

**Curriculum Statement - Science**

**Core Values**

Our curriculum is underpinned by our core values of:

Exceptional Resilient

Innovative Aspirational

Yourself Successful

**Curriculum Intent**

* To offer all pupils the opportunity to develop practical and critical thinking **skills** through a mixture of research, experimental and teacher led learning.
* To offer pupils support and challenge to build resilience.
* To develop an appreciation of the Scientific method and an understanding of the importance of evidence to allow pupils to make informed decisions both now and in the future.

**Secure developments and achievements…**

* Differentiation.
* Essentially assessment for learning.
* Behaviour for learning.

**Prepare students for “life beyond Pewsey Vale”**

* Exposure to current scientific ideas.
* Exposure to eminent scientific professionals.
* Critical thinking **skills** and use of the scientific method.

**Promote active community involvement**

* Offer extracurricular opportunities for personal development.
* Link ideas to awareness of national and global issues.

**Curriculum Implementation**

**Through Transition**

* Year 5 Gifted and Talented afternoon – “Observation”.
* Year 6 Transition – “ Bunsen Burner Operatives”.
* **Skills** Topic at the start of Year 7.
* KS2 Baseline test on entry.

(Could possibly put together a LAT Transition Pack for feeder primaries?)

**Through Nurture Provision (Individual Needs)**

* Use of Differentiation including scaffolding, seating plans, by outcome, teacher support etc.
* Assessment Matrices.
* Study Units.
* Tier of Entry.
* Selection for Separate Science.

**Through Enrichment**

* Revision classes during the holidays and after school.
* Science Live trip.
* Ensuring range of practical activities.
* (Resurrect Year 7 Trip)
* (Possible cross curricular links with Geography trips)

**Through Teaching, Learning & Assessment**

Through Key Stage Three a **broad and balanced** range of topics covers the 3 main disciplines up to year 9 when we use a more **theme based approach** to focus on the three main Fundamentals – Cells, Atoms and Energy in readiness for the transition to GCSE. Assessment is vis Homework, class work, Criteria Based Tasks and synoptic testing to identify and fill gaps.

At Key Stage Four we offer both Combined and Triple Science at both Higher and Foundation tier to encompass all learners of all abilities.

Scheduling of lessons across both Key Stages

|  |  |
| --- | --- |
| **Key Stage 3** | **Lessons/Week** |
| Science | 4 |

|  |  |
| --- | --- |
| **Key Stage 4** | **Lessons/Week** |
| Combined Science (Trilogy) | 6 |
| Separate Science (Triple) | 7 |

**Through promoting Literacy**

Each subject has a copy of the school’s literacy strategy both in the front of the student’s books and also as a learning mat on desks. This is given to support the accurate use of subject specific spelling and correct use of grammar and punctuation. The subject-specific words listed on each document are Tier 2 and Tier 3 language. The aim of this document is to provide learners with a format that is familiar, but developed for the lesson they are in at the time. Classrooms display Tier 2 and Tier 3 language for the specific topics being taught. Spellings of key words are corrected when work is deep marked. A literacy target is given. Both are addressed during DIRT sessions where learners are asked to improve their work in a dedicated section of any given lesson. Students are encouraged to read aloud in lessons and to grapple with difficult texts.

**Through homework**

* The use of Homework is to embed and consolidate the work covered during lessons.
* The use of Homework is to allow revision prior to assessment.
* The use of Homework in preparation for forthcoming lessons.

**Curriculum Impact**

The impact of the school’s curriculum is measured through several means:

* Outcomes for students at GCSE in Y11.
* Progress and attainment data for current year groups.
* Destinations data.
* Attendance data.
* Behaviour logs.
* Engagement in enrichment activities.
* Student voice.
* Progress towards the Gatsby benchmarks.