



Science – Intent, Implementation & Impact

This science statement is underpinned by the school Curriculum Intent statement and our Church of England school vision of *'Love of Learning, Love of Life and Love of One Another'*

As reflected in our school curriculum statement, our school is situated in an area of higher than average youth unemployment. In an attempt to address this, it is our intention that children at our school become inspired by science to a great enough depth that they aspire to pursue these subjects in higher and further education and potentially forge a career in science.

Intent

- To foster high ambition for **all** children and to provide appropriate ways for all children to show their understanding in science including those with SEND so as not to provide a reduced curriculum or experience.
- To promote an awareness and pride in the local area and to incorporate this into our science teaching wherever possible.
- To inspire curiosity about the world us, to ask questions and attempt to answer them using the five enquiry types set out in the National Curriculum.

Implementation

- To plan and deliver lessons aligned with the Early Years Foundation Stage and National Curriculum in a two-year rolling programme to ensure an appropriate coverage to suit our mixed age classes.
- To provide a knowledge and skills progression to enable planning to build on prior knowledge and develop working scientifically skills across a broad balance of enquiry types.
- To ensure that all staff have access to prior knowledge and next steps of the curriculum as well as common misconceptions that may arise.
- To give children the opportunity to work scientifically, to be curious and ask questions and where appropriate to take the lead in planning their own investigations.
- To keep scientific knowledge alive and help to embed it in long term memory by referring back to previously taught topics – particularly where they relate to everyday life experiences.
- To embed scientific vocabulary through working walls that are purposeful and display current scientific vocabulary as well as give access to previous learning - these key words will be 'kept alive' by being referred to by staff.
- To ensure that we as staff keep up to date with current scientific developments in the news and share these with children.
- To provide the opportunity for scientific knowledge to be shown through creative means, for example, drama, dance or art.
- To signpost children to notable scientists linked to their topic and offer both fiction and non-fiction texts to enhance their reading and comprehension skills.
- To actively participate in science week and undertake whole school investigations to show progression through year groups.
- To celebrate our local area by being part of The Foresters' Forest project and use our immediate school grounds and the wider location as a basis for scientific study.
- To enable children to experience extra-curricular trips – for example, visits to We the Curious and Cheltenham Science Festival, to help enrich their cultural capital in science.

Impact

The subject leader will monitor the quality of teaching and learning, through learning walks, lesson observations, work scrutiny and pupil voice. The skills and knowledge progression will be used alongside this monitoring.

- Children will be assessed using our agreed school tracking system, any gaps in pupil's knowledge will be identified and opportunities provided to close those gaps either through targeted interventions or by revisiting the topic via a working scientifically investigation.
- Children will have achieved age related expectations in science at the end of their primary phase of education.
- Children will go on to study science in the subsequent key stages