

Offwell SCIENCE Statement September 2019 SCIENCE Leader: Sally Hunt

This document sets out our intent, implementation and planned impact of Science Leadership, teaching and Learning in Offwell C of E Primary School. 'Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils'. (DfE Definition)

Our Intent for SCIENCE

At Offwell, our vision: **Be Well**; **Learn Well**; **Live Well** inspires us to secure, for each child, a sense of physical and mental wellbeing, as the foundations for effective, life-long learning and to enable them to both benefit from, and contribute to, a better world. Offwell Primary School Science provision is designed to foster an on-going curiosity and fascination about the world around us, that can be developed into a body of reliable knowledge, through the progressive development of concepts, skills and practical investigations. This knowledge, understanding and skill set can be applied to real life problems and situations.

Implementation of SCIENCE:

• Which resources are used to ensure progression of knowledge, skills and attitudes?

EYFS: EYFS Curriculum – Specifically the 'Understanding the World' specific area and the Characteristics of Effective Learning.

Key Stage 1 and 2: National Curriculum, Twinkl, Hamilton Trust resources.

• How is SCIENCE taught?

Wherever possible, Science is taught through first-hand experience and practical investigations. Children are given opportunities to make observations of the real world, ask questions and propose cause and effect relationships that can be explored further, by fair testing. Equal emphasis is given to learning both skills and knowledge within Science and planning allows links to be made to other subject areas wherever possible, in order to consolidate understanding and demonstrate the use of science by society.

Science related activities are a fundamental part of the Continuous Provision planning within the EYFS (Ash class), with additional, teacher-led activities ensuring full coverage of the curriculum. Within KS1 and KS2, weekly science lessons are planned. All Science teaching at Offwell may be supplemented by field work, welly walks, visitors or trips.

• How do we ensure equality of access to SCIENCE?

Science teaching and learning may be differentiated by input or outcome and wherever practical, makes full use of visual and technical resources to support children with additional needs. Targeted adult support, displays and classroom groupings aim to ensure access for all, whilst practical tasks, the teaching of specific vocabulary and a shared intent to challenge gender or other stereotyping, promote inclusion within Science.

How can parents or other members of the public find out more about the curriculum the school is following for Science?

See EYFS Curriculum <https://www.gov.uk/government/publications/early-years-foundation-stage-framework-2> and entries in an individual's Tapestry online Learning Journey. Please refer to 'The World' statements within the specific area of 'Understanding the World' and the Characteristics of Effective Learning for relevant skills and knowledge.

See National Curriculum <https://www.gov.uk/government/collections/national-curriculum>

See Offwell Primary School website for Long Term Planning of science related learning._____

Impact of SCIENCE Teaching and Learning:

How is SCIENCE progression assessed?

EYFS: Relevant observations of teacher led and child initiated Science skills and knowledge, are regularly uploaded onto an individual's Tapestry online Learning Journey by staff in Ash class. Observations state to which age band they relate, thus indicating if progress is 'expected' or not. A termly review of evidence of achievement in 'The World' is recorded on each individual's colour coded Early Years' Outcome sheets, which clearly illustrate

progress over time.

Key Stage 1 and 2: End of unit assessments of achievement in both skills and knowledge are routinely completed by class teachers and used to inform end of year and Key Stage summative assessments.

How is SCIENCE progression monitored?

In EYFS, individual Early Years' Outcome sheets are reviewed in order to create a termly cohort overview of progress in 'The World' and to inform relevant, future planning. Parents are able to access Tapestry Learning Journeys for their child and progress may also be discussed informally, as well as during twice annual Parent Meetings. All parents receive an end of year written report with progress in relevant scientific skills and knowledge included. Governors are sent termly updates on YR cohort overviews, including progress towards the 'World' Early Learning Goal.

For KS1 and KS2, progress within Science may be discussed during twice annual Parent Meetings, with end of year and Key Stage summative assessments, recorded in a written report to parents. Annual, summative Science assessments for individuals are recorded centrally.

The Science co-ordinator and link Governor meet in the Autumn and Summer terms to undertake a book scrutiny and pupil conferencing, as well as looking at classroom displays. Lesson observations may also take place. The Science co-ordinator and link Governor then review and develop the Science Action Plan, to improve future provision and inform the School Improvement Plan.