

# Parent Forum

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22<sup>nd</sup> January 2018



# Tonight

1. Update on school improvement priorities
2. Head of Science presentation
3. Questions

# School improvement priorities

4 key Ofsted criteria

Leadership and management

Behaviour, safety and welfare

Teaching, learning and assessment

Achievement

# Each half term

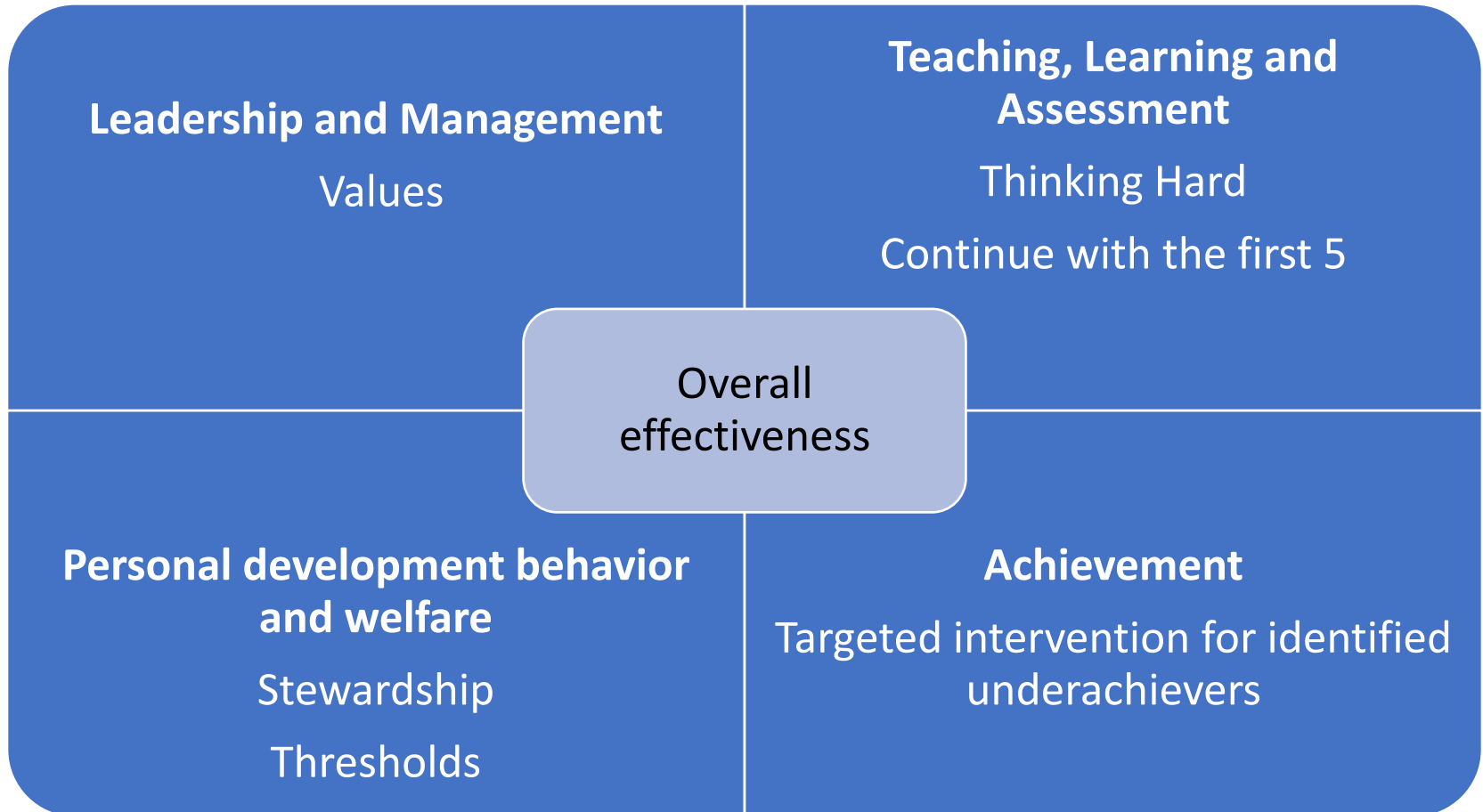
All staff 4 key foci for the half term

All SLT – complete priorities for the half term on the SEF

Middle leaders complete priorities for the half term on their DDP

Review at the end of each half term

# Key foci this half term



# SLT priorities for the 4 key areas

## Achievement

- Training for all departments on Achievement Board
- Implement learning journeys at KS3
- Confirm option pathways / choices for Yr9 students
- Plan all teacher training on extended answer style exam questions
- Confirm curriculum model for Sep 2018
- DDP reviews (RAG) to ensure progress being made towards objectives

## Teaching and learning

- Embed part B of the programme of coaching to support and challenge teachers.
- Ensure MLs are adhering to their QA timelines.
- Develop a T&L student focus group.
- Subject leads to review the KS3 curriculum and skills overview matrices.
- To ask MLs to embed their own marking and feedback policies to avoid in house variation

## **Behaviour, welfare and safety**

- Share behaviour timeline with SLT and introduce new thresholds
- Implementation of inclusion panels
- HOY training
- Continue to embed behaviour foci to ensure consistency
- Focus on values and linking the rewards to values.

## **Leadership and management**

- ML training set up as part of CPD. This is to include a bespoke programme for HOYs.
- Induction of the new Associate SLT.
- Action plan behaviour for learning specifically looking at school culture.
- Roll out next phase of curriculum development to realise financial efficiencies balanced with meeting needs of students and staff
- Continue the drive on Sixth Form recruitment

## **Sixth form**

- Development of challenge in the classroom particularly at KS4 and 5.
- Introduce High Ability Students programme
- Continue to increase in-school retention to 6<sup>th</sup> form
- To establish and develop the Mayor Award as part of the enrichment programme working in partnership with Waldegrave
- Plan and deliver a successful open evening

# Parent and student survey- focus behaviour

## **Pupils**

- 93% of students surveyed said they had not experienced physical or cyber bullying
- 90% of students surveyed said they feel safe at school
- Only 10% of students surveyed said they did not know where to go to receive help at school.

## **Staff**

- Over 90% of staff surveyed felt behaviour in their lessons was good overall.
- Over 90% of staff said that they regularly use our new behaviour systems (SLANT/Three Opportunities)
- Over 90% of staff surveyed said they were able to deal with bullying effectively
- 80% of staff felt the school dealt effectively with bullying



The results of all the surveys will be put on the website again

# Science at Teddington

Rachel Foley, Curriculum Leader

1. Where we are now
2. Vision for Science department
3. Science at KS3 and KS4
4. How to help your child – resources and support



# My background

- University of Warwick, BSc in Engineering and Business studies
- Engineering firms; London Stock Exchange; Publishing and Events businesses
- Rose to MD level with responsibility for teams of over 100 staff, working globally and delivering increased revenues and profits year on year
- PGCE Physics with Maths, Kings College London

# Science Department Vision

- To provide our students with the tools they need to make sense of the world around them and the ability to engage with science throughout their lifetime
- To support all our students in their academic achievement, ensuring they have the widest possible range of options open to them to pursue throughout their lifetime
- To achieve this through evidence-based teaching and learning practice
  - CCT, PiXL, DfE TRG; TES

# Vision into practice: short-term priorities

- Consistency across all classrooms, for all students
  - Recruitment of high quality teaching staff
  - Provision of teaching resources
  - Monitoring and supporting staff for continuous improvement
- Strong teaching team – NQTs supported and retained; experienced subject-specialist teachers and experienced Subject Leaders
  - Proactive recruitment – advertising early; supporting PGCE students; becoming an “employer of choice” – working smarter, not longer; succession planning; CPD
- Embedded assessment strategy to ensure all students are making progress
  - Formative and summative assessment
  - Data analysis/progress reviews
  - Intervention strategy built in

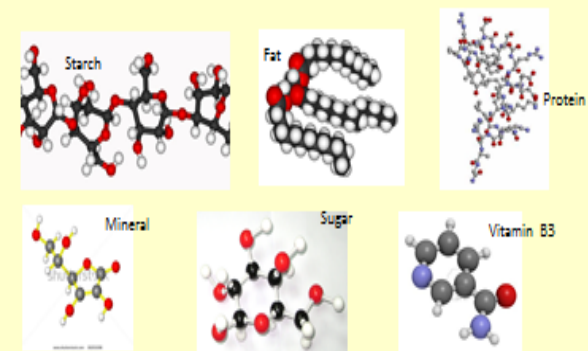
# Vision into practice: Medium term

- STEM strategy
  - School clubs
  - STEM ambassadors (including our parents)
  - Targeted enrichment opportunities: competitions; visits etc
- Benchmarking across the MAT (and beyond)
- KS2 links with local primaries
- Teachers as Examiners

# Key Stages: KS3

- 3 science lessons per week; mixed ability classes
- Students learn about a variety of Physics, Biology and Chemistry topics, all of which are providing the foundation for GCSE science
- Written assessment termly; online assessment termly
- Written feedback half termly; homework marked in class

Which set of nutrients are hardest to digest? Top row or bottom row? Why?



Challenge: Which food group is missing from here?

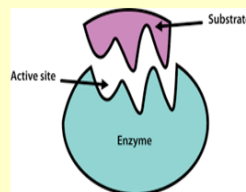
Breaking down food

Friday, 19 January 2018

## Breaking down food

Learning Objectives:

1. Describe the function of an enzyme
2. Design a storyboard illustrating enzyme activity
3. Analyse the relationship between enzymes and temperature



Recall where food is absorbed by the digestive system

Describe how the small intestine is adapted

Explain how nutrients are absorbed into the bloodstream

On your whiteboard write down...

- 5 parts of the digestive system
- 4 different food groups
- 3 foods which contain proteins
- 2 keywords from today's lesson
- 1 digestive enzyme

# Key Stages: KS4

- 6-9 science lessons per week depending on route
  - GCSE Combined Science
  - GCSE Physics, GCSE Chemistry, GCSE Biology
  - AQA exam board
- Subject-specialists teaching each Science discipline
- Written assessments half-termly
- Written feedback half-termly; homework marked in class



# KS4: AQA Science: two route

## Combined Science (Trilogy – spec code 8464)

- 2 GCSEs
- Students study Chemistry, Biology and Physics
- No coursework. ISAs replaced by “required practicals”, not assessed.

## Physics, Chemistry, Biology (spec code 8464)

- 3 separate GCSEs
- Students study all the Combined Science content plus higher level content. No coursework.
- 6 exam papers, 1.75 hours each
- Students must have achieved min level in both Science and

# How you can help your child

- Listen to the news! Scientific developments are happening all the time...
- Support revision with
  - BBC bitesize KS3 and KS4 (free content)
  - Doodle (all students have access – paid-for by the school)
  - <https://www.my-gcsescience.com/> - videos of all topics covered (entry level resources are free to access)
- KS4: if possible, buy them the textbooks or revision guides to help them consolidate their learning at home

# Opportunities for questions

- Just like last time, I would like you to get into table groups and use the post it notes to write down questions and then I will publish the answers on the website again.