

The impact of the school's science curriculum:

Using the Developing Experts Knowledge Mats and Unit Tests, teachers are able to assess each child at the end of each unit. At the end of each term, the National Curriculum and Lancashire KLIPs are also used to assess children against National Standards. It is also good practice to check tracking data, from SIMs and Asmall Pupil Progress meetings/documents, to identify children that were not secure when the linked learning was taught. Specific attention can be given to these children during the initial activity to ensure they are now secure. Each unit taught through school has a unit assessment test to complete at the end of each unit (some teachers use this as a baseline too to track progression).

When children have engaged in sufficient activities to have become secure in the required knowledge, it is time to reflect on their learning. The Developing Experts examples of work show the learning of one child that is secure in the required knowledge that can be used as a benchmark against which to assess children's work.

Children that are not secure can then be given additional activities to provide them with further opportunities to show that they are secure, possibly gathering evidence in a different way for example verbally in a small group context. Children that are secure can be given enrichment activities to broaden their thinking, while being careful not to stray into the content taught in later years (check this on the Knowledge Progression).

To assess the working scientifically skills of children, observe their execution of skills that have been previously modelled and take note of those children who are not secure in using them. If children are still not secure in the knowledge and skills, further opportunities should be provided, later in the year, for them to revisit them. We strive for all children to attain in-line with, or to exceed, age-related expectations in science.

The subject leader will monitor their subject throughout the year.

Furthermore, the impact of the children's learning throughout school is seen in:

-  the quality and breadth of the work children produce in their books
-  the knowledge and cultural capital they acquire to succeed in life
-  the knowledge they share when talking about their learning – they know more and are able to do more than when they started
-  pupil voice
-  the learning environment
-  their preparedness for their next stage of education – EYFS to KS1, KS1 to KS2 and KS2 into KS3 at Secondary School.