



The Redhill Academy

SCIENCE

Staffing

The Science Faculty at The Redhill Academy consists of sixteen members of staff including a Trust Director, Associate Faculty Leader and Leaders of KS 3, 4 and 5. The Science team are hard-working, have high levels of personal responsibility and are strongly supportive of each other. Friendly but professional working relationships exist between all staff, both teaching and non-teaching.

Accommodation

This consists of ten laboratories that are fully equipped and maintained to deliver the variety of courses outlined below. These are well serviced by two full-time laboratory technicians.

Curriculum

Key Stage 3

In Years 7 and 8 pupils have three periods of Science per week and are taught in mixed ability groups. A balanced science course is taught in years 7 and 8.

Key Stage 4

Students follow the AQA Combined Science and Triple Science course. The Physics, Chemistry and Biology GCSE courses are taught by subject specialist staff. Combined science is taught by paired staff covering all aspects of combined science.

Key Stage 5

A2 level GCE courses in Physics, Chemistry, Biology and Psychology are offered. These courses are popular with Redhill students and we routinely have 2 groups in both Y12 and Y13 for all sciences.





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Specialist Status

The school is a Science and Performing Arts Specialist School. This joint specialism provides opportunities for science staff to develop their teaching and learning strategies work in our feeder primary schools and lead internal and external INSET events.

Additional Support for Students

Teaching Assistants are used to support some students with learning difficulties in Science lessons during Years 7, 8, 9, 10 and 11.

In Years 10 and 11, where possible, such students work in small size sets allowing more individual help and attention.

Teaching and Learning Approaches

Staff are encouraged to employ a variety of teaching and learning activities in order to motivate students, maintain their interest and encourage them to achieve their full potential.

Emphasis is placed on practical investigative work by students whenever possible (either individually or in small groups). Other teaching approaches used take into account the age and ability of students as well as the nature of the topic material, and include project work, role play, team teaching, teacher demonstration and whole class teaching. Some members of the faculty are taking a leading role in developing new teaching and learning approaches.

Craig Hewitt

Director of Science

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