

West Kirby School Curriculum Overview – Intent, Implementation, Impact

Subject: Science

Academic Year: 2020 – 2021

Overall Intentions for Students -

Using the Programmes of Study from the National Curriculum 2014 it is our aim to develop:

- To achieve GCSE or other externally accredited examinations by the end of year 11
- To prepare all pupils for an increasing scientific world and foster concern and care for their environment.
- To use their natural curiosity to explore the world around them and discover the scientific principles involved.

Assessments including baselines

Classroom Monitor

Kerboodle

In house Skills Tracking

GCSE/Entry Level

Provision for SEND and GT

Children with SEN are taught within the Science lesson and are encouraged to take part when and where possible

Pupils identified as being talented will be supported and provided with opportunities to further develop their strengths and skills including completing higher level paper

<u>Intent</u> (Curriculum design, coverage and appropriateness)	<u>Implementation</u> (Curriculum delivery , teaching and Assessment)	<u>Impact</u> (Attainment and progress, reading, destinations)
<u>Across all Phases</u> <ul style="list-style-type: none"> • Topics covered will fulfil the requirements of Science National Curriculum. • Planning will be completed collectively as a cluster of classes but then differentiated appropriate to age/ability/SEN needs of each class. • Cross Curriculum links identifies in planning • Plan lessons around enquiry questions and learning rather than learning objectives • The curriculum is focused on knowledge that takes pupil beyond their everyday experience 	<u>Across all Phases</u> <ul style="list-style-type: none"> • Cross curricular link fully utilized especially SMSC/PHSE/Numeracy /Literacy • Vocabulary bank used as a minimum coverage for each topic this will be differentiated as appropriate • Memorable learning experience used to enhance learning experience and different learning styles. 	<u>Across all Phases</u> <ul style="list-style-type: none"> • Work Scrutiny • Lesson Observations • Learning walks • Pupil progress Meetings • Pupil progress discussion • PIVATS
<u>Key Stage 2</u> <ul style="list-style-type: none"> • All Key stage 2 pupils set targets of 1 years progress on Classroom Monitor • Pupils will follow the primary curriculum 	<u>Key stage 2</u> <ul style="list-style-type: none"> • Use of interventions including • 	<u>Key stage 2</u> <ul style="list-style-type: none"> • Classroom Monitor completed half termly • Pupils to complete Key Stage 3 SAT's • PIVATS
<u>Key Stage 3</u> <ul style="list-style-type: none"> • All Key stage 3 pupils set targets of 1 years progress 	<u>Key Stage 3</u> <ul style="list-style-type: none"> • Use of Science interventions such as nearpod, Use of a specialist Science teacher to oversee curriculum delivery and provide support and training to non- specialist teachers. 	<u>July 2019</u> <ul style="list-style-type: none"> • 84% of Key stage 3 pupils achieved their Classroom monitor target (1 Year Progress) • Termly tracking and teacher Assessment (Key Stage 4 and 5)
<u>Key Stage 4 and 5</u> <ul style="list-style-type: none"> • All year 11 pupils to complete an external qualification in Science (Entry Level 1, 2, 3, GCSE) 	<u>Key Stage 4 and 5</u> <ul style="list-style-type: none"> • Use of Science interventions such as GCSEpod. • Use of a specialist Science teacher to oversee curriculum delivery and provide support and training to non- specialist teachers. 	<u>Key stage 4 and 5</u> <u>July 2019</u> <ul style="list-style-type: none"> • 66% of pupils achieved GCSE <p>66%.of all year 11 pupils completed an external qualification</p>

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