

Subject intent Our high quality science curriculum ensures all children are taught essential aspects of the knowledge, methods, processes and uses of science; are encouraged to recognise the power of rational explanation, predict how things will behave, analyse causes, develop an excitement and curiosity about natural phenomena and are equipped with the scientific knowledge required to understand the uses and implications of science today and for the future.

If you were to walk into a Science lesson at The Raleigh you would see: explicit sharing of ‘Big Ideas’ and ‘Science skills’ involving children’s self -assessment as to their success in achieving these; practical enquiry involving small groups of children; understanding of the scientific process, progressing to control of variables; encouragement of reflection including next steps, enthusiasm and a love of the subject.

<p>Successes in 2022-2023</p> <ul style="list-style-type: none"> • Implementation of ‘Big Ideas’ and ‘working scientifically toolkit’ - now built into new curriculum map ensuring common approach and making progression clear. • Building bridges competition – whole school involved in local competition to raise awareness of new heathland bridge. (2 winners/2 runners up) announced on BBC radio surrey. • Investigating and supporting bid for Oceans workshop at Natural History Museum. 	<p>Pupil Premium, British Values, challenge and SEND (implementation)</p> <ul style="list-style-type: none"> • British Values : democracy - encouraging children to take the views and opinions of others into account. Rule of law- understanding need for safety. ‘Mutual Respect’- working as a team, discussing findings and offering support and advice to others. • Satro problem solving workshop provides challenge for those talented in STEM. • Use of ‘Big books’ support those who find recording more difficult. 	<p>Priorities for 2023-2024</p> <ul style="list-style-type: none"> • Investigation of new scheme or model curriculum in line with national developments, continuing to build on our practical approach to science. • Continue to refine our approach to assessment in science – maximising opportunities for recording of attainment and progress from year to year. • Promote and monitor use of stories within science. • Monitor implementation of new bird box.
<p>Parental engagement (implementation)</p> <ul style="list-style-type: none"> • Building bridges competition – booklets sent home to all parents and they were encouraged to support their children with their entries. • Date and time of BBC Surrey programme was shared with parents allowing them to be involved with announcement of winners. 	<p>Monitoring, observation and validation, including pupil voice considering progression (impact)</p> <ul style="list-style-type: none"> • Pupil voice shows that children are enthusiastic about science. • Use of ‘Big ideas’ and ‘working scientifically toolkits’ have made children’s learning more explicit and have made them feel more involved in their learning. They have a greater understanding of how present learning builds on previous knowledge and prepares them for later learning. Investigation of carousel approach in reception and year 1 builds understanding of early foundations in science knowledge. 	<p>Professional development opportunities</p> <ul style="list-style-type: none"> • Staff meeting (September) – ‘Big Ideas’ and ‘Working Scientifically Toolkit’ • Staff meeting (January) – Feedback from pupil voice • Observations to share good practice (Spring term)