

Sacred Heart Catholic Primary School



Science Impact

September 2024

Impact

We measure the impact of our curriculum through the following methods:

- **In Class Feedback**

We understand that feedback is linked to progress and has to be timely to make an impact. In class feedback is used to support teacher's workload, ensuring it is as immediate and timely and specific as possible, and leaves the teacher time to focus on individual identified needs (see Feedback and Marking Policy). In class feedback also enables teachers to identify misconceptions and inform future planning. The misconceptions may be addressed through in class marking, conferencing, verbal feedback or with the use of mini plenaries. Floor books are used to demonstrate the children's learning and understanding when carrying out a practical activity in Science.

- **Formative /Summative Assessment**

Assessment is used daily in the form of Assessment for Learning. This informs the planning for future lessons and identifies where further individual or group support is needed. Teachers adapt their planning for the next lesson to ensure there is time to address these misconceptions. These misconceptions may be addressed through in class marking, conferencing, verbal feedback or with the use of mini plenaries.

At the end of a science unit, pupils in KS2 will complete an assessment task. Assessment can be carried out in a variety of ways through 'Think Talk Write' activities, developing the skills with increasing depth and challenge as the children move through the year groups. This can be written or verbal. Children in EYFS and KS1, will be assessed throughout the unit using teacher judgement.

- **Pre-Teaching/Pre-Assessment**

Unit introductions in science are completed as a whole class, to enable the children to learn and retain the important, useful and powerful vocabulary and knowledge contained within each unit which they can refer back to each lesson. These also inform teachers about the pupils' prior attainment. Through our unit introductions, we aim to analyse the pupils' knowledge of the topic so far and pre-empt the difficulties. We analyse the information and plan the learning according to individual needs and cohorts. These provide the starting points for learning. There is also an opportunity for pupils to ask 'the big question(s)', which can also inform future planning. These unit introductions will be displayed on the working walls.

- **Teaching Assistants and Interventions**

Interventions are specific to the needs of pupils and they are given until the misconceptions are addressed or the gap in learning is reduced.

Same day interventions are also used to pick up on misconceptions from the current days teaching and learning.

- **Partnership**

Teachers engage parents through September Meet the Teacher meetings, termly curriculum newsletters, weekly newsletters and via the Year Group email and Weduc. Each term there are opportunities for parents to meet with teaching staff at Parent Consultation. Every Tuesday there is a drop-in session for parents to discuss a concern with a member of staff.

- **Formal Assessment Cycle**

- Unit introductions.
- EYFS is assessed and recorded using Early Essence. This is used to capture significant achievements of the pupils on their learning journeys
- Sims internally assessment tracker is used in the Spring Term and in the Summer Term to track attainment and progress against the milestones.
- Science is assessed towards meeting the expected standard, working below/above the expected standard.

- **School Reports**

School reports are issued at the end of the school year. All subjects are marked as Working towards National Expectations, Meeting National Expectations or Exceeding National Expectations.