



Cheshire and Stockport Science Learning Partnership

Cheshire & Stockport SLP Newsletter - January 2018 (4)

I'd like to start with a request:

Do you teach science to either KS2 or KS3 children? If you do, and could spare a few moments to answer some questions about how you teach the materials strand of the curriculum please go over to our blog to find out more. <http://ciecyork.blogspot.co.uk/2018/01/request-for-help-from-ks2-and-ks3.html> ...

Thank you.

This week saw the publishing of school league tables by the DfE and whilst what they say is important – so is maintaining a sense of perspective as Geoff Barton so eloquently suggests here: <https://www.tes.com/news/school-news/breaking-views/three-reasons-why-secondary-school-league-tables-dont-matter-much>

What is also interesting is the EEF Attainment Gap report 2018. The following phrases were the ones that stood out to me:

- Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial therefore, that schools focus their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods.

With this statement in mind, please do look at the SLP courses and if there's something you want that isn't there, please do get in touch – there are lots of bespoke options available.

- Improving teacher quality generally leads to greater improvements at lower cost than structural changes.
- Targeted group and one-to-one interventions generally have the potential for the largest immediate impact on attainment.
- The transition between phases of education is a risk point for vulnerable learners

An excellent incentive to review your transition programme.

- How a project is implemented is vital and arguable as important as its content.

Don't forget the value of the impact toolkit in helping you to reflect on the outcomes of your actions.

The EEF also has this guide on assessment

<https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/ampp-introduction/>

And is offering funding to support science teaching

[https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-science-](https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-science-education/?utm_content=buffer34538&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

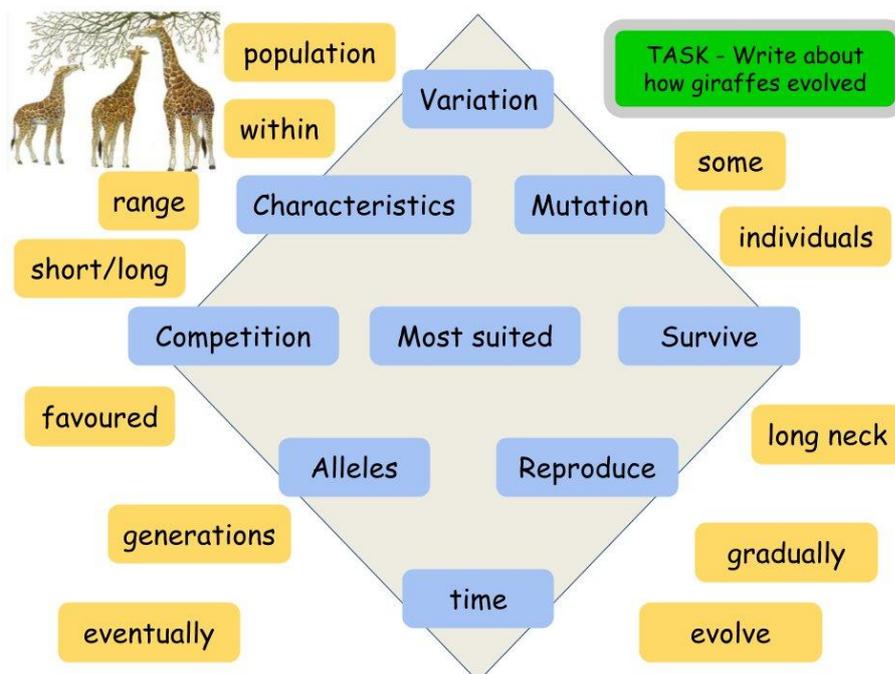
[education/?utm_content=buffer34538&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer](https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-science-education/?utm_content=buffer34538&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

and to support teacher retention

[https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/science-teacher-retention-](https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/science-teacher-retention-round?utm_content=buffer12626&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer)

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There's less space for our interesting resources this week – but I couldn't resist this idea



Nor could I leave out this fantastic compilation of the application of physics practicals

<https://www.neilatkin.com/2018/01/25/contexts-for-the-physics-gcse-required-practicals-inclusive/>

And finally a suggestion for training students to write better experimental methods

<https://dockristy.wordpress.com/2017/11/13/helping-pupils-to-write-good-experimental-methods-by-zombies/>