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| **What CPD has been delivered / accessed?** |
| Teachers have had some training as part of a staff meeting on science.  Staff are encouraged to use ‘Reach Out CPD’ to brush up on specific knowledge in different science modules, should they need it.  I attend science training three times a year as part of my CPD in the subject. |

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| **Culture / Extra-curricular / Enrichment opportunities within science** |
| Some year groups book trips which link to areas within the science curriculum. E.g: Year 5 visiting the space centre or year 4 visiting Holmebrook Valley Park to focus on habitats, etc. |

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| **SEND** |
| All children with SEND are encouraged to participate in group work and investigations. Science in the classroom is very much about working as a team to make observations, analyse results and discuss findings, etc. Children are supported using written scaffolding and extra adult intervention, where this is appropriate. |

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| **Curriculum Content** |
| In Key Stage 1 and Key Stage 2, a mixture of White Rose Science and Outstanding Science are currently being used. These schemes have only been introduced in recent months and are not yet embedded into science learning across school.  Staff have been asked to try both schemes and cherry-pick the most useful resources for their lessons. White Rose Science is most useful for ‘small steps’ and worksheet-based activities whereas Outstanding Science includes more ideas for practical enquiries.  The schemes were chosen because staff felt they wanted a change from our old scheme (Science Bug) which did not include as much practical investigation. These schemes have also saved the school money.  The science skills and knowledge progression document show how the subject progresses from EYFS through to year 6.  The key strands within scientific enquiry are: pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. |

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| **Assessment** |
| Science is assessed by the class teacher through Assessment for Learning strategies and marking work in books.  Curriculum swap sessions give the subject leader an overview of the knowledge and skills that the children have retained, assessed against the knowledge and skills documents.  Formal assessments are not used for science in school. |

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| **EYFS** |
| Our EYFS areas are designed to be rich in scientific opportunities where children are able to explore the foundational knowledge and skills that will support them when they start in KS1. Teachers provide scientific ‘invitations to play’ (dark den, magnets, light sources, changes of state etc.) where children are supported to explore how things work, predict what will happen and how to collect and record data. Using the wide range of outdoor areas, children are encouraged to notice and talk about the changing seasons and to show awe and wonder about the natural world. Sharing books is at the core of EYFS and teachers carefully select books that investigate a variety of scientific ideas to support their scientific knowledge and understanding of the world. |
| **Pedagogy** |
| What strategies / approaches would you expect to see in a SUBJECT lesson? |