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# Science Policy

## Evergreen Pupil Referral Unit

2025

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**Evergreen Science Policy**

1. **Our Intent**

At Evergreen, our curriculum is intentionally designed with the individual needs of the children in mind. Many of our children come to us from diverse educational settings, and unfortunately, many may have developed negative perceptions of themselves, the curriculum, and education in general. Our children often arrive with varied backgrounds, some from within the city and others from beyond, with differing experiences of academic expectations and curriculum structures.

Evergreen serves as a short-term placement for children who are at risk of exclusion, or who find themselves excluded. In these cases, our initial focus is often on supporting improvements in their attitudes, behaviour, and/or attendance. To this end, the opportunities and support we provide are tailored to address the specific reasons behind each child's placement, their individual needs, and the duration of their stay—whether it’s a brief transition period or a longer-term arrangement.

Given the wide range of needs that our children bring with them, it’s important that our curriculum provides opportunities that are flexible, more personalised, and more adaptive. Many children will eventually move on to new schools, where they will face further differences in expectations and environments. Therefore, we are committed to offering a curriculum that:

* Re-engages children who may have lost their love for learning by offering opportunities that reignite their curiosity and motivation, regardless of their starting point or academic level.
* Promotes the development of positive behaviours and attitudes by providing new opportunities for growth, both academically and socially, allowing children to build confidence and progress in both areas.
* Helps children break old habits and develop a more positive outlook towards education, equipping them with the mindset and skills needed to thrive in future learning environments.
* Encourages exploration and discovery through an exciting, hands-on curriculum that fosters both academic achievement and personal growth, inspiring children to engage fully with their world.
* Identifies and addresses gaps in knowledge, skills, and behaviours, while offering motivating and meaningful opportunities for children to bridge these gaps and advance in their development.

Evergreen Academy provides teaching and learning that accommodates varying lengths of stay, whether a child is with us for a short 12-week placement or who may remain for a longer period.

1. **Implementation of the Curriculum**

At Evergreen, our curriculum follows the outcomes of the national curriculum. To support these outcomes and provide meaningful learning opportunities, we use the Cornerstones Curriculum to deliver and contextualise teaching and learning in science.

The way we implement our curriculum will differ from mainstream or other specialist setting and we are mindful that many of our children may not be able to follow the curriculum in its entirety, due to their individual academic needs, SEMH needs and neurodiverse needs, attitudes toward learning, attendance, or transition circumstances.

Despite these challenges we engage our children by:

* Maintaining high expectations for all pupils, regardless of their starting points.
* Providing a range of learning opportunities that encourage children to reengage in learning.
* Removing barriers to learning to help children engage fully with their education and develop skills, positive behaviours, and attitudes.
* Promote opportunities to engage in activities and experiences that directly link to national curriculum outcomes.
* Offering enriching opportunities that broaden and contribute to their cultural capital.
* Developing social-emotional development by providing opportunities for children to explore, challenge, and enhance their relationships and emotional well-being.
* Building resilience through experiences that promote the development of strategies for maintaining positive mental health and overcoming challenges.
* Providing experiences that support personal growth, helping children develop a positive sense of self-worth and an understanding of fundamental British values, to become respectful, responsible, and active citizens.

We implement science by:

* Exploring the world around children in an exciting and practical way, which makes the most of their natural curiosity.
* Asking scientific questions and make predictions about what children might discover
* Plan and carry out a range of scientific investigations to help them find answers to questions.
* Observe, measure and record what happens in a variety of ways and using a range of scientific equipment (including computing).
* Analyse findings and make evaluations based on these findings.
* Present these findings in a variety of ways (including using computing).

We teach science so that our children have opportunity to develop scientific skills to:

* Understand scientific processes, acquire practical scientific skills and use scientific language.
* Observe, measure, predict, hypothesise, experiment, communicate, interpret, explain and evaluate.
* Plan and carry out fair tests, classify, make comparisons and look for patterns.
* Record and present results in the most suitable way.
* Use a range of scientific equipment with increasing accuracy and to Work safely.
* Use ICT effectively in investigating and recording.
* Effectively communicate scientific ideas, facts and data.

**3. Impact of the Curriculum**

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| **Impact** | |
| The key measure of impact will be the progress made by pupils from their individual starting points. Methods for assessment are outlined in our assessment policy.  We will further evaluate the impact of our curriculum by using the methods outlined in the table below. | |
| **Intent** | **Measure** |
| Develop, maintain and reinforce positive behaviours and personal dispositions by showing children new ways of getting on in learning and relationships and by breaking old habits and behaviours. | Observations, moderation and review  Head Reports  Pupil Progress Meetings  MAPPS/Data  PASS/ Pupil Voice  Attendance  Destinations  Governor visits  Work scrutiny  Attendance |
| To inspire and motivate and support children to bridge gaps in learning and re-engage children by building on the talents and skills children already have. | Observations, moderation and review  Head Reports  Pupil Progress Meetings  MAPPS/Data  PASS/ Pupil Voice  Attendance  Destinations  Governor visits  Work scrutiny  Attendance |
| Enable children to explore their world through an accessible, fulfilling and exciting, experiential curriculum. | Curriculum opportunities and experiences  Observations, moderation and review  Head Reports  Pupil Progress Meetings  MAPPS/Data  PASS/ Pupil Voice  Attendance  Destinations  Governor visits  Work scrutiny  Attendance |
| To support a change in children's self-perception as learners and enable progress from their individual starting point with a focus on facilitating the development of English and Mathematics. | Curriculum opportunities and experiences  Observations, moderation and review  Head Reports  Pupil Progress Meetings  MAPPS/Data  PASS/ Pupil Voice  Attendance  Destinations  Governor visits  Work scrutiny  Attendance |

1. **Science through the Cornerstones Curriculum**

We believe that children deserve a curriculum that enables them to develop a deep understanding of all subjects and the interconnections between them. The rationale for the Cornerstones Curriculum takes the form of 10 big ideas that provide a purpose for the aspects, skills, knowledge and contexts chosen to form the substance of the curriculum.

These big ideas form a series of multi-dimensional interconnected threads across the curriculum, allowing children to encounter and revisit their learning through a variety of subject lenses, topics and experiences. Even in the short time that many of our children are with us, these encounters help children to build conceptual frameworks that will enable a better understanding of increasingly sophisticated information and ideas and help them to be better prepared for their future and onward educational journey, wherever that may be.

The four cornerstones provide Evergreen with a strong foundation for planning our science. They offer a clear framework for lesson development while ensuring subject progression across all areas. We have carefully selected a range of engaging topics with a clear subject focus, each completed over a half term to keep children continuously interested and involved.

At the heart of our curriculum is the goal to help children re-engage with learning. We believe that a successful curriculum is brought to life through high-quality teaching, inspiring learning activities, and the flexibility to adapt to the evolving interests and motivations of our students.

This is why the Cornerstones Primary Curriculum is built around a four-stage teaching and learning philosophy:

**ENGAGE – DEVELOP – INNOVATE – EXPRESS**.

1. **Assessment to support our implementation**

Upon arrival at the PRU, children undergo detailed baseline assessments that provide valuable insight into their academic abilities. We also assess their prior and current dispositions toward learning, as well as their behaviour and social interactions. This process is further outlined in Evergreen’s Assessment Policy.

Through this approach, staff can directly meet the specific learning needs of the children and begin to bridge or narrow gaps, more supportively so that any gaps that may have prevented them from progressing and accessing more of the curriculum previously, are reduced. Keeping in line with the National Curriculum outcomes, the teacher can ensure that children are fully supported so that they can become better placed to re-enter either mainstream education or successfully move on to other destinations, a much stronger way than they did as they entered the PRU.

1. **Planning and Assessment of Science**

Pupils throughout the school are taught Science using the Cornerstones Curriculum and supporting resources.

Teachers plan for their respective bases. Cornerstones resources are used to map out long and medium-term topics and themes. A range of resources are used to plan for each week, adapted to suit the needs of our children.

1. **Inclusion**

Evergreen will aim to provide a broad and balanced curriculum for all children so that they achieve and be successful within the curriculum. Staff at Evergreen will adapt the curriculum so that children can achieve according to their abilities.

We will identify which children or groups of children are underachieving and take steps to improve their attainment in liaison with the SENCo.

1. **Equal opportunities**

Evergreen has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. To engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated. Our curriculum includes a wide range of texts and other resources, which represent the diversity, and backgrounds of all our children. We believe in ‘valuing what the child brings to school’ and recognise the importance of supporting a child's first language, not only to foster self-esteem but also to assist in the learning of English.

1. **Moderation and Leadership of the curriculum**

The Leadership team and the Academy Council are responsible for monitoring the impact of the school's science curriculum both in terms of social outcomes and academic progress.

The head of the school is responsible for the day-to-day organisation of the science curriculum. Due to the very small staff size, class teachers monitor the impact of learning and the coverage of the curriculum in the base for which they are responsible. They monitor curriculum planning for their base, and ensure that all children are taught the full requirements of the National Curriculum, have opportunities to enhance their curiosity and are challenged to apply and deepen their learning.

Senior leaders and teachers work together to inspire learning in each base and monitor how their base is taught. Senior Leaders examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Senior Leaders have the responsibility for monitoring how resources are used. Curriculum monitoring for each base is completed by teachers with the full support of senior leaders who together identify the strengths and actions for further development in that base.