

Intent

1. To encourage pupils to investigate and ask questions about the world in which they live
2. To help pupils to understand and make sense of their world.
3. To enable pupils to appreciate the need to care for our environment and treat all living things with respect (i.e. promoting spiritual, moral, social and cultural development).
4. To teach pupils to recognise hazards and risks, and to learn how to work and live safely
5. To ensure that teaching is broad and balanced and based on the National Curriculum.
6. To ensure that the curriculum is equally accessible to all regardless of ability, race, gender or ethnicity.
7. To ensure the variety in style and content of teaching gives pupils the opportunity to enjoy the experiences in learning.

Implementation

Science is taught in lessons through:

1. Practical work used to illustrate teaching points.
2. Investigative or problem solving practical work.
3. Whole class discussion.
4. Paired and/or small group discussions.
5. Use of video, stimulating and at an appropriate level.
6. Carefully worded and structured worksheets aimed to be visually attractive.

7. Use of text books to extend more able pupils.
8. Setting homework where relevant to the topic.
9. Use of ICT (eg to present data graphically and for individual learning).

Science is taught as a separate subject at Keystages 3 & 4. In the Middle school (mainly years 7 & 8) a two tier rolling programme or scheme of work is in operation to ensure that there is continuity of coverage of the National Curriculum as pupils may remain in middle school for more than one year. Although the whole of the National Curriculum is not covered (topics mainly Key Stage 2 based) they are carefully selected to ensure balance between Attainment Targets 2, 3 and 4.

In years 9, 10 & 11 pupils follow the OCR Entry level syllabus where key elements of topics are revisited and extended to help pupils apply and reinforce them in slightly different contexts.

Entry Level assessment is a continuous part of the programme. Topics are tested formally by a short written test and analysed so as to inform future work on the same topic.

More able pupils from year 10 are entered for OCR GCSE Biology. These pupils are taught in small classes and through practical investigation, and homework activities linked to topic work through the syllabus over 2 years.

Pupils' work is marked and retained in their folders until they leave school. Work is, where relevant, celebrated by display, newsletters and/or through Assemblies.

Monitoring

The Curriculum Co-ordinator will ensure where teaching in KS3 and KS4 is carried out by other members of staff, that it's planning and implementation fit into the Scheme of Work to ensure continuity and progression. This is ensured by all staff teaching Science who meet as needed but at least once a year.

Science teaching will be monitored by the Senior Management Team to ensure that:

- The Aims and Science Schemes of work are being implemented
- Appropriate records/evidence of attainment are kept.
- Lesson observations are carried out as per rota.
- Subject specific presentations are done for both governors and staff as per rota.

Impact

From their different starting points, all children will make progress academically, creatively, and socially. This will be done via informal and formal lessons and in keeping with expectations as per our assessment policy.

Knowledge, understanding and skills will be secured and embedded so that pupils can attain, or exceed, at their level.

They will be encouraged to take pride in all that they do, always striving to do their best.

Most pupils will leave Cedar Hall with a science qualification.

- Leaving with an Entry level puts them in good stead to complete a GCSE qualification post-16.
- Leaving with a GCSE, enables them to add to other qualifications in various fields that require Science in order to access higher qualifications.