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**F&G Primary SCITT TRAINING PLAN 2019-20**

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| DATE; | VENUE;  Harrison Primary – Virtual Learning | | | | STAFF;  Michele Lancaster | | |
| SESSION FOCUS:  Science (Planning, teaching and assessment of science) | | | | | | | |
| TEACHER STANDARDS:  Strong: 2,3,4  Some: 1,5,6,7,8 Part 2 | | | | | | | |
| SESSION OUTLINE:   1. Requirements of the Science Curriculum 2. Theories that underpin effective learning in science and research 3. Conceptual and Procedural development in Science 4. Talk for learning in Science, Dialogic activities and questioning. 5. Material to support planning, teaching and assessment of science. 6. Planning a sequence of 3 lessons with a focus on progress and assessment. | | | | | | | |
| PRE SESSION TASKS: Review SCITT hand-outs and your own notes on Learning Theories. Consider which theories link well with science teaching and learning. | | | | | | | |
| TEACHING & LEARNING STRATEGIES:  Virtual delivery due to Covid 19. | | | KEY QUESTIONS:   * What is dialogic teaching? * How can we encourage talking in science? * What are the barriers that stop children contributing to discussions? * How can we plan for effective science teaching and learning? * How well to children achieve in primary science at the end of KS2 | | | | |
| BIBLIOGRAPHY (sources from session content):   * DfE (2013) National Curriculum for Science Key stage 1 and 2 * AKSIS Project 1998 <https://www.kcl.ac.uk/archive/website-resources/education/web-files2/aksis.pdf> * Alexander, R. (2012) *Towards Dialogic Teaching*, 4th Edition * EEF Dialogic Teaching Project <https://www.kcl.ac.uk/archive/website-resources/education/web-files2/aksis.pdf> * Galton, M., 1999. Changes in Patterns of Teacher Interaction in Primary Classrooms: 1976‐96. British Educational Research Journal, Volume 25 (Issue 1), 23 - 37. * Elstgeest, J. (2001). The right question at the right time, in W. Harlen (Eds.), *Primary Science: Taking the plunge*, 2nd Edition. Portsmouth, NH: Heinemann, 25 - 35. * Jelly, S.J. (2001) Helping Children to Raise questions – and answering them, in in W. Harlen (Eds.), *Primary Science: Taking the plunge*, 2nd Edition. Portsmouth, NH: Heinemann, 36- 47. * Blooms Taxonomy for Teachers <https://lccfestivaloflearning2012.files.wordpress.com/2012/10/support-document-13-blooms-taxonomy-teacher-planning-kit.jpg> * The Teaching of Science in Primary Schools, Wynn Harlen 7th Edition * Ofsted (2013) *Maintaining Curiosity*: A Survey into Science Education in schools between 2010 and 2013. * Hampshire County Council: The Science National Curriculum: the Hampshire model for what should be learned and how to assess it, May 2015. * HIAS Big Ideas Model. * <https://www.youtube.com/watch?v=A8_bYmQlaQY&feature=emb_logo> * <https://www.youtube.com/watch?v=9GdZfpT6BVw> | | | | |
| RESOURCES TO BE PROVIDED:   * Presentation | | | RECOMMENDED READING FOR TRAINEES including subject knowledge where appropriate:  The Teaching of Science in Primary Schools, Wynn Harlen 7th Edition | | | | |
| RECOMMENDED WEBSITE LINKS FOR TRAINEES:   * <https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1> * <https://www.gov.uk/government/publications/teacher-assessment-exemplification-ks1-science> * <https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2> * <https://www.gov.uk/government/publications/teacher-assessment-exemplification-ks2-science> * <https://www.planassessment.com/> | | | | |
| HOW HAVE YOU MADE REFERENCE TO OUR CURRENT SCITT AREAS OF FOCUS?  (PLEASE INDICATE BELOW) | | | | | | | |
| PLANNING including how to address possible pupil misconceptions  Dialogic talking opportunities identified.  Exploring misconceptions through effective questioning.  Planning a series of lessons. | | BEHAVIOUR MANAGEMENT  Expectations when participating in group / whole class discussion and practical activities. | | ASSESSMENT  Assessment opportunities identified through concept cartoons and questioning.  Assessment resources provided | | | Providing for the needs of pupils including SEND, EAL, G&T, disadvantaged (LAC and FSM)  EAL / SLCN scaffold to support when learning new scientific vocabulary and participating in group / whole class discussion. |
| LEARNING OUTCOMES;  *As a result of this session you will*:   * To begin to appreciate the ways in which research can contribute to our of understanding of how children learn about science * To begin to understand the relationship between conceptual and procedural development in science * To develop an awareness of different assessment frameworks for science * To develop understanding of the requirements of the Science curriculum * To be familiar with materials to support the planning, teaching and assessment of Science * To increase awareness of planning for progression through subject knowledge and skills * To increase knowledge of developing conceptual understanding  and the sequencing and progression of concepts * To begin to understand the theories of learning which underpin effective learning in science and recognise how these are reflected in effective teaching * To critically consider how the organisation of a lesson and the varying interests, experiences and needs of individual children can affect learning and consider strategies to address this * To identify the types of questioning that could be used, and consider how different ways of asking questions could promote conceptual understanding in science * To identify opportunities to incorporate dialogic activities in science teaching | | | | | | POST SESSION TASK: | |