

Science at Mylor Bridge CP School



September 2021

Objectives and Aims

At Mylor Bridge School, we follow the objectives of the National Curriculum. Our statement for intent can be found in the coordinator file as well as on the school website. The framework for the 2014 National Curriculum aims to:

Aims

The national curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

Resources

Teachers use a variety of resources, both interactive and physical, to support our learners. Teachers use TAPS (Teaching and Assessing Primary Science) as well as assessment questions as part of our POP quizzes (see assessment). At Mylor Bridge School, we have a range of scientific equipment stored centrally in the school library. This is checked annually and updated when necessary to ensure our lessons can be enhanced with practical resources that support learning and allow the opportunity for children to design their own experiments based on their own lines of enquiry.

Teaching and Learning Style

Teachers provide stimulating and engaging lessons that encourage a variety of different skills to enable the opportunity for all children to work at the best of their ability. The lessons will, when appropriate, provide a 'real-life' feel and apply the skills and knowledge to relevant everyday activities. We provide these opportunities by:

- Encouraging children to use scientific language in discussions
- Setting open-ended tasks that allow children to channel their scientific curiosity through experimentation
- Using a range of resources
- Using TAs and other adults to support children who may be finding the activities difficult or challenging

Planning

Using the 2014 National Curriculum objectives, teachers plan for the short-term, medium-term and long-term. Our planning is supported by the Chris Quigley Essentials Curriculum and allows us to take advantage of our locality to support and engage our learners. Due to the nature of the Science curriculum, teachers ensure that skills are built on and developed, allowing consistency in approach to teaching and learning in our school.

Assessment

Each class teacher creates a POP quiz at the end of each unit to see if the children have understood the objectives taught. This is coupled with observations from the class teacher in lessons and as well as scrutinising work in books. During each unit, class teachers prepare an assessment experiment lesson where the children will have the opportunity to work scientifically (both individually and collaboratively). These are designed to allow the children to explain, demonstrate and/or describe what is taking place. Key questions are prepared by the teacher to encourage scientific vocabulary when the

children are answering. This oral response may be recorded in written form, recorded with audio devices or scribed by adults in order to show evidence.

Children with SEN

At Mylor Bridge School, we teach Science to children of all abilities and needs. Science is a crucial part of our curriculum and helps provide a broad and balanced curriculum for our children. We use a mixture of TA support, mixed ability working groups and open ended activities to allow children with SEN to get the most out of their primary Science education.

Monitoring

As part of the Science coordinator's role, they are responsible for monitoring the successes in our teaching and learning and supporting colleagues in the teaching of Science across the school. This could be providing opportunities for CPD (continuing professional development), informing and updating colleagues about upcoming changes to Science and provide a direction for the subject as we move forward.