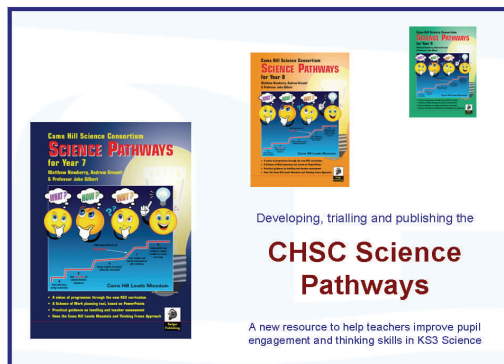


## Recent Publications

In 2008, we published our Thinking Frames Approach for KS2 and KS3 Science as an interactive teacher training website. This website offers demonstration videos, downloadable resources and several ideas and guidance for practical learning activities. This resource is regularly used by teachers and trainee teachers. In addition, the National Strategies for Science has published resources and materials based upon our Thinking Frames Approach.



In 2009, we published our 'Cams Hill Science Consortium Science Pathways' for KS3. These IT based resources offer teachers a wealth of resources and ideas to support their planning and delivery of the new KS3 curriculum.



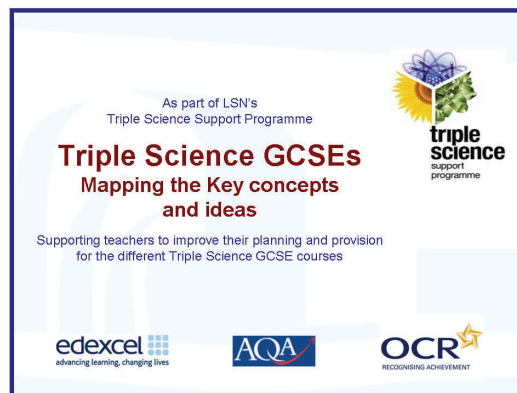
For details see [www.badger-publishing.co.uk](http://www.badger-publishing.co.uk)

*"Through this different approach our pupils are far more enthusiastic and engaged with Science. I have found that they have actually retained more information. Their explanations are far more detailed and they actually understand the concepts in depth..."* KS3 Science Co-ordinator, Fernhill School, Hampshire.

*"Many staff have been bitten by this change and are expanding their styles of teaching and learning... and that feeds the pupils' interest and excitement."* KS3 Science Coordinator, Littlehampton Community School, W Sussex.

## Improving Triple Science

Currently we are working with KS4 teachers from Secondary Schools across Hampshire and West Sussex, leading a Triple Science Collaborative. Part of the LSN's Triple Science Network, this project is seeking to improve uptake and provision of Triple Science GCSEs in schools. Our focus has been to improve curriculum planning and sequencing and to develop more resources encouraging learning through 'How Science Works'. This project is due for completion in 2010 and our resources will be published via LSN's website [www.triple-science.org.uk](http://www.triple-science.org.uk).



## Contact us

If you are interested to find out more about our work or the consultancy and INSET that we offer, please contact us.



# The Cams Hill Science Consortium

*A Leading Edge Partnership supporting action research in the classroom*

## Current Projects 2009-10



- Initially (2001) a collaborative classroom based action research project between six secondary schools, this has now been expanded to become a network of six regional research groups with a total of thirty six teachers involved. We co-ordinate projects which are seeking to improve teaching and learning in Science across all Key Stages.

- Led by Matthew Newberry (Cams Hill Science Consortium) and Professor John Gilbert (The University of Reading), working in partnership with Local Authority Advisers, our work raises standards of teaching and learning through the development of models and modelling to raise standards of



## Leading the Way

During the last seven years, The Cams Hill Science Consortium has promoted classroom based action research and the dissemination of best practice in Science education to schools across the south of England. Examples of our work and our pedagogic approaches have been published and are included in the National Strategies Science materials. Additionally, The Cams Hill Consortium contributes to teacher training at local, national and international level:

**Locally** - We deliver our own dissemination conferences which are held at INTECH in Winchester, and contribute to a variety of other local teacher conferences. Via the Science Learning Centre in Southampton University we have been able to deliver a range of teacher training workshops over recent years. In addition, we also offer consultancy and INSET to primary and secondary schools across the region.

**Nationally** - We regularly present at the ASE Annual conferences. In addition we seek to offer teacher workshops via other national conferences such as the National Teachers Research Panel Conference and the Science Specialist Schools Conferences and the Leading Edge conferences.

**Publications** - We have published articles in the ASE School Science Review and contributed three chapters to 'Science education for Gifted Learners' edited by Dr K Taber, University of Cambridge.

## Defining our Work

We work collaboratively with teachers to support them to conduct and share the outcomes of case studies of action research in their own classrooms.

**Research** - The process of systematic enquiry to obtain knowledge with which to answer questions.

**Action Research** - The development of practice through cycles of enquiry and intervention

**Case Study** - An account of ideas, events and actions which have taken place within a group of individuals (eg a class/set) including an attempt at an explanation/conclusion.

## Engaging Pupils and their Parents in Science

Many parents feel unsure how they can best support their children in Science as they progress through Primary and Secondary school. Some parents feel that their own knowledge is accurate. In addition, school Science has changed, it is no longer about knowing a large amount of facts and theories, now attainment is more closely linked to a child's speaking, listening and thinking skills. The CHSC is keen to work with schools and families, as addressing these issues can only raise pupil confidence and aspirations in Science.

We are grateful for sponsorship from the AstraZeneca Science Teaching Trust (AZSTT) which is enabling us to engage with Primary and Secondary Schools across the region to design and trial a series of 'Family Science' activities and events. Our aim is to offer children and their parents a series of practical 'Kitchen Sink Science' ideas and problem solving activities which they can experiment with and discuss at home.

Now that we have developed and tested the materials, in partnership with the AZSTT, we are currently designing and writing [www.familyscience.co.uk](http://www.familyscience.co.uk). Our aim is to publish free, downloadable Family Science learning resources via this new website by 2010.

## Challenging Gifted and Talented Pupils

Working in partnership with INTECH, academics and Primary and Secondary schools from across Hampshire, we have designed and delivered a variety of 'Able Pupil Science Challenges' for both KS2 and KS3 pupils.

Each challenge is designed to involve children in their own research, discussion and debate of a particular aspect of contemporary Science. Working in teams, they design presentations, interactive displays and website pages. They then present their work to an invited audience of teachers, parents, academics and scientists. Each challenge is not just a one-off event as we have set up a new blog website which networks and links the Science Clubs at the different schools.

"Everything has been just brilliant!" Y8 boy Priestlands School

"I loved the Planetarium show and really enjoyed performing during the presentation. My brain is buzzing now..." Y5 girl Uplands Primary School

"As a proud parent, who came to watch her son, I just wanted to drop a line saying how impressed and how thoroughly amazed I was by what was achieved. Well done to all the organisers, the staff, and of course, to all the brilliant work the children put in. My son loved every minute of the day and has already said he hopes he can do something like it again one day!" Parent