



# Priestley Primary School

## Science at Priestley

Summer 2020



### Curriculum Intent Statement

Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. At Priestley Primary School, the curriculum is designed to: recognise children's prior learning, provide first-hand learning experiences, allow the children to develop interpersonal skills, build resilience and become aspirational, creative, critical thinkers. Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Priestley Values in order to learn like Spikey (Respect for All, Give it a Go, Cooperate, Take Responsibility, Share Great Ideas, Stay Focused, Think Things Through) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success. Children leave Priestley with a sense of belonging to a community where they have the skills to make decisions, self-evaluate, make connections and become lifelong learners with the confidence to explore life in modern Britain.

### Mission Statement

Placing learning at the heart of all we do by working in partnership with children, parents, staff, governors and the wider community to provide a safe, happy, stimulating and purposeful learning environment. High expectations are set so that all children are challenged to achieve both socially and academically.

### Vision

At Priestley Primary School we strive to provide our pupils with the skills needed to enable them to express themselves artistically and lead to an appreciation of the work of established artists and craft workers.

### Teaching & Learning

As a School, for this subject, we use the Cornerstones resources which provides a broad and exciting topic-based framework. Through the four developmental stages of the Cornerstones scheme children will be able to: -

- ✓ **Engage** actively with their own learning through the provision of exciting hooks.
- ✓ **Develop** the necessary, age appropriate skills in Science.
- ✓ **Innovate** their own ideas in the light of their previous experiences and learning.
- ✓ **Express** knowledge and skills effectively in a variety of ways.

#### EYFS:

In EYFS, science corresponds most closely to the 'World' strand of Understanding the World.

- ✓ Observe children carefully for scientific play and build on it when it occurs.
- ✓ Adult-led and child-led activities in science may often be closely linked to other areas, such as role play.

#### KS1 & KS2:

- ✓ One/two 'Love to Investigate' lesson should be taught each term.
- ✓ As a guide, approximately two hours a week should be dedicated to science, although this could be taught in a block.
- ✓ The quality of writing in science should be equal to that expected in English.

### Planning

#### EYFS:

Planning will be on the relevant plan for EYFS.

#### KS1 & KS2:

- ✓ Once the Cornerstones topics have been decided, teachers need to log on to The Hub on the Cornerstones website and complete the 'Detailed Coverage Checker' for science.
- ✓ If the chosen topics do not cover all the objectives from the National Curriculum, teach the remaining content through discrete lessons.

- ✓ Planning in Years 1-6 will be recorded on the medium-term plan.

Differentiation is the process by which curriculum objectives, teaching methods, assessment methods and learning activities are planned, where appropriate, to cater for the learning needs of the individual student. To provide for this basic entitlement, pupils in the same group have learning opportunities matched to their needs with teaching taking into account the differences in learner characteristics. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. Mixed ability teaching implies that all abilities must be catered for when planning a lesson.

- ✓ Differentiation of Resources
- ✓ Differentiation by Task
- ✓ Differentiation by Support
- ✓ Differentiation by Response/Outcome

## **Resources**

The majority of the school's science resources and consumables are stored in the science cupboard which is situated at the top of the stairs in the old building. If you find resources are running low, it is your responsibility to report it to the Science Subject Leader who can then action the reordering of replacement stock.

If the resources you require are not there, please inform the Science Subject Leader immediately so an order can be placed with the office.

## **Marking & Feedback**

Feedback is given verbally during the investigative process. Written work, for example recorded experiments, will be marked with a positive comment in green. Next steps will be recorded in blue, as appropriate. Next steps will be necessary if the topic being taught follows a series of sessions that are linked together.

## **Assessment**

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

## **EYFS**

Children in Early Years follow the Foundation Stage Curriculum for this subject area, with an emphasis on exploring through real life experiences in the Area of Learning entitled, 'Knowledge & Understanding of the World'. The emphasis is on practical exploration of materials and media through hands on experiences.

Assessment is through observation as for all areas of the curriculum.

## **Equal Opportunities**

We are committed to providing equitable opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have the right to teaching and learning experiences that enables them to achieve their full potential.

At Priestley schools, we welcome and celebrate diversity. We believe that having high self-esteem is crucial to pupils' wellbeing. Reasonable adjustments are made to the environment, curriculum and timetable to address all students' needs.

## **Safeguarding Statement**

At Priestley Primary School, there is nothing more important to us than the physical and emotional health and well-being of our pupils and staff alike. As such we have created and work hard to maintain a climate in which staff, pupils, parents and governors feel able to articulate concerns comfortably; safe in the knowledge that effective action will be taken, as appropriate. At times we may need to share such concerns with outside agencies, such as the Wiltshire Multi Agency Safeguarding Hub (MASH) team.

Our Safeguarding and Child Protection Policies apply to all adults, including volunteers, working in or on behalf of our School. We expect everyone working in or for our School to share responsibility for keeping children safe from harm and abuse and report any concerns to one of our DSLs (Please see our 'Designated Safeguarding Leads' boards situated in the staff room.

At Priestley Primary School, children are taught about how to stay safe, including staying safe online. Our taught curriculum and programme of assemblies cover how to stay physically and emotionally healthy and includes e-safety and age-appropriate sex and relationship education (SRE).

**Review**

**ALL SAFEGUARDING POLICIES SHOULD BE CONSIDERED IN RELATION TO EACH OTHER AT ALL TIMES**

**Safeguarding, Child Protection, Prevent, Internet Safety, Acceptable Usage, Anti-Bullying, Behaviour, Health & Safety, Off-Site Visits & Visitors, Whistle Blowing, Complaints Policies.**

**To be reviewed- September 2021**