Misterton Primary School

Intent, Implementation and Impact in Science

Intent	Implementation	Impact
*For all pupils to have the ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings. * For all pupils to have the confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations. * For all pupils to have the excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings. * For all pupils to have the high levels of originality, imagination or innovation in the application of skills. * For all pupils to have the ability to undertake practical work in a variety of contexts, including fieldwork. * For all pupils to have the passion for science and its application in past, present and future technologies. * For all pupils to have the opportunity to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly. *For all pupils to acquire strategies to enable them to become independent learners in Science (recognise spell and use scientific language).	*EYFS Science should be embedded in all aspects of the curriculum. KS1 and KS2 pupils to receive 2 hours per week in Science lessons. *A clear and comprehensive scheme of work in line with the National Curriculum where teaching and learning should show progression across all key stages within the strands of Science. *Children have access to key language and meanings in order to understand and readily apply to their written and verbal communication of their skills. *Children will use a range of resources to develop their knowledge and understanding that is integral to their learning and develop their understanding of working scientifically. *Clear and comprehensive scheme of work in line with the National Curriculum where teaching and learning should plan for practical investigative opportunities within Science lessons. *Children will reflect on previous learning and cross curricular links will be made wherever possible. *Children will be able to build on prior knowledge and link ideas together, enabling them to question and become enquiry based learners. *Attainment will be assessed each half term through related topic assessment tasks where applicable links to Science will be made to develop the children's topical learning.	*Most children will achieve age related expectations in Science at the end of their cohort year. *Children will retain knowledge that is pertinent to Science with a real life context. *Children will be able to question ideas and reflect on knowledge. *Children will work collaboratively and practically to investigate and experiment. *Children will be able to explain the process they have taken and be able to reason scientifically. *Tickled Pink and Green for Growth marking provides positive support and directs the pupil on their next steps to improve their science work. * Pupils respond to feedback in Better in Blue pens. * Pupils use classroom resources to support their learning. * Pupils presentation is of a high standard through following the school's handwriting policy. *Subject leaders write reports for the governors each year so they are up to date with any new initiatives that have been introduced and the impact of these. *Subject leader conducts learning walks, lesson observations, pupil interviews and book monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives.

* For all pupils to take pride in their writing, from KS1, use Cursive Script and present their work to a high standard and staff to follow the schools handwriting policy.	* Knowledge Organisers to be used. * Thesauruses and dictionaries to be easily accessible for pupils to use. * Teachers and TAs to support ALL pupils; providing intervention, support and challenge that individuals require to advance their learning in Science.	