

Buckinghamshire Science Transition project - penguins

Review of project - January 2009

All primary and secondary schools were e-mailed and asked to carry out online survey October - December 2008

Responses received	01-Feb-09
23	17%

primary schools	100
Secondary schools	34

How did you hear about this project?

How did you hear about the project?	
Material sent by he LA	48%
LA briefing in March 2008	9%
Attended launch events	4%
Colleagues	22%

How much time spend doing this project?	
Average hours:	3.9
Average lessons:	3.8

Views on the materials developed for project

All the material for the penguin project were put together by the primary, secondary AST and the science consultants. We aimed to provide enough information to support you in delivering the project without onerous effort on your part in planning. All schools should have received either a hardcopy or been able to download the handbook.

What are your thoughts on the following:

	The transition handbook and notes were easy to use	The lesson plans were helpful	I was able to carry out extension activities with my students	The investigations were easy to carry out	My students found the investigation interesting and stimulating	The year 6 student investigation sheets were useful	Year 6 students took their completed student booklet to their secondary school on induction day
Strongly agree	27%	27%	13%	29%	33%	22%	47%
Agree	73%	60%	40%	57%	40%	44%	13%
Neither agree or disagree	0%	7%	27%	7%	7%	11%	20%
Disagree	0%	7%	20%	7%	20%	22%	0%
Strongly disagree	0%	0%	0%	0%	0%	0%	20%
Strongly agree/Agree	100%	87%	53%	86%	73%	67%	60%

Will you carry out this project next year (Definetly/Likely)

87%

Would you recommend other colleagues and schools to carry out this project?

71%

Views on the use of the Bucks Grid for Learning

Accessed the bucksgrid	81%
not aware of the online resources	19%
Average times visited the site	2 - 5 times

We set up the bucksgrid area (VLE) for this project to support you and the development of the resources used in this project. What are your views on the following?							
	The VLE area was easy to find	The VLE area was easy to access	The resources on the VLE were helpful	I was able to download the material I needed easily	I will use the VLE in future	The VLE helped my planning	The VLE area helped me deliver my lessons on this project
Strongly agree	0%	0%	0%	0%	0%	0%	0%
Agree	73%	73%	91%	91%	82%	82%	82%
Neither agree or disagree	27%	18%	9%	9%	18%	18%	9%
Disagree	0%	9%	0%	0%	0%	0%	9%
Strongly disagree	0%	0%	0%	0%	0%	0%	0%
Strongly agree/Agree	73%	73%	91%	91%	82%	82%	82%

Key comments:

Extending learning in your class

I think it made the transition from primary to secondary a less daunting prospect for the children, it made them feel 'safe' that they would be taking forward from their year 6 lessons into year 7. I have heard from several of them since, and the work we did in the booklets was looked at and used with their year 7 science teacher. I also think that by the end of the project they felt proud of the work they had produced and liked the fact that it was in a booklet (all in one place). I found it interesting and useful when reading their thoughts on the year of science lessons (I only took them for science) when they recalled the highs and lows, things they'd learned etc.
Referred to work pupils were familiar with. Opportunity to assess and reinforce current HSW skills
Reinforced our work on insulating materials.
With new year 7,s this gave me the opportunity to see how they worked in a group and I used different groups. it enabled me to assess their practical skills their verbal skills their use of language and how good they were at explaining their ideas to each other. It also allowed me to assess their written and graph skills in a relatively short space of time.
Not sure id did, just something covered in a very busy time of year when we are doing some exciting things with our Y6's - residential trips, sports days and summer productions.
It showed which children were able to organise an investigation and develop their own learning through this.
good fun, gave the pupils something to own and produce that linked with their primary school.
Children had to make 'insulation' of cups to mimic penguins. They really enjoyed this but..... the serious learning side meant they really had to think about what was meant by 'insulation' and how it affected the temperature of a penguin.
They learnt a lot of new scientific terms and got to work on practical skills straight away.

Additional comments

I found it very useful having all the resource booklets produced and sent to my school, at that busy time of the year, it was very much appreciated and meant that the project to could quickly and easily started.

Prefer to not expand it any more, as it would impact on our own sequence of lessons which introduce pupils to KS3 science

It needs to be designed with secondary school teachers present. A lot of the projects I received were almost dictated and not hitting on skills I think would be useful. Also, not all pupils had done / brought in their projects which made it impossible to do. The induction day is too busy to spend much time collecting in paper.

When I said I would not recommend this I only mean to year 6. I would happily do this project with year 4!

At this stage I am afraid that I cannot remember exactly how long I spent on this unit but did have some issues completing all the tasks before 'induction day'. I would like to link with my main feeder school science department to liaise on the project as I do feel it was worthwhile and would like to ensure that they looked at the children's booklet and carried the project forward to the next stage.

In Wiltshire CC, they do this transition project (& have done so for a few more years than BCC) and they do the 'huddling' one too, as the 'extension' task. Using test tubes etc., as penguins. They kids I taught there loved it all. It was so visual and such fun. Can we do the 'extension' task if we wish to? (although I am not too sure all my yr 6 colleagues would wish to do it.) I would.

Primary schools need to do the starter work.

If they had done it in yr 6 we could have had something very useful, but as it was it was a bit too disjointed