engagement with learning for all; where rich quality learning opportunities and experiences are valued in and of themselves.
- The schools' senior and middle leaders are rightly proud of the work and progress undertaken to date regards its Beacon School status. They speak with conviction and authority of the students having seen a *'step up'* in such work's profile and significance, and students are aware of the Beacon School status and the seriousness with which this programme is being taken. The fact it is valued by all was confirmed in the several opportunities to converse with students and staff across the school, during the review visit. Whilst 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. Several students spoke about questioning how it could happen, the dignity of the human person, what it meant for them as people, its relevance today regards refugees and for preventing such atrocities in the future. Students were informed, spoke with passion, and with a genuine sense that learning about the Holocaust was meaningful, and an important subject made accessible and relevant to them.
- Whilst it is evident Mr Marshall-Hick values Holocaust education from a discrete disciplinary perspective, Mr Soar recognises and appreciates its wider contribution, whether in terms of SMSC and other whole school priorities, or in terms of school improvement. He spoke of the Holocaust's emotive resonance and embedded historical connection but pointed to problematising 'Britishness' and pride in the study of the Holocaust, something within it which speaks to his school communities' identity, values and sense of self.
- Whilst there is no named link governor to support Holocaust education, the Principal noted their general awareness of Beacon School status. Mr Marshall-Hick echoed this point and mused about potential further opportunities to cultivate involvement.

- South Norwood is a forward-looking school. Despite challenges – as with any school - its commendable and empowering vision for its learners, is led from the top, and embodied in the schools’ ethos, character, identity and values. That comes from the Principal, Mr Soar, his SLT and flows throughout the school community. He and his 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 Harris Academy South Norwood’s Mr Soar and his leadership team recognise and value Mr Marshall-Hick’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 Harris Academy South Norwood 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 Marshall-Hick and colleagues.
- Harris Academy South Norwood *‘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. 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 Harris Academy South Norwood strength. All this adds to 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 Mr Soar; instead there is an ongoing commitment alongside Mr Marshall-Hick 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 Harris Academy South Norwood 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 South Norwood 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 Marshall-Hick, 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 Harris Academy South Norwood'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 Harris Academy South Norwood'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 Marshall-Hick 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 100) were explained and outlined. The Centre stands ready to work with Harris Academy South Norwood 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 Marshall-Hick's SWOT analysis.

## 6. Commitment to CPD and networks

- CPD – whether internal or externally provided – is highly valued at Harris Academy South Norwood, 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. Whilst not as well attended as bookings initially indicated, there was a good range of South Norwood colleagues released to attend, but this also speaks to the hard work required to forge and develop a network of schools beyond the Harris Federation/family. However, it more telling to report on the impressive whole school CPD commitment to teaching and learning about the Holocaust. The Centre's Tom Haward commented thus:

*'It was an absolute pleasure to come to the school and run a whole school twilight on British responses to the Holocaust. There was an excellent turnout for the session with over a hundred and thirty members of staff, who engaged with the session really positively - thanks both to Alan and his Principal.'*

- That approximately 130 Harris Academy South Norwood staff attended and participated in this session is indicative of its commitment to Beacon School status and the support afforded the programme by the senior leadership team. It should also be noted that Harris Academy South Norwood plays a significant training role regards teachers coming into the profession; this is through Teach First, schools direct and assessment only routes. It was telling that in conversation with Mr Marshall-Hick it was estimated some 25 trainees across said routes will have attended the whole staff twilight and at least three colleagues a whole CPD with UCL. This is a significant contribution.
- It is testimony to the importance afforded Holocaust education by Mr Soar and his senior leaders that the scheme of work references a whole staff INSET provision for January. This is a clear signal of the institutional benefit understood to come from being a UCL Beacon School. As the scheme of work document indicated this will *'widen non-specialist teacher knowledge of the Holocaust, useful for the delivery of tutor time sessions focused on the Holocaust, but also provide some transferable ideas in relation to pedagogy. The Centre's approach on grounding lessons in students and historical research and focusing on developing students' critical thinking skills is an ongoing focus of the School's Improvement Plan and will provide teachers with a model for how to carry this out if only on a small scale.'* Whilst unclear if this reference was to January 2018's twilight on British responses, or forward-looking to 2019, it speaks powerfully of the generic teaching learning benefit of specialist CPD and recognises that Holocaust education is not niche or to be seen as the sole preserve of the History department. It also speaks powerfully to UCL Beacon School status residing

not with the named Lead Teacher or SLT – who may well drive the project – but with the school and the community it serves.

- If the INSET reference were regards January 2019 then it is this reviews recommendation to consider ‘Authentic Encounters’ twilight (specifically linking with Norwood’s pursuit of truth – supporting scholarly resilience and questioning how it is we know what we know, and the scheme of work’s aim that students will *‘develop their critical thinking skills through exposure to a wide range of primary and secondary sources, leading them to question motive, reliability, authenticity and typicality whilst being acutely aware of the certainty with which they can make judgements about the past’*, indeed inferences and examine fake news or information today).
- It is clear from the review visit that Mr Soar and Mr Marshall-Hick are committed to ongoing staff CPD in conjunction with UCL Centre for Holocaust Education 2018-2022 and keen engage with research, evaluation or piloting projects or host further CPD/twilight opportunities.
- The review repeatedly heard from colleagues across disciplines 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 Beacon School status, the review heard the following:
  - *‘It’s renewed my love of teaching... the CPD has been great for developing my thinking about sources, unpicking the links and encouraging critical thinking.’*
  - *‘Tom’s Britain and the Holocaust session here was a turning point for me and the way I work...its provided a hook for my engagement with the school’s Beacon work but also restored me to my original mission in becoming a teacher’*
  - *‘Refreshing in approach...timely in my career... game changer for my practice’*
  - *‘For me attending the CPD was a challenge and an exciting opportunity...it refreshed my thinking as maybe I was a bit jaded and going through the motions... and when I left I was enthused and excited about going back into the classroom to try things out.’*
  - *‘It been great to give me focus, to do the Holocaust in the Innovation Day...its really helped me think about, support and articulate what resilience is in my teaching and...it’s given form to the schools ambassador, citizenship and scholar strapline.’*
  - *‘...it turned my lessons on their head... I had the confidence and skills to do less and more equipped to get the students do more...’*
  - *‘...the days focus on sources has revolution my approach. Now rather than just presenting sources for analysis I framing those lessons around inference and the validation of evidence.’*

*The quality of the kid's analysis is markedly improved and they are increasingly independent...*

- *'The lasting impact has been on my planning for and range of questions...'*
- *'It was great to just think about thinking, to return to evidence or research based pedagogy and to have time to talk with colleagues... that investment in me and my practice hasn't been there since my uni days... thank you UCL for that.'*
- *'Great day. It professionally and personally made a difference.'*
- 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 *'vital to my wellbeing and remaining in teaching'*. Another, said they had *'fallen in love with teaching again'* and that it has *'reinvigorated me...really affirmed me as a teacher and as a woman'*.
- As noted previously, the opportunity for Mr Marshall-Hick 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, expertly led by the Centre's Paul Salmons, has impacted upon classroom practice when teaching and learning about the Holocaust, but also in wider departmental considerations of generic site based pedagogy. Whilst reflecting upon the impact of the study visit Mr Marshall-Hick noted that:
  - *'The example of Poland is more subtle than the residential. However, I feel I have incorporated that into discussions about the nature of resistance – how we often consider acts such as the Warsaw rising as 'heroic' or 'noble'. Our questioning of why this wasn't more common places too much focus on the victims, as if this inaction was somehow their fault. There were examples of people in Poland who were too paralysed by fear to fight back and this deserves compassionate understanding rather than judgement.'*

Whilst the Lead Teacher's understanding of the complexity of complicity and compliance and the role of agency was challenged during his Poland visit – the student voice panels also reveal students were alert to the complexities of 'Being Human' and thereby concerned for individual experience and importance of context.

- It was clear throughout the pre visit document trawl and in review meetings with Mr Marshall-Hick 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:
  - *'As for the residential, there is huge amounts in what we do from incorporating Leon Greenman's story from Authentic Encounters, to the case studies from Being Human. I have also*



*tried to create a classroom friendly lesson on concentration camps inspired by the Wachsmann website we were introduced to'.<sup>27</sup>*

- For several Harris Academy South Norwood colleagues the re-engagement with research and pedagogy was an exciting and unexpected positive outcome of Beacon School status, and was referred to on a few occasions throughout the review as *'welcome', 'something I hadn't done since PGCE', 'refreshing' and 'good to be challenged in that way as made me reflect more on my practice... and not just my Holocaust teaching either.'*
- This 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 Harris Academy South Norwood affords the subject matter and what can be achieved; it speaks to the broader educational and civic mission statement of Principal Mr Soar.
- Senior leaders at the school are forward thinking and not complacent. Despite obstacles and challenges to the provision and status of Holocaust education Mr Soar and Mr Marshall-Hick 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 2018-2022.
- CPD dates can be calendared annually by Mr Marshall-Hick and the senior leadership team, in liaison with UCL Centre's Emma O'Brien. This will enable more Harris Academy South Norwood 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 South Norwood 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 Harris Academy South Norwood 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 Harris Federation 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.

<sup>27</sup> <http://www.camps.bbk.ac.uk/>

- Encourage and support colleagues who have completed the one-day UCL CPD to consider the online MA module, especially Lead Teacher Mr Marshall-Hick 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 Marshall-Hick's SWOT analysis.

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

Because of these activities the reviewer would like to report

##### What Went Well:

- This review confirms that Harris Academy South Norwood's Holocaust education provision, its quality teaching and learning is indeed strong, its genocide education, distinctive. The developmental recommendations or questions raised in this report are not intended as criticism, but rather are reflective of the 'early days' of a hugely innovative and ambitious programme. The scheme of work and approach is, aims to achieve much that will be UK or even European leading, particularly regarding Cambodia and Rwanda – but inevitably this is a learning and developmental process for the Lead Teacher, his colleagues and the school. This report looks to support the ambition and potential for this work by acting throughout as a critical friend. Holocaust and genocide education provision at Harris Academy South Norwood is contributing to a curriculum that informs, engages, empowers and inspires its learners and can support wider school improvement.
- Beacon School status plays a crucial part in securing excellent SMSC provision and this should be widely celebrated.
- The quality of teaching and learning, and the outcomes for learners, particularly within History, has benefitted from Beacon School status.
- Ambitious and reflective school and leadership. Senior leaders and teachers are committed to the principle that all learners have the right to access quality Holocaust education.
- Harris Academy South Norwood 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 Harris Academy South Norwood 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 Academy's own materials and resources (imbued with UCL pedagogy).
- The centrepiece of Harris Academy South Norwood's strength in Holocaust education is built upon the quiet constant pursuit for research informed quality teaching and learning and a commitment to ongoing and specialist professional development.
- 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 limited formative assessment, the summative assessment approach is innovative, rigorous, annually reviewed, and in line with the school's assessment policy.
- Pedagogical practice in Holocaust and genocide education at Harris Academy South Norwood is underpinned by research-informed CPD. The commitment to ensuring that all teachers involved in the delivery of Holocaust (and genocide education) have received training is both a credit to Senior Leaders, and a reflection of how integral the support of such individuals is. At the same time, the comprehensive CPD programme provided to staff is the borne of the vision and organisational skills of the Lead Teacher.
- The emerging specialism in Holocaust and genocide pedagogy at Harris Academy South Norwood carries with it wider 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, as well as other genocides and human rights issues. In short, they enjoy studying these subjects, and want to know more. This can only be the result of good teaching practice, which – of course – is itself dependent upon curriculum design, adequate training, and strong leadership, to name but a few prerequisites.
- Personal stories were a feature of the Holocaust scheme of work that the students found particularly compelling, especially the thread of Leon Greenman and family.
- Strong and supportive leadership from the Executive Principal Mr Soar and Mr Marshall-Hick as Lead Teacher, has been critical to the success of the development of Holocaust education at Harris Academy South Norwood. 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 Marshall-Hick, is widely acknowledged as the driver of the project, particularly regards the pedagogical care afforded the subject and his strong disciplinary and scholarly approach.
- 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 Marshall-Hick 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 Harris Academy South Norwood'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.
- Harris Academy South Norwood 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.
- The Academy's 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.
- 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.
- 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 Harris Academy South Norwood 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 2018-2022 and beyond. Contact should be made with Centre's [e.obrien@ucl.ac.uk](mailto:e.obrien@ucl.ac.uk) and [t.haward@ucl.ac.uk](mailto:t.haward@ucl.ac.uk) to arrange hosting of CPD days or twilight events.
- Harris Academy South Norwood 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, on the whole, 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. Harris Academy South Norwood 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 schools website, twitter and parental newsletters or local media to 'shout about' this Quality Mark achievement, and thereby use that opportunity as a catalyst to raise awareness of the importance and impact of Holocaust education.



**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.
- Explicitly articulate and communicate what the Beacon School programme has brought to Harris Academy South Norwood that it couldn't have achieved without it? So why does the school, Mr Marshall-Hick and Mr Soar 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 impactful, might sustainability and pragmatic concerns mean some of the History burden be shared with other relevant faculties? Might this create cross curricular and further innovative and collaborative 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 an openness to collaboration and the potential to link the History scheme of work/scheme of learning to other subjects across Harris Academy South Norwood in the short, 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 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 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 Harris Academy South Norwood 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 or the low-level disruption of most able or 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.

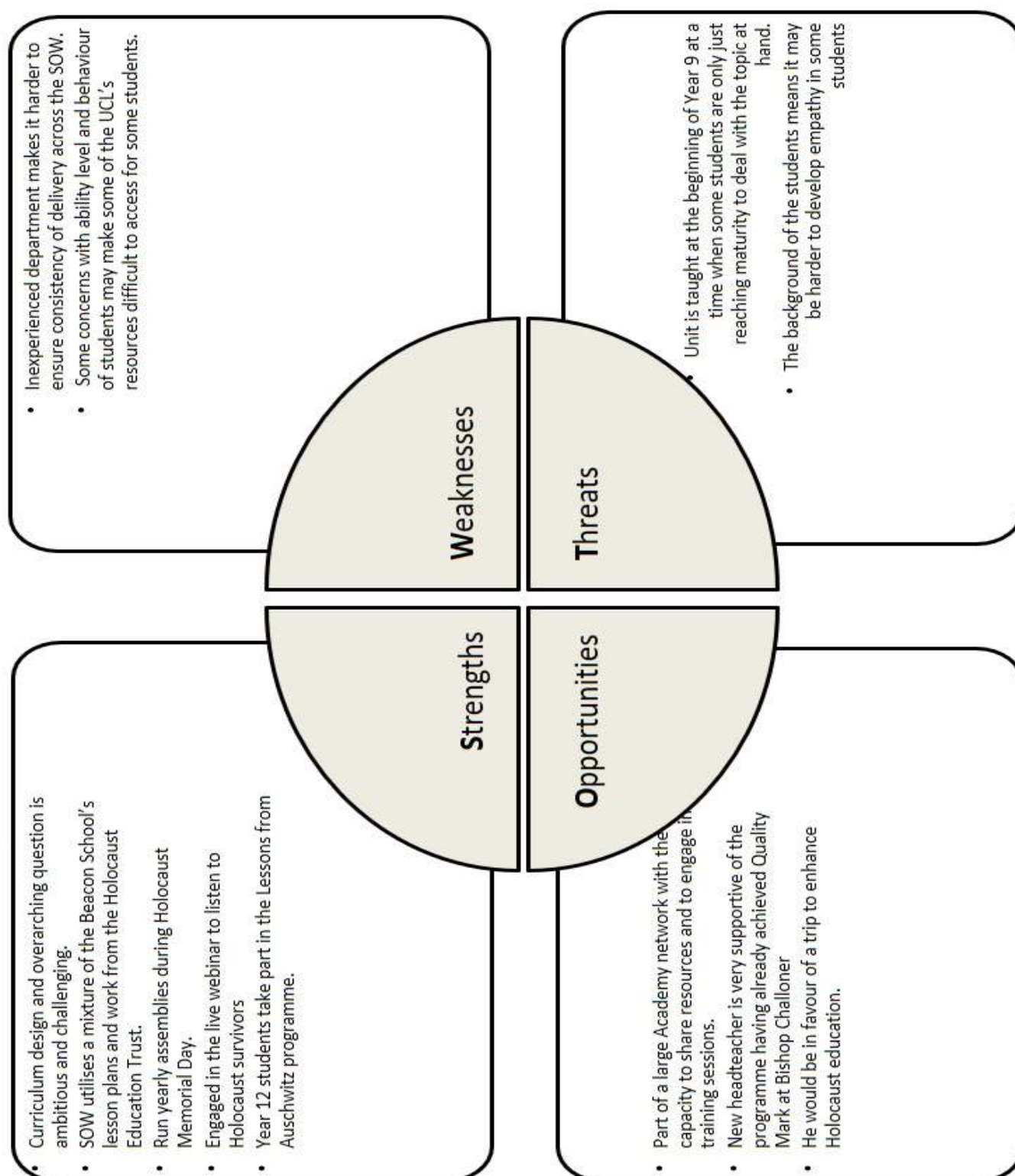
- Consider the development of a school Holocaust memorial or garden – this is in response to the students engaging in designing and reflecting on memorial spaces. This could be a value and ethos driven focal point, perhaps for Holocaust Memorial Day events in years to come and serve an SMSC and community function.
- Consider a review of current strategic provision of SMSC and Fundamental British Values across Harris Academy South Norwood. 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, RP 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 (Lesson 9) 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](mailto:n.wetherall@ucl.ac.uk) can provide the necessary contact details if interested in considering either of these programmes. The work you do in terms of Holocaust education would certainly underpin a strong application for either.
- 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 Federation 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 Marshall-Hick leave, Harris Academy South Norwood 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 Mr Soar 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)?
- Commit to ensuring Beacon School status is referenced and retained in the school’s Improvement Plan and documentation for the duration of the Quality Mark Award. Including the status in the schools plans serves to help protect the development and reflection time; embed and share best practice as indicated during visit. This could be as a stated target, or as an example or reference point regards holistic aims.
- Continue to embed CPD opportunities in conjunction with UCL Centre for Holocaust Education within your professional development calendar. Aim to schedule at least one CPD event linked to Beacon School status a year – whether hosting a full CPD day to ensure capacity and critical mass in the school, or further building your network or engage your Federation to host a specific twilight opportunity. This will ensure a thriving hub is focused upon Harris Academy South Norwood 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 Harris Academy South Norwood 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 Harris Academy South Norwood achieved full accreditation.

**SWOT analysis of TandL:** Completed by Alan Marshall-Hick, Harris Academy South Norwood (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 Harris Academy South Norwood's designation as a UCL Beacon School for Holocaust education from 2018-2022.

\*Renewal of Beacon School status can be again sought within the 2021-2022 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:** What a pleasure to visit and see Harris Academy South Norwood's evolving specialism in Holocaust Education. The provision for and quality teaching and learning about the Holocaust is impressive and the commitment to develop genocide education ambitious. This Quality Mark is richly deserved recognition of your commitment to, innovation within, Holocaust teaching and learning being supported by SLT and tied explicitly and implicitly to school values, pedagogical vision, policy and practice. All this being driven by a passionate and gifted middle leader ensuring that research-informed pedagogy is shared to support school improvement and in a spirit of openness to support colleagues. Thankyou to the students who welcomed me to their school and spoke so eloquently about their learning and to the staff and senior leaders who gave me precious time to reflect upon the impact of their CPD, experience of Holocaust education and the outcomes for their learners. Together, Harris Academy South Norwood, students and staff ensured I had a positive visit; with so much to celebrate – you should all be very proud of all you have achieved to date.

**Date:** October 2018

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



**Comment:** We are delighted to award Harris Academy South Norwood with the UCL Centre for Holocaust Education 'Quality Mark' and re-designate your Beacon School status for a further three years. We congratulate Mr Marshall-Hick, Mr Soar, 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.

