

# Intent, Implementation and Impact Statement for Science

## Intent

At Highters Heath Community School, we recognise the importance of science in every aspect of daily life. As one of the core subjects, we give the teaching of science the prominence it requires using the National Curriculum objectives for Science. We aim to equip pupils with knowledge, skills and understanding and to encourage children to be inquisitive throughout their time at Highters Heath.

Throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified within each unit and across each year group. We will ensure that the Working Scientifically skills are built-on and developed throughout children's time at the school so that they can apply their knowledge of science when using equipment, building arguments and explaining concepts confidently. We will encourage them to continue asking questions and to be curious about the world around them.

We aim to provide a stimulating science curriculum that nurtures children's natural curiosity and their on-going intellectual development. Through a hands-on, inquiry-based curriculum, children will experience the joy of having wonderful ideas, exploration, and investigation – that is, the joy of finding out. We believe that these opportunities will ensure that our children are confident, life-long learners who will explore the world around them.

## Implementation

At Highters Heath Community School:

- Children are taught science every week throughout Key Stages 1 and 2, using various programmes of study and resources.
- In Early Years, science is taught through the children learning about the world around them in their learning through play.
- Teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all children can achieve high standards in science.

Our whole school approach to the teaching and learning of science involves the following:

- Science will be taught weekly in strategically planned lessons by the class teacher/ subject leader / trust science leads working party. This is a strategy to enable the achievement of regular retrieval and in turn, a greater depth of knowledge.
- Through our planning, we provide opportunities for problem solving that allow children to find out for themselves. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers.

## **Impact**

Our successful, consistent approach results in fun, engaging, high-quality learning - science education that provides children with the foundations and knowledge for understanding the world. This is evident in pupils' work, pupil voice and photos. Through a variety of well-designed and well delivered science lessons, children have the understanding that science has changed our lives. At Highters Heath Community School, all children have a voice and are scientists. Through exposure to a range of different scientists from various backgrounds, all children feel they are scientists and can achieve.

## **Assessment**

In Early Years, children are assessed through observations against the Early Years Framework. In Key Stage 1 and 2, children are assessed against the National Curriculum. Teacher assessments are informed through carefully differentiated planning and teaching, targeted questioning, observations, challenges, and next steps. Knowledge and skills are assessed through teacher assessments evidence through pictures, observations, pupil's work and next steps using the trust assessments for each unit of work.

## **Monitoring and evaluation**

Monitoring and evaluation of the impact on children's learning includes regular monitoring of books by the science lead and learning walks. Pupil voice is also used to further develop the science curriculum. This is used through the science lead holding pupil conversations with children from Year 1-6 at the end of each term. This will be used alongside the end of unit questions to plan next steps for the children's learning.