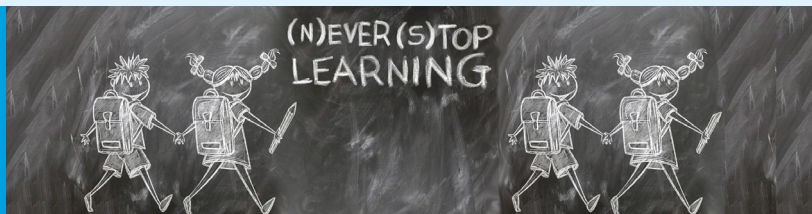


# Welcome



**W**elcome to Issue 1 of the Thinking, Teaching & Learning Newsletter for Paignton Academy!

In this first edition, we are excited to celebrate the outstanding thinking, teaching and learning taking place across our school during terms 1-3. This newsletter shines a spotlight on the exceptional achievements of both our students and staff, showcasing the dedication, creativity, and passion that drive our learning community forward.

## METACOGNITION

### *Helping Your Child Become a Stronger Learner*

Metacognition is the ability to think about one's own thinking and learning processes. It helps students plan, monitor, assess and evaluate their understanding, allowing them to become more independent and effective learners. When children develop metacognitive skills, they can identify which study strategies work best for them, set goals, and adjust their approach when faced with challenges. This not only improves academic performance but also builds confidence and problem-solving abilities that are valuable beyond the classroom. Encouraging your child to reflect on their learning can help them develop lifelong skills for success.

A core part of Cognitive Education is the use of 'Thinking Tools'. Students in our classrooms will learn to structure and organise their thinking through the use of Thinking Maps, Hats and Keys. This year the students across all subjects have been using Thinking Maps to visualise thinking.

[https://youtu.be/6sp\\_EJFdUyM](https://youtu.be/6sp_EJFdUyM) (Thinking Maps video link )

## THINKING MAPS

Thinking Maps are a powerful way to visually represent information and complex ideas making it easier to access, understand and organise knowledge. Thinking Maps enhance critical thinking and problem-solving skills by allowing users to identify relationships and connections between concepts.

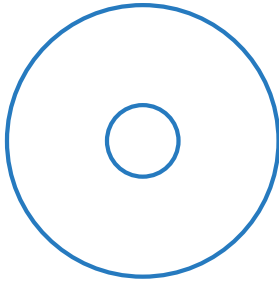
Please see the eight Thinking Map templates on the next page and examples of how different subjects have incorporated thinking maps into their learning throughout this newsletter.



# Thinking Maps

CIRCLE MAP

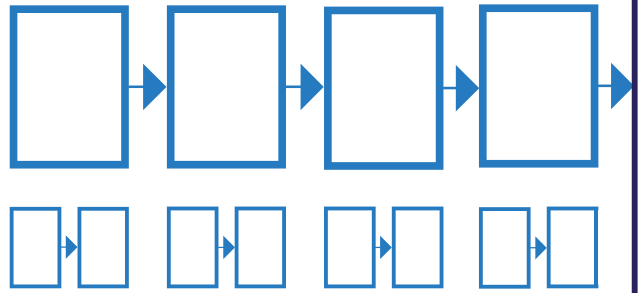
FRAME OF REFERENCE



Defining in Context

FLOW MAP

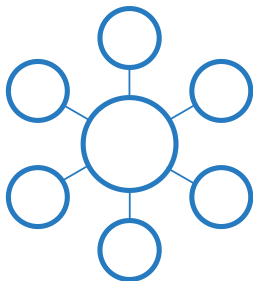
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Sequencing

BUBBLE MAP

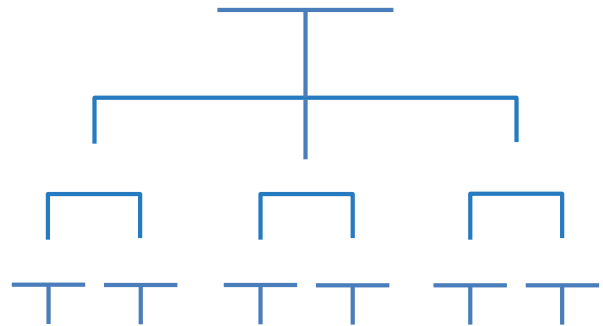
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Describing

TREE MAP

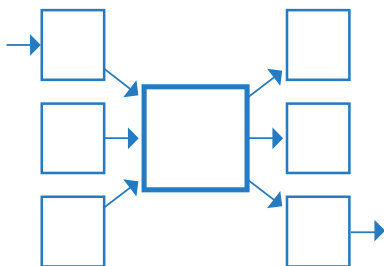
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Classifying

MULTI FLOW MAP

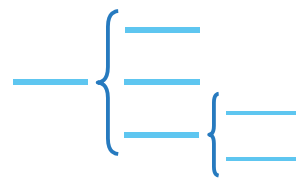
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Cause - Effect

BRACE MAP

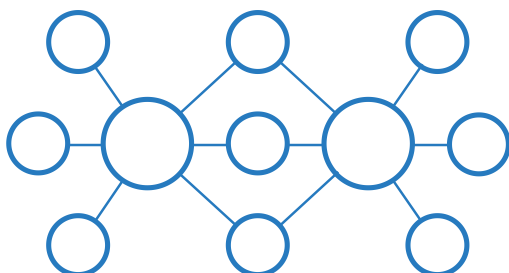
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Whole - Parts

DOUBLE BUBBLE MAP

FRAME OF REFERENCE



Comparing - Contrasting

BRIDGE MAP

FRAME OF REFERENCE



Seeing Analogies

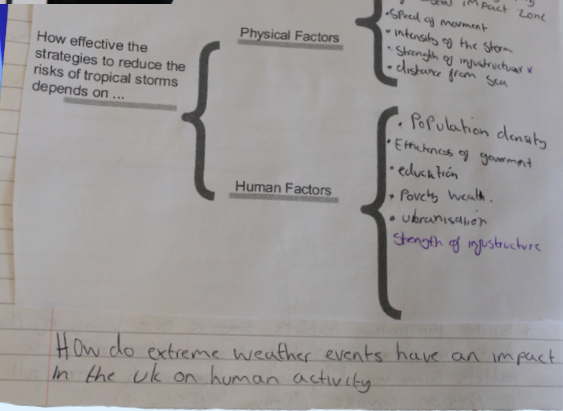
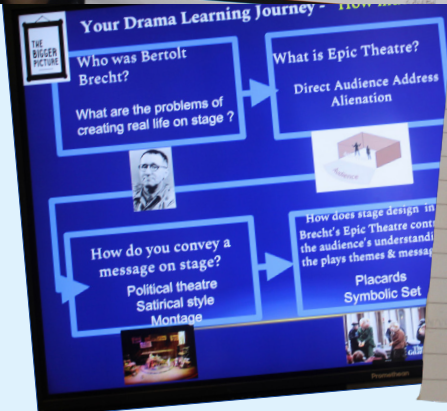
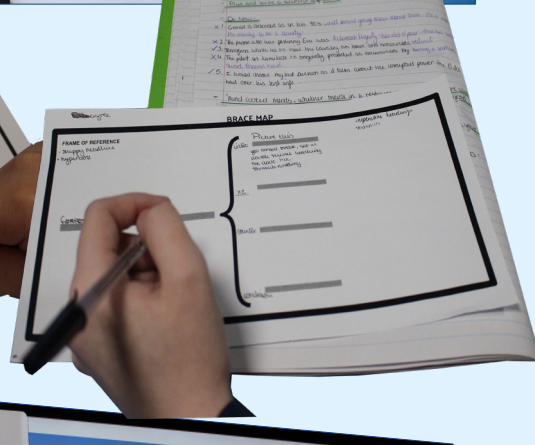
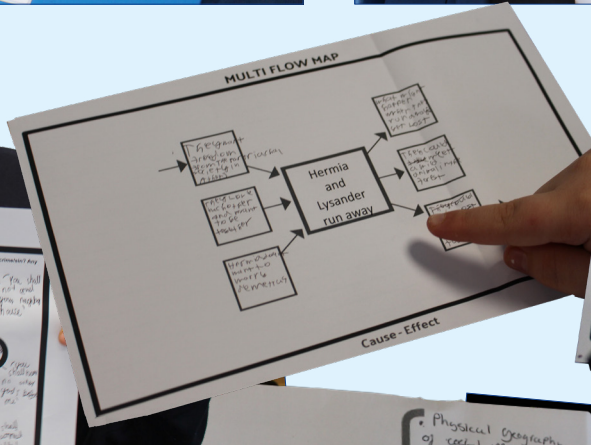
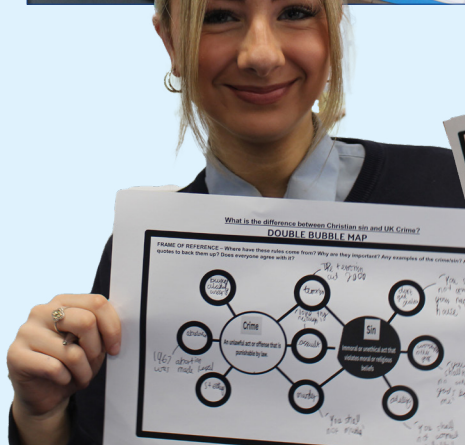
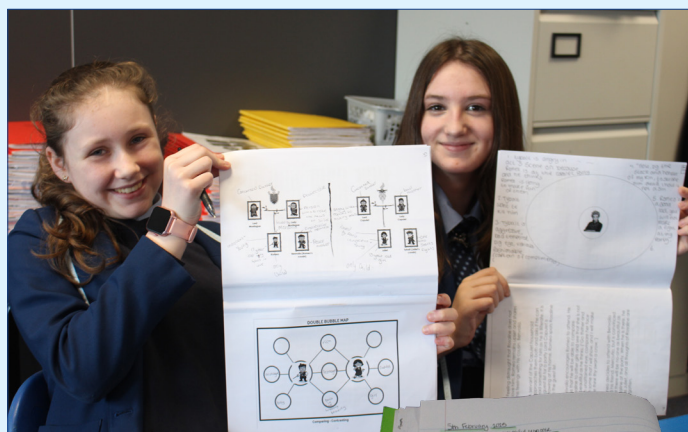
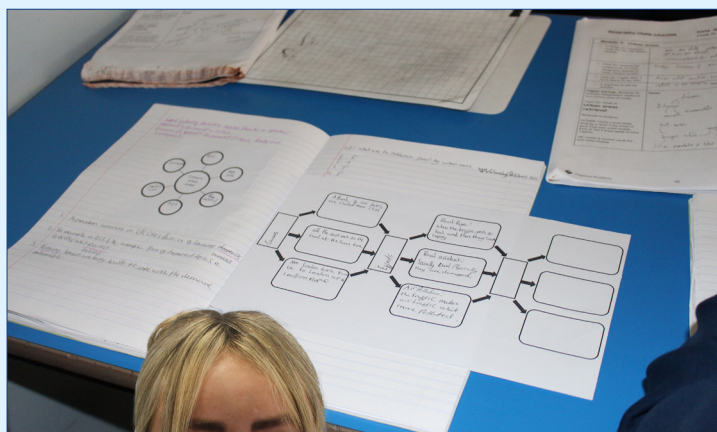
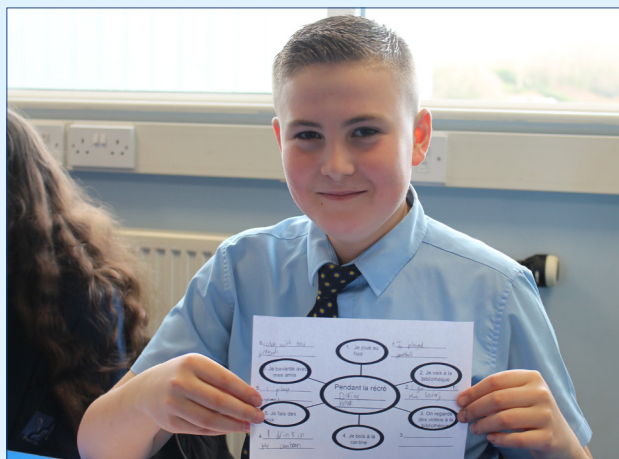
# WE ARE ONE THINKING WEEK 3<sup>RD</sup>-7<sup>TH</sup> FEBRUARY 2025

## CELEBRATING THINKING MAPS DAY!

WEDNESDAY 5TH FEBRUARY

This week Paignton Academy buzzed with excitement as we celebrated our 'Week of Thinking'! It was an opportunity to promote thinking and the power of the metacognitive approaches we take as part of the Thinking Schools Academy Trust to transform students' life chances.

We are excited to share the highlights of our Thinking Maps Day which took place on Wednesday 5th February. We focused on integrating Thinking Maps across all subjects, in every lesson, and for all year groups. The results were truly inspiring!



Both students and staff produced fantastic work throughout the day, driving forward deeper thinking and showcasing the power of these visual tools. Thinking Maps have proven to be invaluable in helping us organise our thoughts, understand complex concepts, and communicate more effectively. It was wonderful to see everyone actively participating, learning new techniques, and sharing their experiences. The creativity and critical thinking displayed were remarkable.

Thank you to everyone who contributed to making Thinking Maps Day such a success.

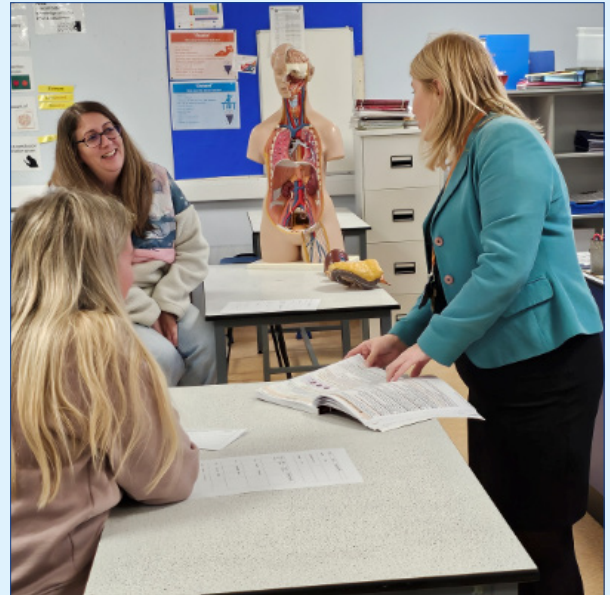


# Metamemory Parent Forum

On the evening of Thursday 28th November, a number of our parents and carers came back to school to participate in a parental workshop focusing on home learning and the use of metamemory to facilitate the progress of their children.

The aim of the workshop was to give the parents the tools to support their children at home, this workshop focused on retrieval methods as a very early introduction to what metamemory is and how it can support learning.

Each parent visited two workshops, delivered by staff at the Academy. They took part in a lesson and were talked through a retrieval method, how it worked and how they could use it at home with their child.



We would like to thank our parents and carers who enthusiastically took part in the sessions. We would also like to thank all the staff for their hard work in putting the evening together. We hope to run two more of these later this year.



# Professional Growth Through the NPQSL:

## A Journey in Leadership and Learning

As the Careers Lead at Paignton Academy, I have always been deeply committed to growth; both personal and professional. My educational journey, from earning a degree in Social Psychology to achieving a Level 6 Careers Guidance Diploma and a Level 7 qualification in Careers Leadership and Management, has shaped my passion for discovery and my drive to continually improve.

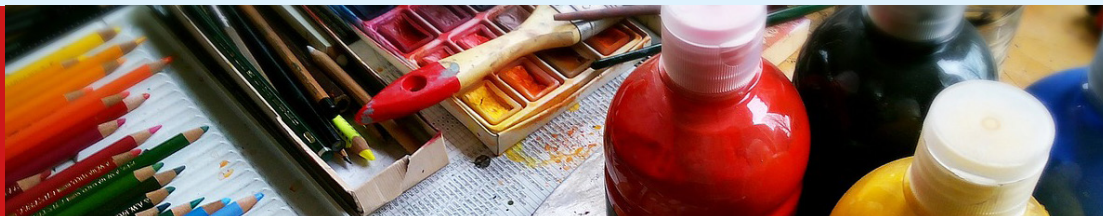
Embarking on the NPQSL is the next step in my development, allowing me to broaden my knowledge and understanding of whole-school leadership. This programme offers the perfect opportunity to reflect on my practice, enhance my expertise, and contribute more effectively to the Academy's goals. By deepening my understanding of school systems and strategy, I aim to strengthen the role of careers education and guidance within the broader context of student success.

I am driven by a lifelong love of learning. Whether it's gaining new qualifications, exploring innovative practices, or finding creative solutions to challenges, learning enables me to be the best version of myself. For me, the process of reviewing, reflecting, and making lists is essential. It allows me to track personal progress, celebrate accomplishments, and maintain a clear focus on what lies ahead.

Through studying the NPQSL, I hope to not only grow as a leader but also to ensure that the support I provide to students is rooted in a deeper understanding of whole-school priorities. My goal is to empower students with the guidance they need to explore their futures confidently while contributing to the Academy's success.

This journey reflects my belief that professional growth is not just about gaining knowledge. It's about applying it to make a meaningful difference. I am excited to see where this path will take me and how it will enhance the service, I deliver to those who rely on careers support.

Laura Hay, Careers & Support Staff Development Lead



## Paignton Academy's Christmas Card 2024

Art & Design students at the Academy were invited to design the artwork for Paignton Academy's Christmas card 2024. Students were able to work on their creative designs during Art Club and at home.



WRC - 1st -Jess Tipton 7WB1,  
2nd Robyn Richards 7WB1, 3rd Evie Barum-Weston 8WP1



BRC - 1st Willow Richards 8BB1, 2nd Eden Haggerty 7BB2,  
3rd Jasmine O'Sullivan 8BE2

We had over 100 entries across both sites, each student received house points. The standard was superb, and the judges had a tough time deciding on the winning entries. In fact, they had to choose a top three at Borough Road and a top three at Waterleat Road!



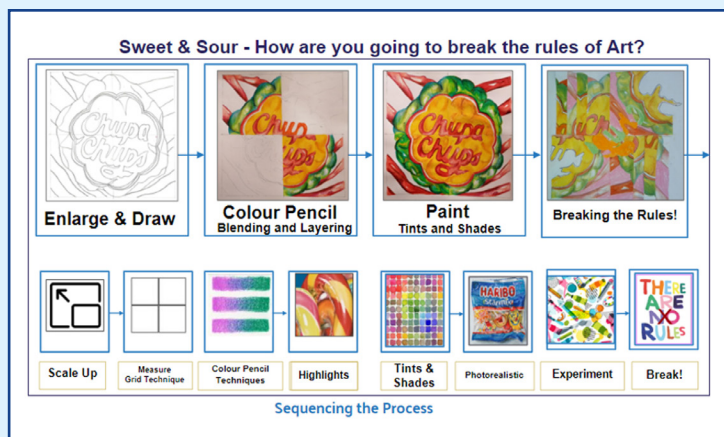
## Young Artists Shine in Key Stage 3 Art

Students from Years 7, 8, and 9 showcased their exceptional artwork last term, as part of their Key Stage 3 curriculum. Among the talented artists are Charlotte from Year 7 and Isabelle from Year 8, whose remarkable creations have impressed both teachers and peers alike. Congratulations to all the students for their outstanding work!



## Flow Maps

One of the thinking strategies in our tool kit is a flow map, these are used to show how things are linked with one another. Flow Maps are beneficial for procedures and how to organise a series of events. They can also help students break things down step-by-step. Flow Maps are used to illustrate the stages of a cycle or system in order. They read from left to right so are easy to understand. Within Art & Design we have been developing flow maps to help students to sequence the making process of our outcomes. Here are some of our examples:





# Careers

# SUCCESS

## Driving Literacy Through Careers Education: Year 8 Torbay Dragons' Den at Paignton Academy

At Paignton Academy, our commitment to fostering student success extends beyond the classroom. Our Careers Team is proud to highlight the success of our Torbay Dragons' Den initiative, a programme designed to blend Labour Market Information (LMI) with literacy development, empowering students to explore local industries while enhancing essential reading and writing skills.

The Torbay Dragons' Den programme is a unique approach to career education, addressing the school improvement priority of driving literacy across the curriculum. Students actively engage in tutor-time activities that not only introduce them to key industries within Torbay but also develop their ability to process, understand, and use technical vocabulary effectively.

Highlights of the programme include:

- **Understanding LMI:** Researching the career paths of Dragons' Den mentors and identifying the industries they represent.
- **Exploring Local Careers:** Expanding industry-specific vocabulary through word searches and matching tasks.
- **Persuasive Writing:** Crafting compelling business plans using rhetorical techniques such as pathos and logos.
- **Group Mentoring:** Hands on mentoring by one of our Dragons who work in the industry that our students have created/developed their product within:
  - \* Scott Thomas Sales & Operations Manager - Inter-Line Building Supplies
  - \* Alison Hannah - owner of The Clay yard
  - \* James Murphy – Project Engineer/Marine Scientist - Arc Marine
  - \* Phil Mitchell – Photonics and Engineering expert - Bay photonics

The integrated approach to careers education and literacy demonstrates how Paignton Academy is equipping students with the skills and knowledge they need to succeed. By embedding LMI and industry-specific learning into our curriculum, we are not only enhancing literacy but also inspiring students to think critically about their futures.

We look forward to seeing our students' creativity and hard work shine as they compete to become the Torbay Dragons' Den champion!



Mrs Hay



Mrs Vere



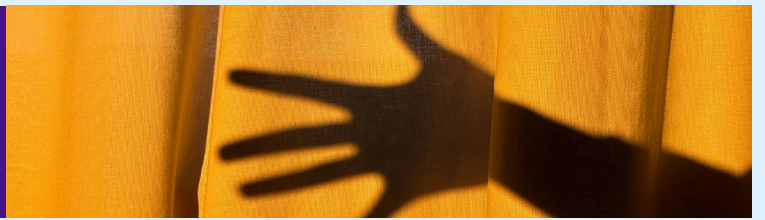
Mrs Deane



Mrs Barter

*Paignton Academy Careers Team*

# Drama



## Year 9 Drama Students Explore Deeper Meanings in Fairy Tales



Year 9 drama students have been studying the work and techniques of Bertolt Brecht, focusing on the deeper meanings within fairy stories. Brecht's theatre style, which encourages audiences to think critically about societal issues, has been a key part of their learning.

The students have been working on the story of "Little Red Riding Hood," retold from the perspective of different characters. This project aims to develop their devising skills and help them understand complex narratives from multiple viewpoints.

## Unleashing Creativity: Year 10 Drama Students Tackle the Seven Deadly Sins

Year 10 GCSE drama students are currently working towards their devised exam performances. Devising is creating an original drama piece collaboratively by the performers, through improvisation and exploration rather than starting from a pre-written play. Classwork has involved exploring a range of stimuli centred around the theme of the Seven Deadly Sins. To further develop their devising skills, students have been working with Doorstep Arts through practitioner led workshops.





# English

## English Writing Competition

KS3 pupils have had the exciting opportunity to enter a national writing competition entitled 'Fight or Flight' this term.

Pupils gave up some of their lunch times to work with their teachers on their entries for their 100-word story. Pupils were given complete freedom on which direction to story could travel as long as it met the brief of 'Fight or Flight'.



**FIGHT OR FLIGHT****STORY PROMPTS**

Remember: 'fight' doesn't have to be a physical fight. It can mean: standing up for someone; confronting the problem; doing the right thing; getting help; or making the effort to fix the situation. Stories that show violence in a positive light without any consequences cannot be accepted for the competition.

**AN ALIEN SPACESHIP LANDS OUTSIDE YOUR HOUSE.**

**YOU'RE UP AGAINST YOUR RIVAL IN THE FINAL.**

**WALKING HOME AT NIGHT, YOU HEAR FOOTSTEPS BEHIND YOU.**

**A SHIP YOU'RE ON STARTS SINKING.**

**YOUR FRIEND GETS DETENTION, BUT YOU KNOW THEY'RE NOT GUILTY.**

**YOU'RE ABOUT TO TAKE AN EXAM.**

**YOU WITNESS A ROBBERY IN PROGRESS.**

**THERE'S AN INTRUDER IN YOUR HOUSE.**

**YOUR PARENTS CONFRONT YOU ABOUT STAYING OUT TOO LATE.**

**A FIRE STARTS IN YOUR BUILDING, YOU HEAR A CRY FOR HELP.**

**YOU SEE SOMEONE BEING BULLIED.**

**YOUR FRIEND HAS BROUGHT A KNIFE TO SCHOOL.**

**SOMETHING IS FOLLOWING YOU IN THE FOREST.**

**THERE'S SOMETHING YOU'VE TRIED TO MASTER, BUT YOU'RE STRUGGLING.**

**YOU SEE SOMEONE BEING TREATED UNFAIRLY.**

**THE ENEMY APPROACHES. THEY OUTNUMBER YOUR TROOPS.**

**A SUPERVILLAIN SEES THE HERO ARRIVE.**

**YOU'RE TRYING TO ESCAPE, BUT THE GUARDS HAVE BEEN ALERTED.**

With the help of some story prompts and Year 9 linking their stories to their recent Gothic genre, pupils have completed their entries and are awaiting results to see if any of them will be prize winners!



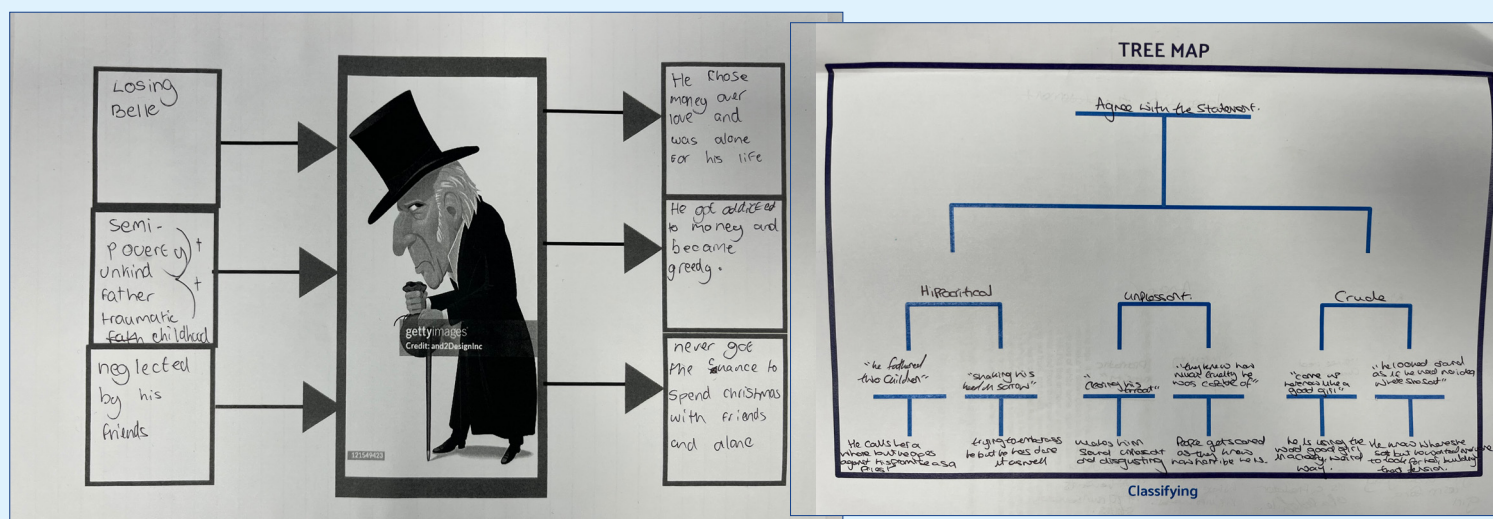


# English contd.

## Thinking Maps and A Christmas Carol

In order to help structure an answer to a 20 mark question, the tree map allowed students to think about using a range of evidence to support their views and then explaining multiple interpretations of the evidence in order to develop their responses. They then used these tree maps as the basis of an extended piece of writing in response to an evaluative task.

Year 10 had finished reading Chapter 2 of A Christmas Carol and were thinking about the factors that made Scrooge the way he was. The input factors were all based on events that The Ghost of Christmas Past had shown him. The output factors were all events from Chapter 1, allowing for recall and retrieval practice based on previous learning.



## Engaging Year 11 Students in 'An Inspector Calls' Revision

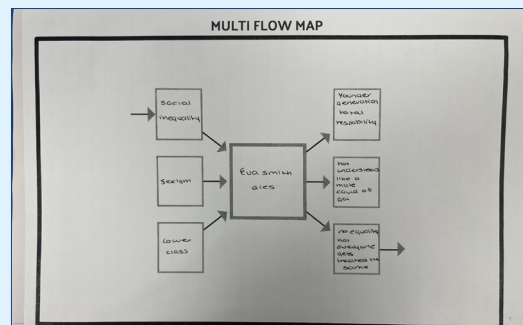
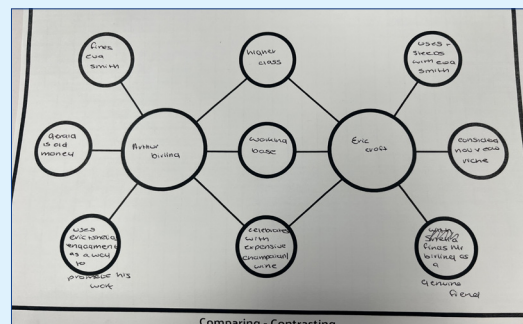
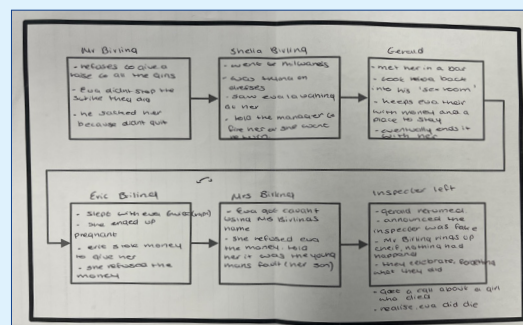
As part of our Year 11 English curriculum, we have been using innovative methods to help students prepare for their PPEs. One of the key texts we are focusing on is J.B. Priestley's An Inspector Calls. To enhance their understanding and retention of the play's themes, events, and characters, we have incorporated Thinking Maps into our lessons.

To sequence the events of the play in order. Students created a **flow map** to outline the key events from the arrival of Inspector Goole to the final revelations. This visual aid helps them understand the plot's progression.

To explore the societal causes of the main events in the play, we used a **multiflow map** to analyse the factors that led to Eva Smith's tragic fate. Students identified and discussed various influences such as class disparity, gender roles, and economic pressures, deepening their understanding of the play's social commentary.

To compare two characters and how they are presented, students used a **double bubble map**. They examined their differing viewpoints, motivations, and roles in the play, which helped them appreciate the contrasts and conflicts between characters.

These visual tools have made revision sessions more interactive and effective, encouraging students to engage critically with the text.



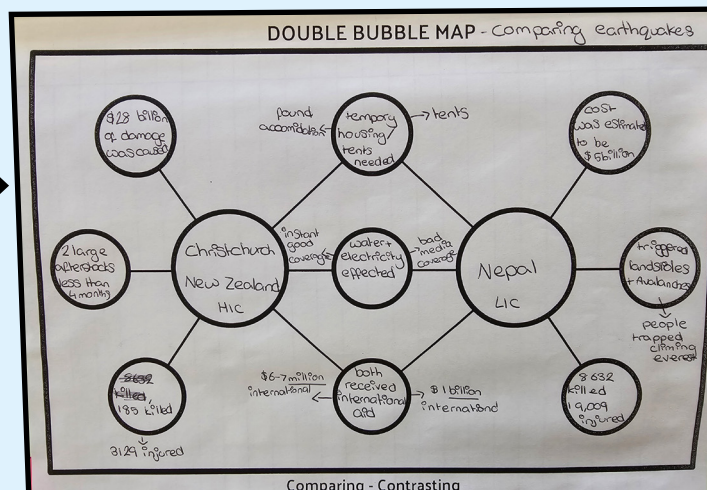
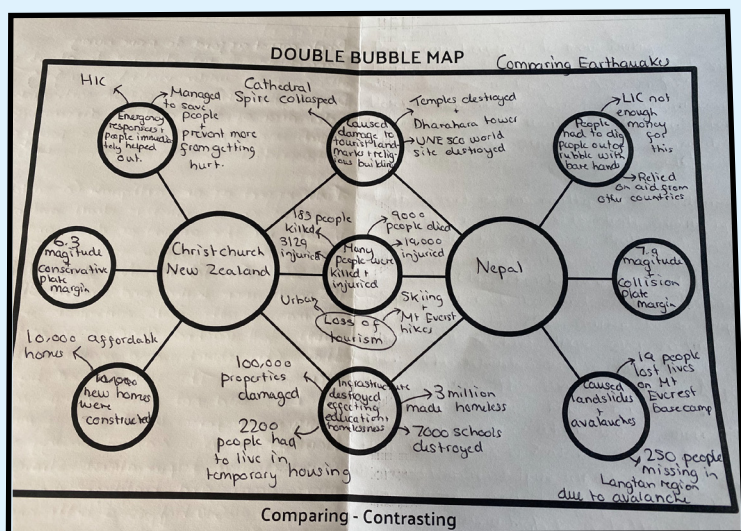


# Geography

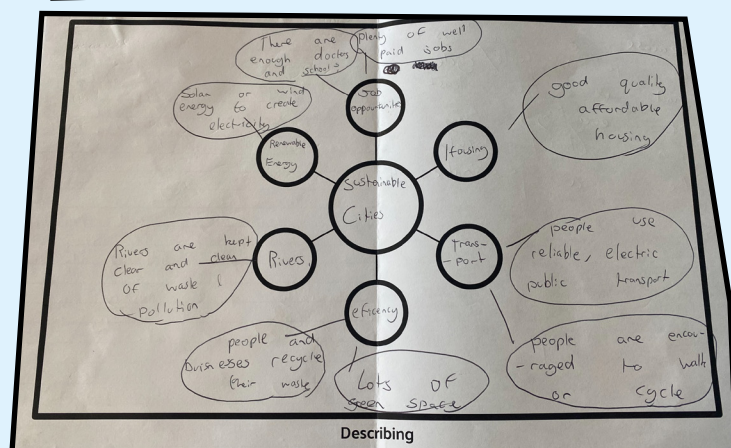
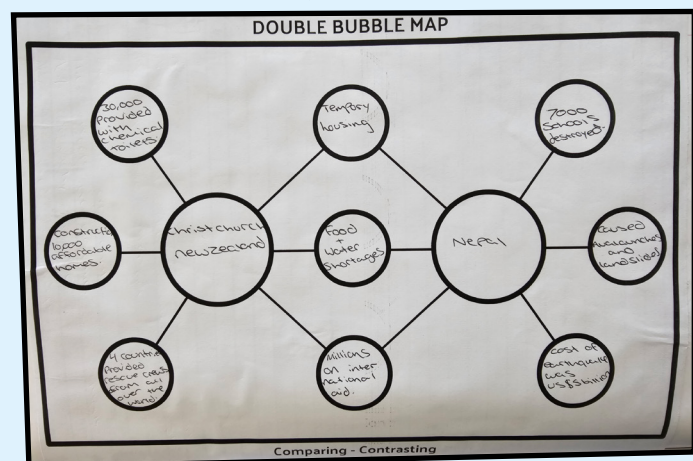
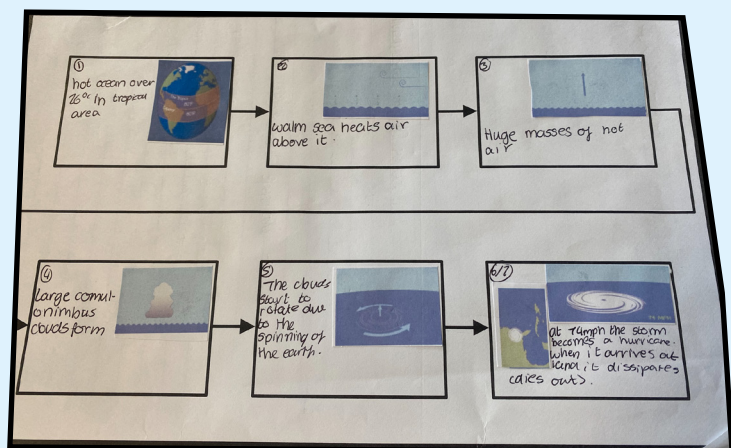


## Geography Lessons: Visual Tools for Understanding Natural Phenomena

In our recent geography lessons, students have been using a double bubble map to compare and contrast two tectonic case studies. This visual method effectively highlights how wealth and development influence the impact and responses to earthquakes, enhancing students' understanding and critical thinking.



Additionally, students have been utilising a flow map to explore the process of hurricane formation. By tracing the sequence of events from initial conditions to a fully formed storm, students gain a clearer understanding of the complex dynamics of weather systems.

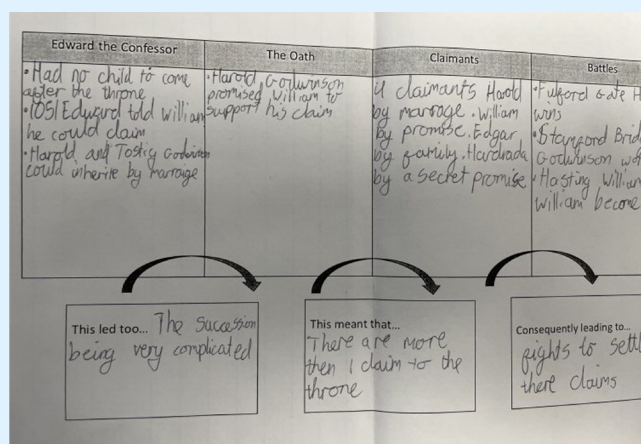
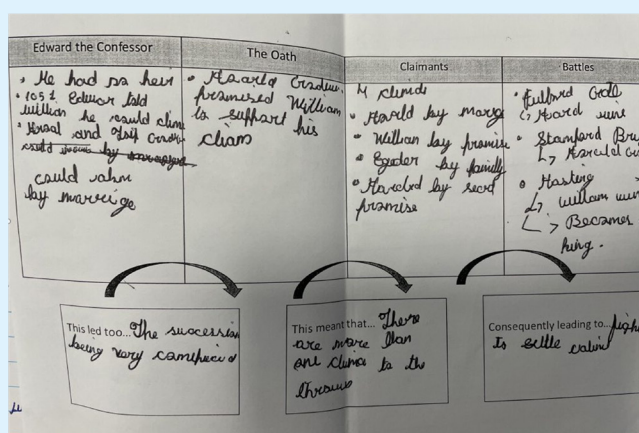




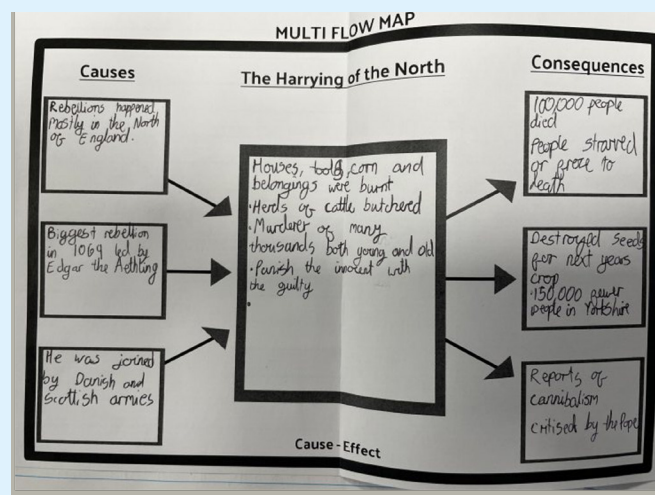
## Paignton Academy Historians unlock their potential through meta-cognition

Students at Paignton Academy have been utilising a range of **Thinking Tools** to aid mastering disciplinary knowledge in History.

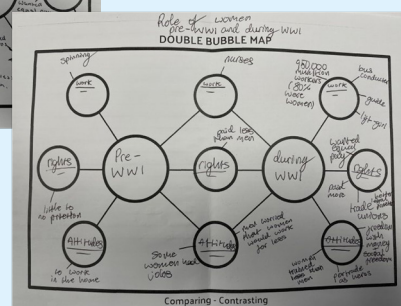
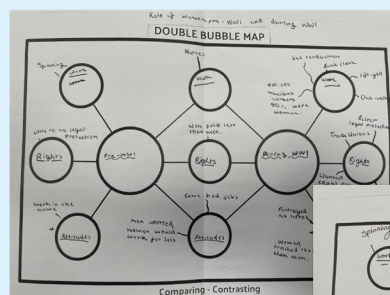
Our Year 7 students have been continuing their studies of Anglo-Saxon and Norman England, identifying key events leading up to one of the most significant Battles in our History; The Battle of Hastings. Students used a **flow-map** to create a narrative plan of how **Edward the Confessor** created a succession crisis in 1066!



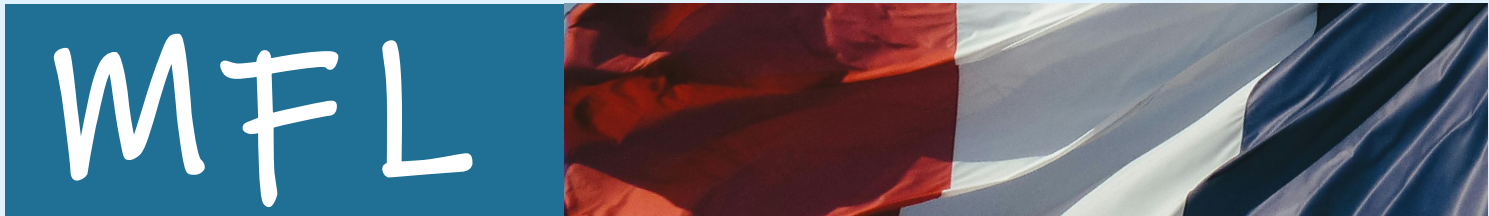
Further to this, we have been studying the **Normanisation** of England under William the Conqueror's rule! Students have been studying several ways William began to change England, leading the several revolts and rebellions across England, even in our local area with the Siege of Exeter in 1068. This culminated in students using a **multi-flow** map to master another disciplinary skill of **cause and consequence**. Students used this, to understand why William conducted one of his most savage attacks on the Anglo-Saxons during the Harrying of the North, students used primary evidence to see what happened in the actual event and then its short and long-term consequences.



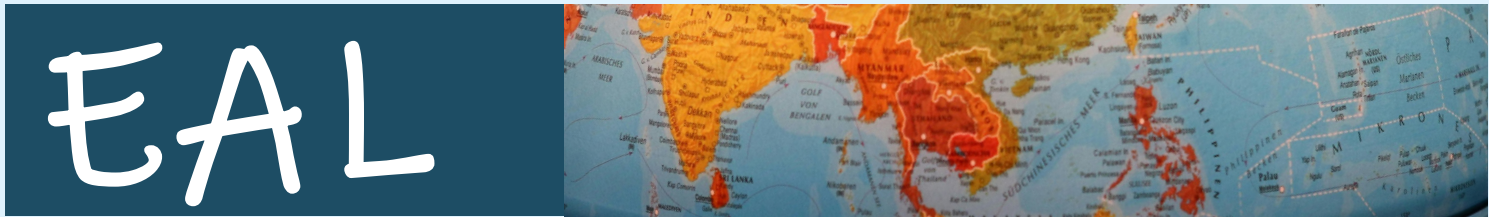
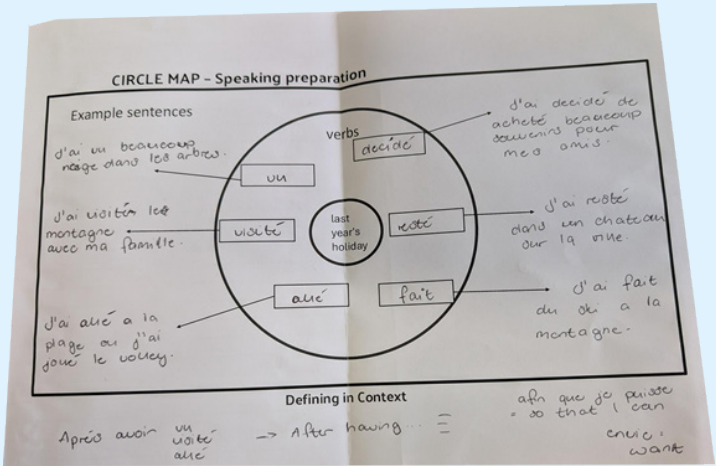
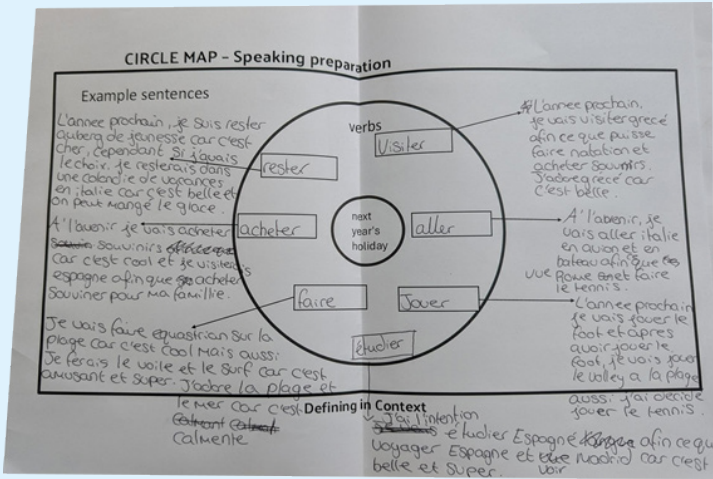
Year 9 students are currently in the midst of studying the First World War, to understand why it was known as the **Great War**. After looking at some of the most significant battles fought, we have turned our attention back to Britain, on the Home-front to understand how the war impacted Britain itself. We used a **double-bubble map** to see how far the role of women had changed during the war, compared to our previous investigations of the roles of women in past years of study. Students focused on three main areas to compare; work, rights and attitudes. This allowed students to further their disciplinary knowledge of **similarities and differences**.







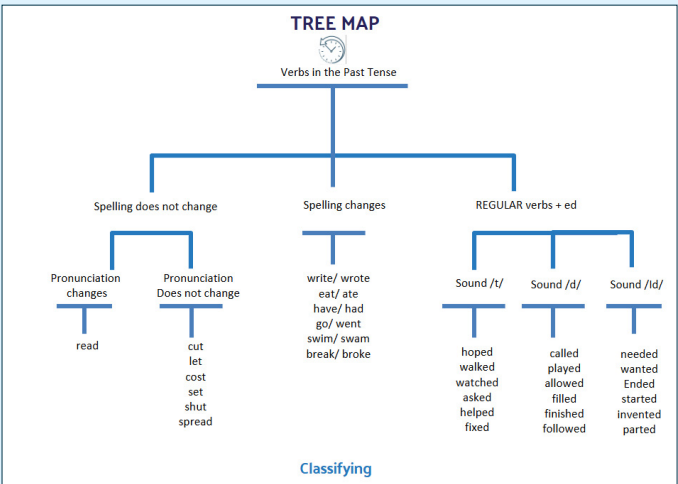
This is Y10 French planning for a spoken assessment in Term 4.



Mrs Rabicano, our EAL Coordinator, works with bilingual students across both sites in a variety of different ways. This may include teaching students to read using the Roman alphabet, facilitating understanding in the classroom and supporting individuals with pastoral challenges. Mrs Rabicano's room is always buzzing with different languages at break and lunch times, and students have the opportunity to make cross-year friendships.

We recognise the importance of using the first language in the classroom. Thinking in your stronger language facilitates understanding in your second language.

Mrs Rabicano will run the second round of the Young Interpreter training after the half-term holiday, so if you are interested in your child participating, please get in contact. Our first group of trained interpreters has done an amazing job!



The exemplified **tree map**, as it is useful for students at all levels of English language acquisition. It encourages students to organise their knowledge of verbs in the past tense, and to think not just about spelling, but also about pronunciation. It is a bank that students can build upon in all subject areas.



# Music



## Year 10 Musicians Shine in First Solo Performances

In term 2 half of Miss Peter's Year 10 GCSE music class had their first solo performance and recording of these pieces for their GCSE music qualification.

Each student performed to the class whilst being recorded for the first time on the course. The students have all been rehearsing for their solo performances since September and the first batch of performances went very well!

Whilst listening to each other, the class also peer-marked one another's performances against the GCSE music solo performance criteria to develop their understanding of how they will be marked at the end of their course.



Everyone was supportive of one another and created a positive atmosphere. Alex and Luke also offered excellent technical help to ensure the recordings ran smoothly. Well done everyone - I'm looking forward to hearing the next batch of performances for the remaining members of the class in term 3!



## Year 8 Keyboards: A Musical Journey

Miss Kerek's Year 8 music students have been studying the keyboards this term. This is a full workout for the brain in many ways as the skills needed to read and play keyboards include: sight reading two different lines of music, listening to notes being played and adjusting playing accordingly, both hands playing different rhythms interdependently, keeping in time and synchronising sensory and motor activity, understanding how to find the notes on a keyboard and artistic expression to capture the mood of the song by adjusting the dynamics, articulation, rhythm and expressive timing.





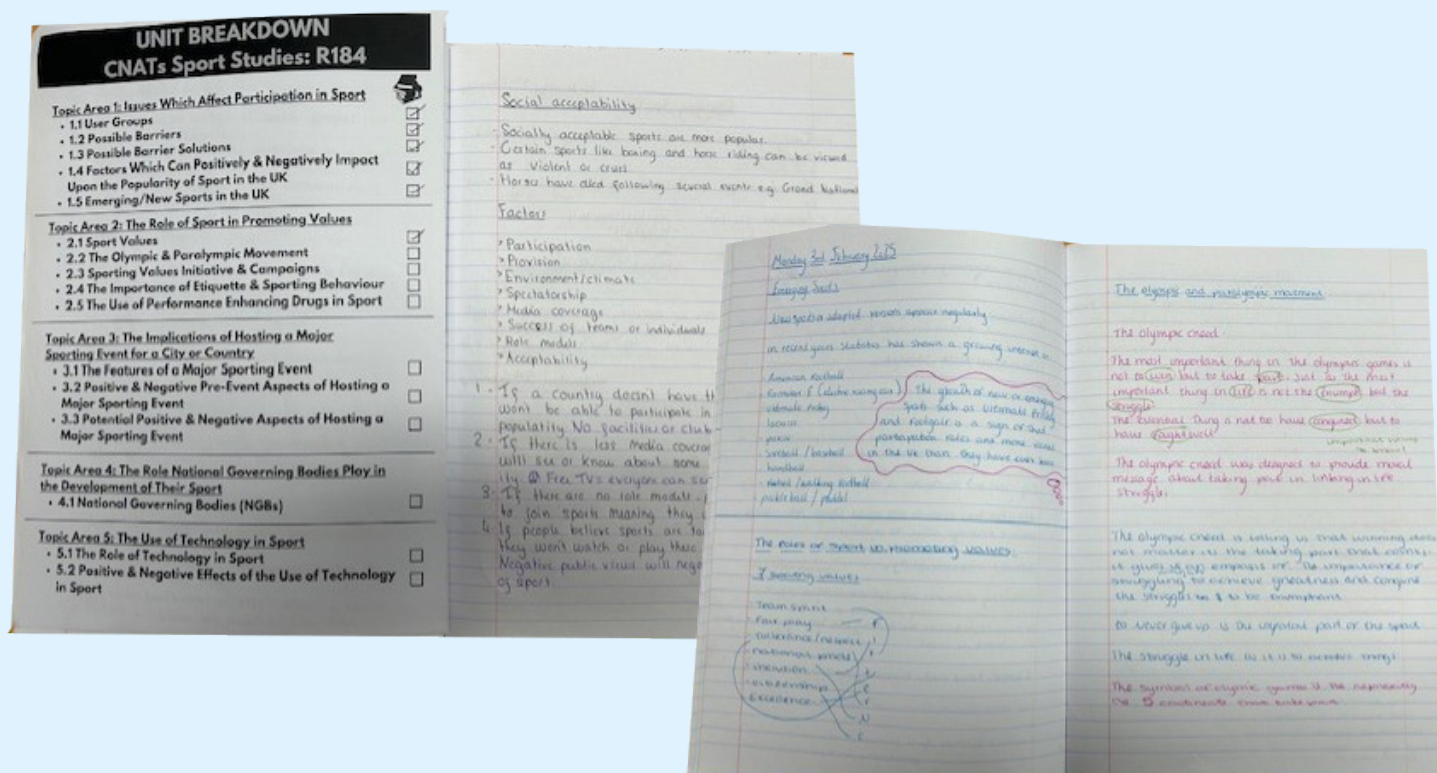
## PE Students Spend Time in the Kitchen as Pickleball Hits the Curriculum!

Students at Waterleat Road have become the “Pickleball Pioneers” as boys across Years 8-11 have become the first students to undertake the sport as part of the new PE curriculum.

Pupils within these year groups have been tasked with developing their skill levels and their understanding of the core knowledge of the Pickleball curriculum, with the overall objective of becoming skilled performers within the sport, and students have demonstrated terrific engagement and attainment throughout this sequence of learning.

The new Pickleball curriculum will make its way to Borough Road later in the academic year, where students will be challenged to meet the fantastic standards set by their Waterleat Road counterparts throughout their programme of study.

With Paignton Academy being the first school in Torbay to add this rapidly growing sport to its core curriculum, it is a very exciting time for Pickleball enthusiasts!



## Year 11 Sport Students Set New Heights with Leadership Efforts!

Year 11 Sports Studies students have continued to demonstrate outstanding levels of organisation and enthusiasm as they have undertaken the leadership element of their R185 Practical Sport component.

The task challenges our pupils to plan and lead a coaching session from a selected sport to a group of peers or younger students, with the overall objective of teaching new skills to the students they are working with.

The leadership episode has seen our students excel in their abilities to lead their groups throughout a series of skills-based activities, as well as assessing the achievements of their groups by targeting questions to gauge improvements made in their lessons. With so much quality on show, it would be impossible to name individual stand-out performers, with a lot of our learners looking like the trainee teachers of the future as a result of their superb deliveries.

Students will now shift their focus to reviewing the planning and coaching of their leadership sessions in order to complete the evaluation task of their R185 component and complete the unit as a whole.

Fantastic work from all students involved!



# Science



## SCIENCE 'WONDERSTRUCK SCIENCE SHOW

Science enthusiasts were thrilled by the explosive Wonderstruck Show Torbay, January 29, 2025. The Borough Road Centre Arena was buzzing with excitement as science enthusiasts gathered for the much-anticipated Wonderstruck show, presented by Paignton Academy.

The event promised an explosive behind-the-scenes look at rocket-making, with eager attendees of all ages ready to witness the thrilling demonstrations. The show featured a series of captivating experiments, complete with bangs and explosions!

The Wonderstruck show was a resounding success, inspiring many to explore the world of science further.



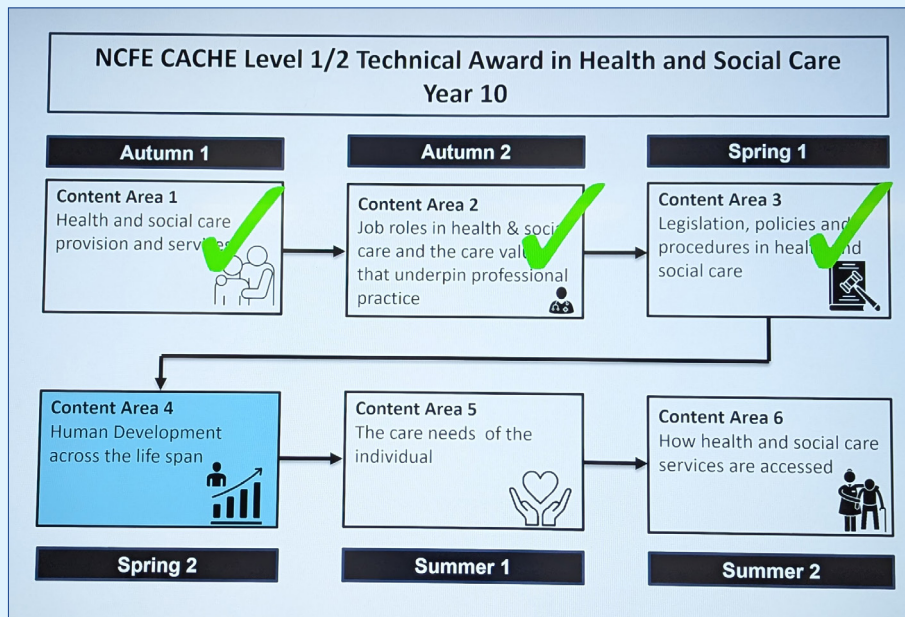


# Social Sciences



## Using Flow Maps in Social Sciences

In Social Sciences we consistently utilise flow maps at the beginning of each lesson to enhance understanding. Recently, our Year 10 HSC students explored the use of bubble maps, adding a new dimension to their learning experience.



## Higher Attainment Evening

A huge thank you to staff who helped support the Higher Attainment Evening in September 2024, where staff delivered sessions for our top performing year 10 and 11 students on how to achieve top grades in English, Maths and Science as well as top tips on revision, metamemory, metacognition, careers and next steps.

At Paignton Academy we have some fantastic students who go on to achieve great things. Events like this help to prepare our students for their exams, as well as inspiring and motivating them to aim high and achieve!



*Our next newsletter, Issue 2 will be published in July 2025, celebrating Thinking, Teaching & Learning in terms 4, 5 and 6.*