

## Subject report for Science

Date July 2021

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### WHITE HAT THINKING

#### FACTS Outcomes for pupils

##### ➤ Key stage 1- End of Phase 2

###### Year 1

(55 children)	0%	82%	18%
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##### ➤ Groups

Boys (32 children)	0%	78%	22%
Girls (23 children)	0%	87%	13%
SEN (6 children)	0%	100%	0%
PP (10 children)	0%	90%	10%
EAL (11 children)	0%	92%	8%

###### Year 2

(52 children)	0%	56%	44%
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##### ➤ Groups

Boys (28 children)	0%	54%	46%
Girls (24 children)	0%	56%	34%
SEN (11 children)	0%	64%	27%
PP (8 children)	0%	100%	0%
EAL (11 children)	0%	73%	27%



### Summative statement

#### BLUE HAT THINKING

The view from adults and children is that Science is more exciting and engaging and children are remembering experiences they have had. In Early Years there is lots of exploration of the world around them taking place. There is still work to do done to ensure that the scientific skills are included in every topic and valued



#### GREEN HAT THINKING

##### Actions

- Science manager to meet with Year group leaders to introduce the new investigations and teaching sequence. This will be implemented in Year 1 in 2021-2022 and Year 2 in 2022-2023 so there are no gaps
- Year teams to include scientific vocabulary on topic letters that go home to parents
- Ensure all staff are aware of the wide-ranging resources that we have available to support Science learning, including the new resources for scientific investigation



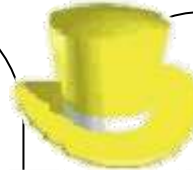
## BLACK HAT THINKING Areas for development

### Quality of teaching, learning and assessment

- Use of scientific skills
- How can we enhance opportunities for our EAL and SEND children?
- Continue to focus on whether the children see themselves as scientists (this may have an impact on vocabulary learning too)

### Quality of the curriculum

- Hampshire have produced detailed plans for science with lots of different suggestions for teaching and investigations. These have been out for three years but not used by previous Science managers.
- Early Years should plan further opportunities for scientific investigations throughout the year
- Implement the new longitudinal study in each year group (in line with end of key stage assessments)
- Do children know where the Science areas are in their classroom?



## YELLOW HAT THINKING Strengths

### Quality of teaching, learning and assessment

- Planning shows use of scientific skills, such as measuring, observing, collecting data but needs to be in every topic
- Planning shows that the key objectives are all being covered during KS1
- Children have been given opportunities to apply knowledge in different contexts for e.g. in D.T. and English

### Quality of the curriculum

In Early Years there are opportunities to develop scientific knowledge through play and adult directed tasks. KS1 planning is comprehensive and all the objectives from the National Curriculum are being covered. Skills are taught throughout projects and during outdoor learning.