Project summary

This project has been the most exciting and innovative that I have been involved with to date. It has inspired not only year 11 pupils to go on to 6th form and take BTEC level 3 in forensics, but has engaged and enthused primary school pupils and staff throughout the local area. I have noticed that all children and adults thoroughly enjoy these activities and are keen to take part, showing interest, enthusiasm and a real sense of what place science has in their world. It has also encouraged many teachers to trial and test ideas in their schools through being involved in this project.

It is hoped that this project has inspired more young people to look at science in a new light, enthusing, encouraging and engaging young scientists of the future.

Aspect of Every Child Matters addressed:

- Be healthy
- Make a positive contribution
- Stay Safe
- Enjoy and achieve
- Achieve economic well-being

What were you hoping to achieve?

- To raise the profile of science using forensic science techniques.
- To make science enjoyable.
- To reach and enthuse as many primary schools as possible
- To pass on my expertise to other teachers through the National Science Centre.

How did you identify the need for this practice?

I am involved in the writing and delivery of the BTEC Diploma course at my school. When I discovered that I had to teach year 11 set 4 an optional unit, I was trying to find something that they might enjoy and be successful at - so I wrote the Forensic Unit which I then taught to this group. It took me by surprise how excited and
motivated they were throughout.

During an OFSTED inspection in February 2009. I was teaching Forensics to this group and the lesson was judged to be outstanding. I have since helped support other staff to deliver this to their teaching groups.

I began to see how much these students enjoyed this unit and the motivation it inspired. It was from this that I began to think that transferring this enthusiasm for science and the motivation it brings to a younger audience could inspire scientists of the future.

I then began developing the Forensic Workshop idea for gifted and talented primary school students.

**Briefly describe the main characteristics of the school?**

- 482 pupils on role
- A third of pupils come from significantly disadvantaged background
- The proportion of SEN pupils is higher than average.

**What did you do?**

**March 2008** - optional unit needed for BTEC Diploma, decided to do Forensics

**June-August 2008** - wrote BTEC Forensics.

**Sept-Oct 2008** - verification of BTEC Forensics.

**Feb-March 2009** - teach Forensics to year 11 set 4, during which we had an Ofsted inspection.

**Apr-March 2009** - supported other staff and pupils to do Forensics for the BTEC

**July 2009** - reflected on work done and alterations considered.

**Aug 2009** - rewrite of the biology unit to include blood testing instead of hair sampling. New kit ordered.

**Sep 2009** - contacted by a primary school asking for help with science for gifted and talented pupils. I thought Forensics might work.

**Oct 2009** - early Oct taught a forensic workshop to gifted and talented pupils, it was successful, they were enthused and motivated and wanted more. I was asked to run a workshop in the Spring of 2010 to a consortium of primaries linked to this school.
Oct 2009 - decided to send flyers out to all primary schools in our area offering a Forensic workshop to gifted and talented pupils.

Nov-Dec 2009 - 6 Forensic workshops booked and delivered.

Jan-Feb 2010 - 8 more Forensic workshops booked and delivered.

Mar 2010 - contacted trial school to set up Forensic workshop to the consortium of primaries.

April 2010 - ran a Forensic workshop for Advanced Skills Teachers at the National Science Learning Centre in York.

May 2010 - as a result of the very first workshop, the primary G & T co-ordinator has asked me to run a whole day workshop for a consortium of 6 primary schools.

Which members of the establishment and/or wider community have been involved and what was their role?

- The Head actively encouraged the primary head teachers to be involved.
- Deputy funded the project from the specialist schools money.
- The lab technicians’ input in setting up the forensic scene and collection of the primary pupils and staff in the mini bus has been invaluable.
- The National Science Centre at York, encouraging me to provide a workshop for teachers.

How has the progress of the project been monitored and evaluated?

- As an AST I have written feedback forms, which the primary staff complete.
- The enthusiasm shown by the staff and pupils.
- The extra bookings that staff want to make for the rest of year 5 and 6 to come and do the workshop.

How has the practice been modified or improved during development?

From trialling to now it has been two weekends to make it run smoother and in a different order so the pupils get the maximum benefit from all the techniques.

What has been the impact of the project on pupils’ learning, achievement or enjoyment and how has this been measured?

Excitement and enthusiasm shown by the pupils both before and after doing the workshop. One head teacher commenting on how this will shape the future scientists.

At KS4, pupils who may not have gone on to take science A level at KS5 have progressed to level 3 BTEC Forensics.
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<th><strong>What are the next stages in the development process?</strong></th>
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<td>To create a package of documents/work cards, so other staff can run this in their schools.</td>
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<th><strong>What aspects of this practice may be useful for other establishments to consider?</strong></th>
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<td>This has been the most risky but exciting teaching I have done to date and I would like to say if you are thinking of doing something similar - go for it!</td>
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