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| **Intent, Implementation and Impact for Science** |
| Science provision at Tattingstone CEVCP School is:* To develop a healthy curiosity in children about our universe and promotes respect for the living and non-living.
* For children to acquire and develop the key knowledge that has been identified within each unit and across each year group.
* Gain scientific knowledge for implications of science, today and for the future.
* Be able to answer scientific questions about the world around them

**Intent** At Tattingstone we intend to:-* Get children to recognise the importance of Science in every aspect of daily life
* Develop pupils’ natural curiosity so they are eager to learn Science.
* Develop the necessary investigative skills to foster a life-long interest in Science.
* Be able to be confident to answer scientific questions and communicate their ideas using specialist vocabulary.
* Make children aware of the varied employment professions in their future.

**Implementation**  Science is taught through the Kent Scheme of work alongside the Programmes of Study from the National Curriculum delivering a coherent and progressive Science Curriculum. It is taught as five block units per Year Group across all of the Key stages with each unit including a strong focus on the skills of scientific enquiry through an investigative and exploratory approach that makes learning memorable.Science will be taught as a stand-alone subject but suitable links to other topics can be made where appropriate throughout the academic year. Links to English and Maths will be made where appropriate in order to make the learning more cross-curricular.* At the start of each unit, cold tasks are used to develop an initial assessment of pupils’ prior learning. Using this initial assessment, teachers have the flexibility to plan lessons which meet the needs of the pupils in their class and differentiating accordingly when teaching mixed year group classes. Planning should not be rigidly set and where possible enquiries should be child led and flexible.
* Scientific vocabulary is specifically taught by the use of knowledge organisers which outline all the knowledge and vocabulary children need to use throughout each unit. There will be a strong focus on discussion to broaden children’s scientific understanding and they will be able to build on prior knowledge and link ideas together, enabling them to question and become enquiry based learners. Throughout the units, time is allocated to address misconceptions as they arise. On completion of the unit children demonstrate new knowledge and understanding by completing a cold task.

A variety of learning opportunities are used to deliver our curriculum, and teachers are encouraged to make learning in Science as hands on and creative as possible whilst still making learning explicit. Opportunities to attend off site STEM activities at BT Adastral park or whole school Science events in particular during Science week ensures we offer a broad and wide Science Curriculum**Impact** Formative assessment is used as the main tool for assessing the impact of Science at Tattingstone as it allows for misconceptions and gaps to be addressed more immediately rather than building on insecure Scientific foundations.Judgements will be formed as to whether pupils are beginning, working within or secure for the Science being taught and we hope that most children will achieve age related expectations in Science at the end of their cohort year.The Science Subject Leader also carries out QA meetings throughout the year and this allows time for book scrutinise of pupils’ individual books and discussions with teachers to ensure the correct delivery of the curriculum and address any areas for improvement. Discussions will also be held with teachers incorporating the 3 I’s listed in this document. |