



Science
Maintaining Curiosity

| Key Areas | Strategies | Cost | Evidence for Improvement & Deadlines |
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| 1. Scientific enquiry at the heart of science teaching. | All content and skills of science covered during year. | None Training day at Hanbury Manor | Chris Quigley Planning Long Term Planning |
| 2. Sustaining pupils 'natural curiosity' | Science has a high profile through the science board Timetabling of science Linking to recent media events Linking to own experiences Projects to include parental input. Science week & focus days | None None None None None None | Pupil interviews. Small homework tasks based on science lesson – answers to be put in Home-School Contact Book. Current events discussed as part of lessons Mrs Braeckman to attend in order to conduct science investigations in KS2 Educational visits |
| 3. Accurate assessment | Each child is individually tracked using new curriculum tracking grid. Monitoring is regular and key groups identified. G&T science groups work with STAGE Marking to focus on errors in scientific work and children to correct these. E.g. factual errors Assessment for Learning – | None Training day at Hanbury Manor £10 per child | Through monitoring and moderation |



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| | <p>questioning leading to extended answers.</p> <p>Assessment in science is as important as assessment in English and maths.</p> <p>Assessment moderation - including with other school.</p> <p>Same marking as maths and English</p> | | |
| 4. Planning, carrying out and evaluating investigations. | <p>Work as groups, pairs and individuals in this.</p> <p>Freedom in planning process to allow children to be independent (ownership).</p> <p>Evaluation is a key part of investigations. Has it answered the question 'fairly', 'reliably' or 'accurately'?</p> <p>Differentiation of scientific tasks</p> <p>Children to experience science phenomena for themselves.</p> <p>What is it for?</p> <p>Extending learning to 'bigger scheme of things'</p> <p>Pupils finishing work – continuing next lesson, therefore children may have different starting points.</p> <p>Pupils' own method of recording.</p> | None | Evidence through monitoring |
| 5. Writing opportunities | <p>Planning includes opportunity for writing.</p> | | Evidence seen in pupils' books |



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| | Writing is scaffolded and differentiated. | | |
| 6. Science knowledge staff development | Training provided to fill any gaps. | | |

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| Medium Term Objectives | <ul style="list-style-type: none">To improve contacts with professionals and museumsImproved links with Herts & Essex | Unsure Unsure | |
| Long Term Objectives | <ul style="list-style-type: none">To be recognised as a school that provides excellent science teaching. | Unsure | |