

TEACHING & PEDAGOGY:

- *Taught 1-1/ small groups / whole class.
- *High Expectations, subject specific knowledge, understanding & wide skills set.
- *Use of paired/group discussion, alongside enquiry and prediction skills.
- *Practical safe scientific skills

RESOURCES:

- *AQA revision packs
 - *STEM resources
 - *Scientific apparatus as required
- Reference books for extended learning.

PLANNING & EVALUATION:

- *Road Maps & Programme of Study.
- *Schemes of Work & Lesson Task sheets with Lesson plans, objectives.
- *ILPs with gap identification audit from baseline induction lessons/tests
- *Skill progression & sequential learning through topics.

CURRIUCLUM DOCUMENTS FOR SCIENCE



- *Road Map overview: KS3; KS4; KS4 exams
- *Intent-Implement-Top 5 Impact includes SMSC; British Values & Careers/IAG; Mental Health
- *Enrichment opportunities:
Big Bang NEC show, exploring the local environment, Think Tank



Keep: being SEEN, SAFE, SECURE & SOOTHED

To Empower Learners to Become Successful: TRUST, HONESTY, CARE & RESPECT

* Success for all our students – ADAPTING & DESIGNING learning in its broadest sense to enable ACHIEVEMENT

* Inclusion – LISTENING, UNDERSTANDING & SUPPORTING

our students so that they can engage with learning to ASPIRE & ACHIEVE SUCCESS

IMPROVEMENT OUTCOMES:

- ACHIEVED:** * Activate science being used across KS3 to ensure the three strands of science (biology, physics and chemistry) are being covered.
- *Clear roadmaps to ensure biology is taught in KS4 in relevant topic blocks with gradual 'layering' of learning to ensure exam success.
- MAIN PRIORITIES:** *To be able to assess science pre-GCSE with relevant baselining. (ELC certificates)
- *New opportunities for making learning relevant, further hands on experiences
- INSET:** CP L1; SEND; SCIP;

ASSESSMENT/EXAMS PATHWAYS:

- *KS 3 topics: Organisms, matter, forces, genes, Earth, electricity, ecosystems.
- *KS 4: Cell biology, organisation, infection, bioenergetics, ecology, genes and variation. Differentiated, graduated Exam pathways:
 - *Student targets, tracking progress with working at grades; verbal and written feedback; modelling feedback etc.
 - *Displays of students work & subject specific displays.

PERSONAL DEVELOPMENT:

- *Fine Motor skills in various practicals.
- *Inquisitive thinking and ability to explore options to answer their own questions about concepts in science.
- *To explore and understand more the world around them.
- *To use trial and error to gather information.
- *To work safely in a laboratory.
- *Listening and group work skills encouraged.
- *Increased vocabulary