

| | GEP | Fullbrook | Science Department |
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| Intent (Vision) | <p>The Guildford Education Partnership (GEP) is a developing Multi Academy Trust with a cross-phase family of schools with the common aim of continuous school improvement through challenge, collaboration and support. We seek to be a network of schools where every young person receives the best possible education through the sharing of outstanding practice and world class professional development opportunities for staff. The Guildford Education Partnership believes that all schools are more effective when they work in partnership than when they stand alone. We value and embrace each school's uniqueness and the bespoke community it serves, whilst seeking to learn from and share with each other so that we spread excellence effectively.</p> | <p>The Fullbrook community inspires an active passion for learning in everyone. We challenge, respect and support each other to be better than we ever thought we could be.</p> | <p>In Science, our aims are for all students;</p> <ul style="list-style-type: none"> • To create a 5 (or7) year cyclic curriculum that revisits key topics regularly through all key stages and allows for interleaving throughout all key stages. • To have a concrete base of science knowledge for application in the wider world and everyday life • To develop a passion for learning in everyone and help those students who want to study further succeed in future qualifications • To be able to evaluate real world scientific claims • Engagement in lessons through the development of practical based learning and problem solving approach. • Equip students to use the scientific method in the real world to collect and interpret data for bettering their own lives and making decisions. • Students evaluate their own learning and progress in order to improve in all areas • Students have an understanding and awareness of the importance of following the health and safety regulations in everyday life and within a lab. |
| Implement | <ul style="list-style-type: none"> • Opportunities to work in other schools within the GEP • Training opportunities/Staff Twilight • Exchanging | <ul style="list-style-type: none"> • RAF meetings • SRR process • Line management meetings | <ul style="list-style-type: none"> • All SoL enable further practical engagement, link to real world science and practise the scientific method • KS3 groups are of mixed ability to target |

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| | <p>ideas/Recourses/markings/assessment</p> <ul style="list-style-type: none"> • Optional CPD event hosting • Agreed assessments levels 0-100 • Standardising KS3 assessment bands • Opportunities for training • Middle leaders course (4 Maths teachers over the last 2 years) • Wider recruitment: GEP advert • Maths AOR going to second placement with GEP | <ul style="list-style-type: none"> • Breakfast meetings • Optional CPD Sessions • NQT/RQT programs • Research Project and Share Fair • Profiles for Success • Aim Higher Profiles • New Code of Conduct Policy | <p>individual SEN learning needs throughout year 7-8.</p> <ul style="list-style-type: none"> • SOL have been developed and taught to teach the fundamentals of science first, becoming more complex as the course goes on with cyclic interleaving and differentiation. • Expand separate science sets to enable more students the opportunity to excel and take science further. • Summative assessments are carried out on a bi-yearly basis. These are backed up using formative end of topic tests and assessment of practical work across all key stages. • KS5 cyclic interventions to allow for further progress and development of understanding for further study. • Use of STEM ambassadors, external competitions and Trips (Science Live, CERN etc) to allow for passion to grow and problem solving skills to develop, reinforcing the idea that that 80% of current jobs require understanding of science. • DLD time, for both KS4 & KS5, to further understanding of science in the real world and develop practical skills. E.g. building emergency shelters • Sessions with a focus on exam problem solving and practical skills. |
| Impact | <ul style="list-style-type: none"> • AOR going to GEP school for second placement so allows him to complete his course • Appointed a Maths Teacher from the GEP Advert for September 2019 | <ul style="list-style-type: none"> • School overall P8 of -0.05 | <ul style="list-style-type: none"> • GCSE results (both attainment and progress 8 scores) will be used to evaluate the impacted of changes being implemented. • Evaluate the impact of all intervention |

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| | <ul style="list-style-type: none">• Baseline tests created within GEP and used in Year 7 | | <p>sessions to ensure the extra time being invested by staff and students is bringing additional progress.</p> <ul style="list-style-type: none">• Higher uptake to F6 and data shows even more taking science A Levels next year and in the future.• Improved A level results are maintained over the next few years. |
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