

SCIENCE FACULTY

Staffing and Accommodation

The science faculty currently consists of ten teachers, one full time senior laboratory technician, a junior technician and one higher-level teaching assistant, who together form a dynamic, enthusiastic and successful team.

The science faculty is currently accommodated through six purpose-built laboratories and four science classrooms, all of which are equipped with fixed data projectors and symposiums. In addition, the large science prep room is fully resourced and managed and supports delivery of the 2017 KS3 curriculum and AQA GCSE science courses. There is access to laptops, tablets, and an ICT suite, which connect to the school's network for internet access and simulation software. The department is well provisioned with ICT resources and the team is committed to developing the use of ICT in science lessons.

The summer 2017 GCSE science results were significantly above national average with 75% of the cohort gaining at least two GCSE science qualifications.

Curriculum

Science teaching is practically orientated at Key Stage 3, with present schemes of work linked to the new GCSE AQA specification. At Key Stage 3, pupils cover modules from biology, chemistry and physics, and are then assessed through in-class tests and periodic skills-based assessments. At Key Stage 4, pupils can opt for separate sciences or combined science. There are currently six classes of separate sciences and six classes of combined science.

Years 7 - 9 have three, one-hour science lessons per week, whilst Key Stage 4 pupils studying combined science have 4 lessons per week. Separate science students have 6.5 lessons per week. Other than for separate science, most

groups are taught by one teacher, covering all aspects of the science curriculum.

At the start of Year 8, pupils are set according to their science test results. Setting is reviewed after module tests and class assessments, with the flexibility to make individual adjustments in all years where necessary.

Special Needs

Within each module we use differentiated resources, which are regularly reviewed. We aim to meet the needs of all pupils by setting according to scientific understanding and through differentiation, therefore not all children with special needs are in supported sets.

Where support staff are deployed into lessons, teachers work very closely with them to ensure maximum impact on pupil progress. All support staff are equipped with science-specific learning tools to provide support to pupils, allowing them to achieve their highest level. Wherever possible the science HLTA will work with small groups to ensure maximum progress of individuals.

Extra-Curricular

The science team is keen to promote science outside the classroom through a number of internal and external opportunities, including; support from the local STEM organisation, a whole-school STEM club and numerous science trips and talks.