

Lancashire Education Awards



Case Study

Establishment name:	Scorton CE Primary & Calder Vale CE Primary
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Lead contact name	Helen Hesketh
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Lead contact email address	head@scorton.lancs.sch.uk
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Project title	Science for All
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Award gained

Award category	X
Innovate <i>A project that demonstrates practice that is new or ground breaking, which successfully engaged and enthused learners.</i>	
Achieve <i>A project had measurable impact on raising outcomes for pupils.</i>	
Invest <i>A project that has had a positive impact upon an aspect of the wider school community.</i>	
Collaborate <i>A project that involved work across more than one school or work with other agencies.</i>	X
Include <i>A project in provision for pupils with Special Education Needs and Disabilities</i>	
Inspire <i>A project that demonstrates embedded exceptional provision of an aspect of the curriculum. Practice will have been developed and refined over time.</i>	

Project summary (maximum 200 words)

The project involved Year 6 pupils at both primary schools working with Year 9 pupils from Garstang Community Academy on specific areas of the science curriculum. The project initially came about after a review of our science curriculum.

How did you identify the need for this project? What were you hoping to achieve?

1. Audit of current staff confidence and subject knowledge
2. Identification of specific areas of science that subject knowledge was less secure – light, electricity and forces

Discussion with Key Stage 3 colleagues identified that they had a need for better understanding of the Key Stage 2 science curriculum in order to ensure that in Year 7 and 8 pupils made the best possible progress.

We wanted to improve subject knowledge at Key Stage 2, improve understanding between colleagues at Key Stage 2 and 3 and provide opportunities for more able pupils in Y6 and Y9 to peer teach

Who led the project?

Rebecca Harwood

What steps/actions did you take?

Following from audit actions above:

engaged with key stage 3 staff to plan Inset and cross phase activities

Book Looks and work scrutiny along with curriculum investigation opportunities were undertaken with KS 3 science department to understand the upper key stage 2 curriculum, expectations and progress. A particular note was made of use of scientific language.

Workshops and INSET - Subject knowledge training provided from KS 3 and workshops planned for AGT pupils in Y9 to teach Y6 AGT in areas of forces, electricity and light. Teachers were able to observe this so that subject knowledge and use of scientific equipment was a focus area.

Equipment will now be loaned to primary schools to enable Year 6 pupils to share their learning with Year 5 and other year 6 pupils back in school

What was the impact of the project and how was this measured/assessed?

Subject knowledge was improved and is now a strength in the areas of light, electricity and forces. This was measured through book scrutiny, staff feedback and lesson observations. Statements from staff are available to support this application.
More able pupils had opportunities to work at a deeper level and were inspired by their year 9 coaches
all pupils benefitted from peer to peer teaching
Lesson study for colleagues across KS2 and 3 identified misconceptions held by children (these were identified through videoed lessons) which were then addressed. This raised awareness of future possible issues when teaching these subject areas.

What are the next steps? How will you follow up this work?

Summer term 2018/Autumn term 2018 to offer AGT workshops following this pattern whereby AGT pupils then return to school and teach their peers. This will be done through the AGT small schools cluster (Garstang)

Do you have any other advice for establishments that might be considering a similar project?

Working cross phase is really effective, don't be afraid to ask for support and do projects together. Be sure about what you want to gain but also about what you can give at the same time.