

# Subject Expectations

## Science



RESPECTFUL



AMBITIOUS



RESILIENT



<b>Scheme</b>	<p>Developing Experts            Science and Engineering Education Research and Innovation Hub (SEERIH) – Scientific enquiry logos.            Teacher Assessment in Primary Science (TAPS) – Post It Note planners.</p>
<b>Timetable / Duration</b>	At least 1 hour per week.
<b>A typical lesson Structure</b>	<ul style="list-style-type: none"> <li>▪ Retrieval activity at the beginning of every lesson.</li> <li>▪ Learning objective shared</li> <li>▪ Key vocabulary explored</li> <li>▪ Main event/input</li> <li>▪ Activities with appropriate scaffold/challenge, this will always involve deepening Working Scientifically skills, often through a scientific enquiry.</li> <li>▪ Wrapping Up/Quiz</li> </ul>
<b>Expectations in Books</b>	<p>Date and LO recorded            Books show a complete sequence of learning for each unit – following ‘small steps’ identified on MTPs/ Developing Experts.</p>
<b>Retrieval opportunities / revisit misconceptions</b>	<p>Retrieval section at the beginning of every lesson – knowledge and vocabulary            Working wall            Records on Curriculum Unit Planner Implementation and Impact Report (completed half termly).</p>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>▪ Attainment recorded onto Sonar each term</li> <li>▪ Whiteboards ‘show me’ activity – formatively assess</li> <li>▪ Self-assess for accuracy when working scientifically – is my data accurate?</li> </ul>
<b>Learning environment</b>	<p>Working wall to show recent learning – with key learning and vocabulary displayed.            Scientific Enquiry logos displayed in all K/S 2 classrooms.            Key vocabulary pyramid.            ‘Post it note’ planning grids used for Fair/Comparative testing.</p>
<b>Marking &amp; Feedback</b>	<p>Use marking and feedback guidance            Teacher pen – green for great, think pink (next steps)            Pupil pen – purple</p>
<b>Adaptive teaching</b>	<ul style="list-style-type: none"> <li>▪ Individualised SEND support</li> <li>▪ Writing frames to structure scientific enquiries.</li> <li>▪ Word banks/ sentence starters.</li> <li>▪ Structure strips</li> <li>▪ ‘Stretch’ challenges from Developing Experts.</li> <li>▪ Other approaches from ‘Teacher Toolkit’</li> </ul>