What Science looks like at Claybrooke & Dunton Bassett Primaries

This is our philosophy:

- Everyone can learn and be successful in science.

What Science Lessons look like in our school:

The chart below highlights **six key** areas in a science lesson and details what might be happening:

Teachers who… re-cap previous learning model ideas and concepts use subject-specific vocabulary carefully and precisely deliver engaging activities, through careful choice of activities and use of variation use AfL questioning skilfully use mini-plenaries to address misconceptions. use intervention across the whole room at the point of need for individuals or groups guide children to use equipment appropriately mark over the shoulder, giving instant feedback	**Children who…** engage and are confident. demonstrate learning behaviours (R2R) reason and can explain their thinking clearly can use partner talk or group talk to help them are willing to take risks and challenge themselves can choose appropriate apparatus practise skills and problem-solve learn science through other subjects
Support Staff who.. are knowledgeable following INSET are pro-active take the initiative are well-directed lead intervention prepare resources for teaching clarify instructions for targeted children 1:1 lead a group in the classroom contribute to over the shoulder marking	**Equipment being used might include…** Resources to support scientific enquiry Text books Video clips Vocabulary Mats Displays
Science books that show… pre-assessments and self-assessment differentiation in the form of: level of support, use of equipment, time given, challenges and scaffolding a variety of tasks (a mastery approach) problem-solving activities photos of practical science activities next steps to support, scaffold and challenge longer written explanations to reason and explain scientific thinking	***A mastery approach that means…*** mastery for all; all children have access to challenging, deepening, enriching activities at their level. depth and breadth reasoning problem-solving

This is how we use intervention:

- Small group additional teacher support
- Quick response to misconceptions with on the spot feedback and interventions, following marking/ assessments with identified children.

This is how we challenge the rapid graspers:

- 'Dive Deeper' that provides:
- Problem solving in different contexts
- Deepening reasoning and justification
- Generalising and testing ideas

This is what we do:

- Planning is based on objectives laid out in the National Curriculum
- Whole school INSET.
- Communicate to parents about science linked events happening in school
- Raised profile of science through taking part in events such as science week

This is how we know how well our pupils are doing:

- Teacher assessment
- Regular book scrutiny, learning walks, pupil interviews
- Feedback
- Targeted use of TAs
- TA/Teacher conversations

This is the impact of the teaching:

- Confident children who can talk about science
- Depth of understanding/application in different contexts.