

St Thomas More Catholic Primary School Curriculum Statement

SCIENCE

A community working through prayer, celebration and learning, to achieve excellence.

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school's senior leadership team will:</p> <ul style="list-style-type: none"> ● Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. ● Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. ● Provide sufficient funding to ensure that implementation is high quality. ● Support curriculum leaders and teachers in selection of appropriate schemes if applicable to ensure effective teaching. 	<p>Our typical teaching sequence will be:</p> <ul style="list-style-type: none"> ● Use of KWL grids ● Wonder Wall opportunities ● Practical demonstrations and investigations ● Experiment ideas generated by pupils ● Scaffolding ideas to further thinking ● Use of models to aid visual learning ● Researching the theory independently ● Links to real life ● Questioning thinking (by adults and pupils) ● Time to reflect and adapt ideas ● Assessing through practical learning 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> ● Enthusiasm for science learning. ● Clear understanding of what is being taught. ● Evidence of practical and investigative learning. ● Increased ability to question their understanding of the world. ● A developed sense of curiosity about how things work. ● A wide range of appropriate vocabulary which supports and extends pupils' understanding. ● Confidence in discussing Science, their own work, and identifying strengths and areas for development.
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> ● Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. ● Ensure an appropriate progression of skills is in place which supports pupils in knowing more about the world around them. ● Ensure an appropriate progression of 'working scientifically' skills is in place over time so that pupils are able to question and investigate using their own predictions and ideas. ● 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> ● Provide quality equipment suitable to support learning effectively. ● Display both the school's Vision and Principles of Science documents, and include them within learning regularly. ● Display good quality examples of learning when appropriate, including known scientists and vocabulary. ● Have examples of relevant texts available for independent reading, to support and develop wider understanding. ● Be well-organised so that resources allow for small group and whole class sessions. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> ● Pupils have opportunities for practice and refinement of skills, through access to the Science Area. ● An engaging and varied curriculum which develops a range of scientific understanding and skills. ● The library will contain a range of quality fiction and non-fiction texts to support engagement and understanding. ● Learning journals will show clear progression across a unit of work. ● Differentiation will be evident where appropriate, ensuring all pupils can access knowledge at the correct level. ● Clear progression of skills in line with expectations set out in the progression document. ● Pupils, over time, develop a range of skills and techniques across all areas of the scientific curriculum.

<p>The class teacher, and other staff responsible for delivery of the programme, will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> ● Review the carefully planned structures of learning to ensure they meet the needs of all pupils in their groups ● Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. ● Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. ● Attend all relevant training to ensure that they continually strive to deliver the very best science teaching. 	<p>Our children will be:</p> <ul style="list-style-type: none"> ● Engaged because they are challenged by the curriculum which they are provided with. ● Resilient learners who overcome barriers and understand their own strengths and areas for development. ● Able to critique their own work as a reader because they know how to be successful. ● Safe, within the bounds of any H&S requirements [BeSafe publication] ● Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on science and knowledge ● In possession of scientific skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> ● Celebrate the successes of pupils through planned displays and on the spot recognition. ● Collate appropriate evidence over time which evidences that pupils know more and remember more. ● Monitor the standards in the subject to ensure the outcomes are at expected levels. ● Ensure assessment is completed fairly, accurately and in a timely fashion, to ensure that all pupils continue to be challenged and supported as they need. ● Identify areas for further staff development through regular monitoring and provide ongoing professional development to ensure excellence in practice.
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