



Pearson

Science Bug inspires confident science teaching centred on best practice



School name:	 St Luke's Church of England School	School type:	 Free school; primary
Region:	 Camden	Ofsted rating:	 Good
Area type:	 City	Pupil premium %:	 14.3%
Number of pupils:	 77	EAL %:	 61.4%

Why Science Bug?

St Luke's school started using Science Bug as part of a pilot during the programme's development. They were so pleased with the positive impact Science Bug had on teachers and pupils that they decided to subscribe

when the pilot ended. **Deputy Head Teacher and Science Coordinator, Rob Stephenson,** tells us about their experience with Science Bug and their vision for the evolution of science teaching and learning at St Luke's.

Key points to take away

- **Teachers grow in confidence** through the use of consistently structured lessons and integrated resources.
- Science Bug **promotes good practice** in science teaching.
- **High quality training** and a **user-friendly platform** allow teachers to make an instant impact in the classroom.
- **Science Bug resources engage pupils** and ensures learning through enquiry.

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Science Bug promotes confidence and excellence in science teaching

Before the pilot our teachers weren't confident about how to teach science, but Science Bug has changed that; it has changed the way we plan lessons. Because the Science Bug lessons have a consistent structure, our teachers quickly gained familiarity with the programme. Science Bug takes teachers through what to do, step-by-step, and what resources are needed.

Initially I encouraged all of the teachers to stick to the Science Bug plans quite rigidly so that they would develop a sound understanding of what makes a good science lesson, what type of experiments were good to use and *why* they were good to use. They now have a better understanding of the topics and what needs to be taught. As their confidence grew, our teachers started adding their own input and flair to the lessons. The plans are easy to use *and* to adapt, so the teachers can easily make a change, such as replacing an experiment with one that will better suit their particular class.

Expert-led professional development translates into an instant impact in the classroom

All of our teachers attended the Science Bug professional development session and, within a week, I could see that what they had learned was being implemented within the classroom. It was evident the trainer knew what she was talking about – she used to be a teacher and was talking as one of us.

Teachers were pleased with how easy Science Bug was to use, with everything they needed contained within the platform, and they could immediately make a change to science in the classroom. Because of that training, science was instantly being taught on a regular basis using a good structure and good resources. And that of course has an instant impact on the children – they are receiving quality science lessons on a regular basis.

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Developing engaged young scientists with enquiring minds

Even our most confident teachers are still using the ideas and resources from Science Bug because they're so good. Science Bug provides activities for every lesson – not just worksheets, but things that develop awe and wonder, which is key for science. When we showed the children the video about volcanoes, they were blown away. The ability to captivate the children was brilliant to see.

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Through using Science Bug, we now have a much better idea of what *Working scientifically* looks like within the classroom, and how to enable learning through investigation and enquiry. Science Bug doesn't direct teachers to give children the answers, but instead directs them to give children the tools to investigate and come up with their own answers. I think this is really important for building pupil confidence; there's never a wrong answer, but always an answer which could increase their knowledge or understanding.

Continuing to evolve

Now that we have embedded good practice and have good curriculum coverage we can move on to the next step which, for us, is assessment. We have already started using formative assessment within Science Bug and are seeing pupils progress. The lesson plans integrate opportunities for assessment; the experiments and activities aren't there as just a fun activity for the children – they are learning tools which also inform teachers' assessments. The formative assessment questions are really targeted and allow teachers to see where pupils might have misconceptions which can then be addressed.

Our key focus now is to make use of the summative assessments, then following on from that we will work further on pupil and parental engagement. Science Bug has really helped us to evolve our understanding of science as a school and make science a priority for development.

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Find out more

Find out more about Science Bug at www.pearsonprimary.co.uk/sciencebug
See more case studies like this at www.pearsonprimary.co.uk/impact