

## Stoke-on-Trent Primary Science – Headteacher & Subject Leader Update

### Autumn Term 2020

#### Good News

From April 2019- July 2020 the opportunities area funding enabled Stoke-on-Trent to bring national expertise to the city with sustained CPD programmes to focus on the ‘forgotten’ core subject of science. The external evaluator’s report evidences that there was good engagement from schools and that practice in many classrooms was increasingly child led, enquiry led and indeed that attention to the national curriculum was more focussed making assessment more meaningful. See the full report at [www.scienceacrossthecity.co.uk](http://www.scienceacrossthecity.co.uk)

#### Further good news

SATC are delighted that the funding window has been extended (July 2021) to continue the city wide vision for all children to experience quality learning in science and to be inspired to consider future aspirations around STEM opportunities. Local teacher community and national partner collaboration continues to underpin the SATC approach with a strong rationale around actions that explicitly support COVID-19 catch up in KS2 and year 7 of KS3.

#### The SATC professional culture

The positive media representation of science during COVID-19 raises the value of science for families and children and presents an opportunity to build upon family learning and dialogue around the relevance and importance of this subject. SATC are aware that not all teachers, including NQTs, are confident in their subject knowledge, particularly around tricky concepts that are often counter intuitive, nor are all subject leaders confident in their assessment judgements or how to guide others with effective subject pedagogy. SATC ethos believes that effective school improvement requires that we put staff and their learning needs first.

*‘Every teacher needs to improve, not because they are not good enough but because they can be even better.’*  
Dylan Wiliam DfE Standards 2016

#### What can you expect from SATC?

Whilst every school is unique no teacher should feel that they work in isolation when there is so much success in the city to be shared and opportunities to co-create new solutions and approaches matched to local need. The OA funding provides a universal offer to all schools to engage in quality CPD, provides additional coaching for schools, teachers and subject expertise. SATC believes as professionals we should seek to, do less and achieve more! The subject leader long to do list is not always the most productive one and as such this project identifies the wins from collaborating between subjects, between teachers, between schools and between STEM organisations and looks to stop busy people re-inventing the wheel.

#### How can SATC help your school?

Below is a reference grid to maximise the impact of specialised, localised, and fully funded primary science support that can be mapped to your school development plan easily.

Any questions, please call or e mail. Our team are always enthused to signpost to the wider STEM landscape and suggest relevant additional resource that would benefit your pupils.

Regards

Tina Whittaker and Karen Peters

07969 601913

[tina@ducal.co.uk](mailto:tina@ducal.co.uk)

	Possible Need	Offer (fully funded- all schools)	Detail	Next steps
ENGAGE	Non-science specialists concerned to address pupil misconceptions but unsure of the specific knowledge needed	TDTs: Thinking Doing Talking Science, Stoke-on-Trent, Cohort 2 Oxford Brookes University Helen Wilson & Bridget Holligan	Given the high rating of this CPD those schools that attended cohort 1 might want to nominate further teachers to join cohort 2. All NQTs will be encouraged to attend this CPD alongside the coach. (see above) New teachers joining a school that previously attended TDTs would benefit from joining this cohort	Register to attend <a href="https://tdtscohort2.eventbrite.co.uk">https://tdtscohort2.eventbrite.co.uk</a> 20 <sup>th</sup> January 2021
	Building better whole school progression in scientific enquiry. TAPS- Primary focus	TAPS: Teacher Assessment in Primary Science, Stoke-on-Trent, Cohort 3 Bath Spa University Sarah Earle	Cohort 1of TAPS featured highly in the impact report. All science leaders would benefit from this forum particularly as the focus is on the 'so what' of the assessment and responsive teaching particularly in enquiry across the school	Register to join the e CPD <a href="https://tapscohort3.eventbrite.co.uk">https://tapscohort3.eventbrite.co.uk</a> 21 <sup>st</sup> October 2020
	Building better progression for all. BEST- Secondary focus	BEST: Cohort 1 EEF research resource features strongly in Improving secondary science document NMSLP	BEST is often mentioned but not necessarily understood in the essential role that quality AfL makes to using teaching time to its full. A Stoke group would be reflective in using the resources and understanding the quality of the EEF research behind the resource.	Further booking information available through NMSLP & Stephen Burrowes sburrowes@potteries.ac.uk
EMBED	NQTs starting in September have less school based experience due to COVID-19	SATC will provide a city-wide science mentor for NQTs. SATC will establish a community of practice for NQTs to share and develop confidence in science practice. SATC will provide a basic essential toolkit of core reference material for each school with a registered NQT. Supporting consistent key messages.	A focus on reflective practice to make pedagogical and resource decisions in science that are justified and rooted in best practice	Register each NQT to the Eventbrite link asap <a href="https://nqtscienceprimary.eventbrite.co.uk">https://nqtscienceprimary.eventbrite.co.uk</a>  Welcome Meeting – A virtual coffee to talk all questions science 16 <sup>th</sup> September 3:15-4pm
	Year 7 starting KS3 have gaps in curriculum that need a CALM response through thorough planning	SATC will provide a city-wide science coach for Transition teaching and learning. SATC will support the implementation of the CALM tools.	Supported teacher and departmental team co-planning, recognising the pedagogical and curriculum bridges between KS2-3, building on expectations and accessing quality resources without re-inventing the wheel.	Simply E mail <a href="mailto:tina@ducal.co.uk">tina@ducal.co.uk</a> to express interest in linking with this additional support for teachers of year 7.
	Overcoming the barriers of 'Science Capital'- Family experiences, role models, visits, visitors	SATC will provide guidance and signposting on how to utilise free	Many schools have emerging career guidance frameworks that rely on visitors, visits and family engagement. These can	Register to the CPD <a href="https://sciencecapitalcareers.eventbrite.co.uk">https://sciencecapitalcareers.eventbrite.co.uk</a>

		offers from the wider STEM landscape to	continue but will need to be remodelled in light of virtual practice	29 <sup>th</sup> September 2020  'Digging Deeper into the STEM landscape' Session 1
INNOVATE	Nurturing teachers developing leadership beyond their own subject or beyond their own schools	SATC will support an action research project to consider the implementation and impact of best practice EEF tools in a science specific context. A co-create between English specialists and science specialists.	An opportunity to join a collaborative partnership with a focus on improving the skills of oracy, reading and writing within the Science curriculum using Literacy strategies identified by the Education Endowment Fund. Teachers will take practical steps to implement the strategies explored using a range of high-quality science texts to enable our students to truly picture scientific meaning. Facilitated by Debbie Campbell through regular discussion, exploration, and research to assess approaches and their impact upon our students	Expression of interest to Either Sarah Preston or Tina Whittaker <a href="mailto:tina@ducal.co.uk">tina@ducal.co.uk</a>  Fully funded CPD fees (10 school bursaries for purchase of pupil books). 1 <sup>st</sup> October 2020 (am) Session 1
	Giving children a voice.	SATC will facilitate a cross schools cluster science and teacher council meeting	A virtual boardroom of up to six schools to discuss and reflect upon science teaching and learning. This was a pilot last year and was a creative solution to meeting whilst in lockdown. The subject leaders involved were surprised at the child voice perceptions and as such the potential for impact was powerful	Register your school place on the Children & Teacher Science Council - SL and up to six pupils per school <a href="https://stokesciencecouncil2021.eventbrite.co.uk">https://stokesciencecouncil2021.eventbrite.co.uk</a>  14 <sup>th</sup> June 2021

\*SATC continues to actively support the following communities established in phase 1:

- The Science Influencers,
- The Transition Steering Group,
- And Termly Subject leader networks.

\*SATC will further enable buddy science mentors whereby a school can show that they would benefit significantly from the additional capacity.

\*SATC will advocate for pupil direct activity through key partners established in phase 1: The Great Science Share. University of Manchester, and SPOTY award, Keele University.

\*SATC will provide the £600 bursary for schools starting PSQM in Round 19 and Round 20. (Round 20 PSQM session 1 will take place on the 8<sup>th</sup> October 9:15-10:45 – Virtual conference tools.