

Context and research question

Bohunt School is secondary comprehensive school for students aged 11 to 16 located in Liphook in Hampshire, with more than 1575 students on roll.

My role within the school is Head of STEM, as well as a Science Teacher.

I used a mixed ability Year 7 class that I teach for 4 Science lessons per week. I conducted the research with 18 students, 7 girls and 11 boys aged 11-12.

My question

If I model how to evaluate as part of Year 7 projects will their “improving and adapting” get better?



What happened?

Students completed a “scientific enquiry” project called Moon Craters.

The areas that I focused on were evaluating the planning stage, and then evaluating their method as well as their results.

I provided them with:

- Proformas
- Guidance sheets
- Exemplar material
- Personalised feedback, both written and verbal

What has been the impact on your students and their learning?

Students were assessed using the same criteria for their 'evaluation' strand as has been used previously. This was then compared to another similar 'enquiry task' used earlier in the year.

- 1 student stayed the same level.
- 7 students improved by 1 whole level.
- 7 students improved by 2 whole levels.
- 3 students improved by 3 whole levels.

What has been the impact on your teaching, and more widely on others in your school/college?

- I will definitely be modelling exemplar material and providing bespoke feedback again as it has had such a positive impact on the students levels.
- I will produce a range of resources that can be shared within the Science department.
- I intend to implement the habits of mind in STEM lessons.

What are your overall reflections on developing Engineering Habits of Mind, and how will you take this forward?

Although quite difficult to find the time to fit the project in I have found it very beneficial for both my planning and the impact it has had on my students.

I will be doing it again but from the start of the year!