

	<b>Social Sciences</b>
Intent (Vision)	<p>In Social Sciences, our aims are for all students</p> <ul style="list-style-type: none"> <li>• To develop an understanding of the complexities of the society that we live in with a particular focus on understanding why and how we act and the consequences of this.</li> <li>• To encourage tolerance and respect for others.</li> <li>• To provide qualifications that will prepare students for life after Fullbrook and equip them with knowledge that they will use for the rest of their life.</li> <li>• Develop soft skills such as communication, reflection, and an ability to see different sides of the same topic.</li> <li>• Develop the skills needed for learning. Mastery of exam skills with a particular focus on analysis and evaluation.</li> <li>• Gain strong literacy skills and verbal articulacy.</li> </ul>
Implement	<ul style="list-style-type: none"> <li>• Skills are a significant part of the Schemes of work for all subjects, particularly at A-level.</li> <li>• Independent learning skills embedded at start of all A-level courses. These are being increasingly introduced into GCSE courses.</li> <li>• Debate across all lessons welcomed and expected</li> <li>• Year 9 purple pathway options includes modified sociology course Family and Social Studies which has a greater focus on skills for life such as literacy, presentations and research skills. OCR Business also available which includes coursework elements rather than 100% exam.</li> <li>• Use of Profiles for Success and Aim Higher Profiles to help support disadvantaged students</li> <li>• Faculty use T&amp;L group policies to embed new pedagogical knowledge. Faculty share feedback on pedagogical approaches and strategies in every faculty meeting.</li> <li>• 2 x exam based assessments per course per year. Further assessments set by teacher.</li> <li>• Thorough feedback given in all summative assessments and appropriate homeworks. Students use this feedback to refine work and set targets for future work.</li> <li>• High frequency, low stakes testing regularly incorporated into lessons to help students to remember content and develop long term memory skills. Verbal feedback given on this.</li> <li>• Regular opportunities for self/peer assessments in lessons.</li> <li>• Use of current affairs and cases studies to build understanding of subject content but also increase awareness of the wider world.</li> <li>• Faculty link with Surrey University.</li> <li>• Focused interventions.</li> <li>• Significant CPD training on new specs for A-level and GCSE.</li> </ul>

	<ul style="list-style-type: none"> <li>• Small class sizes in sixth form mean students receive tailored support.</li> <li>• DLDs used for catch up sessions/ revision sessions with year 13.</li> <li>• All subject leaders carry out regular data analysis to pinpoint areas in need of development</li> <li>• Faculty training on forecast grades.</li> </ul>
Impact	<ul style="list-style-type: none"> <li>• GCSE results in business and sociology improving year on year. P8 score improved in both subjects in 2018/19- Business: -1.03, Sociology: -0.43. Sociology 80% 9-5, results better than national average.</li> <li>• Sociology Areas of strength: Achievement of girls, SEN.</li> <li>• Sociology area to target: disadvantaged students, middle ability boys</li> <li>• Business area to target: disadvantaged students.</li> <li>• A level results broadly in line with or better than national average.</li> <li>• A level results 2018/19: ALPS 2 Law, ALPS 5 Business studies, ALPS 6 Economics, Sociology and Psychology</li> <li>• High progression rates from A-level to university, particularly in related subject areas</li> <li>• 2019/2012, Significant increase in number of students studying social sciences at A-level. Increasing number of students studying 3 social sciences subjects.</li> </ul>