Feedback and Assessment Guidance

2021 - 2022

The Purpose of the Guidance
The purpose of this guidance is to make explicit how feedback and assessment supports teaching and learning to raise attainment for all pupils. All members of staff are expected to be familiar with the policy and to apply it consistently.

All school leaders must understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.

Key Principles of Assessment and Feedback
Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation, Trust Peer Reviews and the Dfe guidance and other expert organisations.

The Education Endowment Foundation research shows:

Lay the foundations for effective feedback
- Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies.
- High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address).

Deliver appropriately timed feedback that focuses on moving learning forward
- There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
- Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies.
- Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.

Plan for how pupils will receive and use feedback
- Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness.
- Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it.

The Education Endowment Foundation research shows that effective feedback should:

A — Avoid the over-specification of the wrong things

You will want to balance what you need to specify (the principles of effective feedback covered in **Recommendations 1 to 3**) with what you do not need to specify (the timing and method of feedback delivery). You will want consistent application of the principles, while providing space and autonomy for teacher judgement where necessary. (See **'Considering what to specify in your feedback policy'** in this pack for more information)

B — Be clear on your purpose

Feedback should be provided to move learning forward. It should not be deployed to please senior leaders, parents, or other external parties. Its primary purpose is encouraging pupil progress, rather than being used for accountability or for monitoring purposes.

C — Costs associated with feedback practices need to be carefully considered

The opportunity costs that attend feedback, particularly written feedback, should be recognised. Where possible, time-efficient methods should be suggested—to mitigate teacher workload—as long as these are not detrimental to pupils' learning. The exact methods used should be decided by the teacher, but a policy could offer suggestions for how to make methods more manageable.

D — Demonstrate helpful worked examples of effective feedback practices

Ensuring teacher autonomy to exercise their evidence-informed professional judgment is likely to prove valuable, alongside providing examples of what effective practice looks like. These can be found in the Guidance Report (see, for example, **Recommendation 2**).

E — Expectation management of pupils, parents, and teachers matters

If you are making changes to how feedback is delivered in your school, you need to take pupils, parents, and teaching staff with you. Pupils value feedback, so communicate the changes to them so that they will continue to welcome and use it. Parents also put value on feedback for their child's learning. If you are amending your approach, communicate this to parents and explain why. Many teachers also align their feedback practices with the very ideals of their professionalism—they may prefer a particular approach and may have used it for a long time. When embedding effective principles, provide practical support and reassurance, while emphasising the importance of teacher professional judgement.

F — Focus on the foundations of learning

Feedback does not exist in isolation; it must be rooted in the firm foundations of effective instruction. Any school feedback policy should therefore be sensitive to the characteristics of effective instruction and how they may vary by phase and subject (see **Recommendation 1**).

Feedback at Sunnyside Spencer Academy is given in three different ways:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

| Type	What it looks like	Evidence (for observers)
Immediate	• Includes teacher gathering feedback from teaching including mini-whiteboards, book work, mini quizzing, Kahoot! etc. • Marking in the moment by all adults - takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support or further challenge • May re-direct the focus of teacher or the task • May include highlighting/annotations according to the marking code (Appendix 1)	• Lesson observations/learning walks • Some evidence of annotations or use of marking key/highlighting • Improvements evident in books, either through editing or further working
Summary	• Takes place at the end of a lesson or activity • Teachers use Showbie to provide verbal feedback on independent work • Often involves whole groups or classes • Provides an opportunity for evaluation of learning/progress so far in the lesson • May take the form of self- or peer-assessment against an agreed set of criteria • In some cases, may guide a teacher's further use of review feedback, focusing on areas of need	• Lesson observations/learning walks • Timetabled pre- and post-teaching based on assessment • Some evidence of self- and peer-assessment • May be reflected in selected focus review feedback (marking) • Evidence of feedback on Showbie
Review	• Takes place away from the point of teaching • May involve written or verbally recorded comments/annotations for pupils to read/listen/respond to • Provides teachers with opportunities to for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to next step targets (EBIs) being set for pupils' future attention, or immediate action • Flashback Friday's	• Acknowledgement of work completed • Written comments and appropriate responses/action • Adaptations to teaching sequences tasks when compared to planning • Use of annotations to indicate future groupings

Feedback using Technology

Recommendation 1:
Consider how technology will improve teaching and learning before introducing it

EXPLANATIONS	MODELLING	COLLABORATION	COMPUTING COMPETENCE	PERSONALISED PROVISION	FEEDBACK	ENGAGEMENT
Improve the quality of explanations using apps and pre-recorded videos. Capability to re – watch/ listen to explanations.	Improve the quality of modelling using apps and pre-recorded videos. Capability to make own models or amend models.	To support peer on peer opportunities to discuss, debate, problem solve, feedback, listen, ability to adapt. Support class collaboration using apple classroom.	To ensure every children is secondary ready and is competent in fulfilling the national curriculum and beyond.	Unlimited access for apps and programmes which plug gaps in learning at group and individual basis. Adaptative technologies to enable greater inclusivity	Use of Showbie to give immediate oral feedback which children can re-listen to, be directed to next steps at whole class, group and individual level.	To provide a range of pedagogical approaches including memory friendly low stakes testing, collaborative methods, mathematical manipulative leading to greater independence

"To date, technology has been most effective when it is used to supplement or enhance teaching, rather than to replace it."

Recommendation 2:
Technology can be used to improve the quality of explanations and modelling
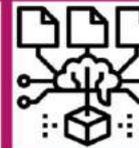
High-quality explanations and models enable teachers to introduce and explain new ideas, knowledge, and skills to pupils in a way that is accessible, memorable and clear. Explanations and models can take a wide variety of forms.

Power Maths - Slides uploaded for children to annotate during teacher input and refer back to alongside recorded teacher modelling.

Simulations and virtual experiments - link

Access to previous lesson content to aid learning

Padlet, videos, notes, slides
Verbal explanations to challenge or support.

Recommendation 3:
Technology offers ways to improve the impact of pupil practice

Evidence suggests that teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning.

SEND applications	Computing skills
	Example of class using laptops, ipads Showbie
	Adaptive and Spaced Practice
	Kahoot Word Wall Socrative

Recommendation 4:
Technology can play a role in improving assessment and feedback

Effective assessment provides teachers with information about pupils' learning and needs. It can help teachers judge whether pupils have understood what is being taught, make decisions about whether key concepts and skills have been mastered, and identify which pupils are likely to require additional support.

Showbie Overview

Designed for teachers and students first

Easy to set up and use

Works on nearly any device

Digital literacy for all students

Teacher, student and parent engagement

Connects with virtually any other app (including GAFE!)

No student emails necessary

Unlimited cloud storage

Assessment at Sunnyside:

Includes base lining, tracking and triangulation
- Baseline: PIRA, PUMA, SPaG, Science and National tests.
- Tracking: Curriculum Overviews, Knowledge Organisers, RAG (Appendix 2).
- Triangulation: books, pupil voice, observations, learning walks, drop ins, progress analysis
- Progress in Foundation Subjects must be informed by evidence from toolkits, evidence scoops and coverage of excellence grids objectives. Additional guidance to support judgements for children working at Greater Depth within Foundation Subjects is available in Appendix 4. Data input will be done in collaboration by class teachers and a member of the leadership team.

Targets with clear, agreed goals
- Target setting: In line with National Expectations (FFT). Linked to performance management and practitioner inquiries.
- Pupils set purposeful small step targets to further their learning.

Ensures data informs practice
- Data informing practice: Weekly target setting through RAG interventions.

Processes and findings must be reported and shared
- Analysis shared with governors and staff, So What … actions. Governors use analysis to inform their focus when monitoring as a champion of a vulnerable group.
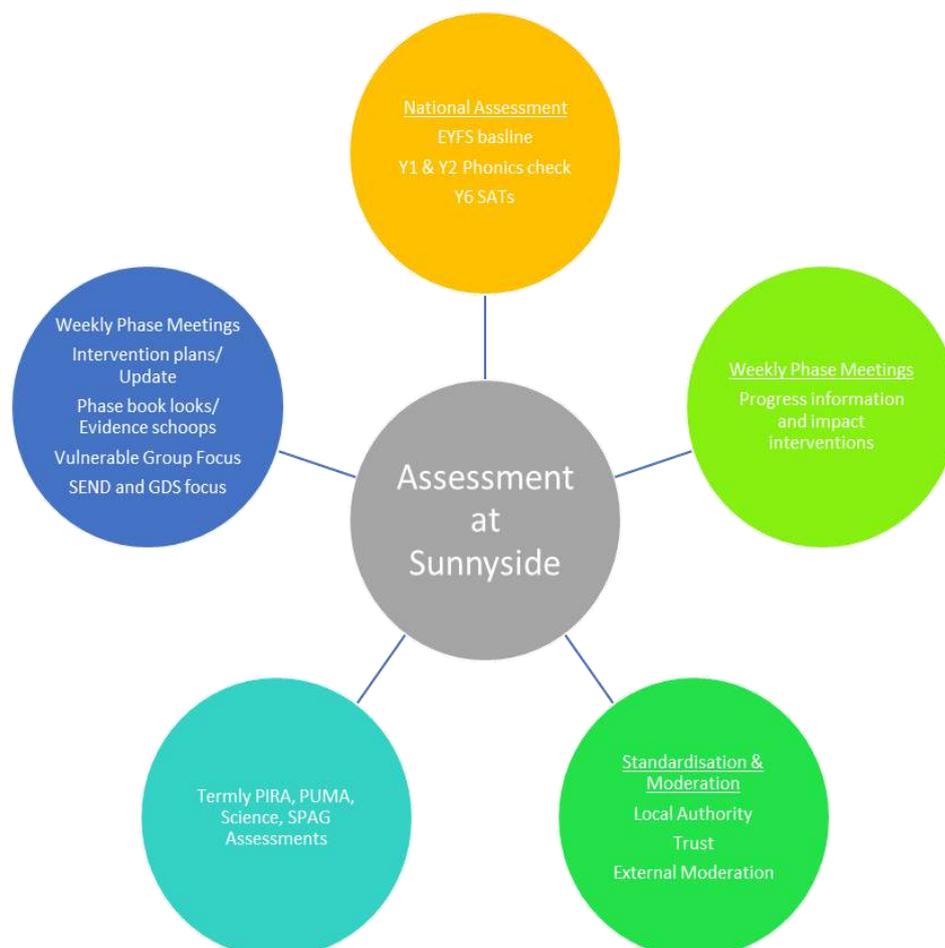
Appendix 1:

Learning to

Feedback	
Green Highlighter ✓	Well done – You have achieved the learning objective.
Orange Highlighter	On the way – You have achieved some of the objective.
WWW ☆	What went well…
EBI #	Even better if…
🙂 😐 🙁	How do you feel you have done?
◯	Missing punctuation.
←	Please start at the margin.
Aa	Capital letters.
//	New paragraph.
sp.	Spelling error. Find the correct spelling and rewrite three times.
Ph	Phonics.
✋	Finger space.
↓	Write your letters/words sitting on the line.
_____	Can you improve your word choice?
●	Oops! Your answers are incorrect.
S	Adult supported work.
I	Independent work.
	Your teacher will write helpful comments about your work using a **green pen**.
	Make sure you do your EBI # next steps using a **purple pen of progress**.

Appendix 2:

Phase Meetings at Sunnyside Spencer Academy
Professional Dialogue focused on Pupil Attainment and Progress

Rational
- o Sunnyside Spencer Academy teaches children from the National Curriculum Year Group Objectives, appropriate to their stage of learning.

- o We want all children to leave Sunnyside being at least Secure with Year 6 Objectives so that they can be successful 21st Century Citizens.

- o RAG meetings enable professional dialogue to take place. These are focused on pupil attainment and identify additional support to be put in place to support closing the gap between disadvantaged and non-disadvantaged children, whilst also raising attainment for all.

What does this look like at Sunnyside Spencer Academy?
- o Weekly RAG meetings are held within Phase Meetings weekly. They are attended by class teachers, TAs and a member of the SLT:

_____ **Phase Meeting**
Date: **Time: 12:20 – 1:20**   **Place: Conference Room**   **Attended by:**
AOB:
Review of briefing messages:
SHINE TIME: What is working well?
What would you like to observe? Who? When? How?

Monday	Tuesday	Wednesday	Thursday	Friday

Task	Completed
Book Look	
Google Doc Reviewed / Updated	
Review RAG Action Plan – *refer to SDP focus actions for this term*	
Share information and information with TAs/ Students	

Book Look / Evidence Scoop

    Date:

    Completed by:

    Book Look Focus Group: Boys   Girls   PP   SEND   EAL   CLA   Services

    Subject Focus:_____

    Summary of findings:

    WWW:

    EBI:

    Date of review:

RAG Action Plans: To monitor the impact of and progress made against interventions from the previous week.

-To discuss the attainment of all children in reading, writing, SPaG and Maths, identifying what is working well (WWW) and any potential barriers to their learning.

1 = will achieve with quality first teaching

2 = small intervention required

3 = additional support required with social needs (eg attendance)

4 = definitely not on track (significant support and intervention required)

-Actions plans are developed during the RAG meeting with a focus on interventions for identified pupils that will help to raise attainment. These are reviewed the following week.

o Termly progress and attainment statements collated by SLT. The data analysis informs 'So what… intervention summaries' that become the priority focus areas for the following term. (Appendix 4).

o Termly data analysis is shared with all staff and Governors to consistently drive and refocus high expectations.

Weekly R.A.G. – Make Every Moment Count

Year Group: _____   **Date: _____**

Identified Focus Children **Pupil Premium (PP)**	Reading	Writing	Maths	SPaG	Interventions / actions to take place over the following week **What? / By Whom? / When? / Where?** **How will we measure success? / What will the impact be?**
SEND Provision Plans and personal targets discussed for pupils:					
Greater Depth – High Prior Attainers / Rapid Graspers					
Attendance / Wellbeing Focus:					

Appendix 3:

Sunnyside Spencer Academy
Process to support judgements of in-year progress

Sustained or better progress:
From their start points, the expected coverage and standard has been achieved in the time given.
The toolkits and learning achieved indicates progress against the learning that has taken place. The books evidence the progress and triangulate this.
Mastery talk is embedded across the curriculum and is encouraged by teachers as a gauge to how they are articulating their learning, and working at a greater depth (Prove it, Explain it, Show it, Draw it)
Weekly RAG meetings have high quality professional dialogue to highlight the outcomes of quality interventions in terms of specific pupil progress (and attainment).
SLT progress book scrutiny, and weekly Phase book looks/evidence scoops.
The PUMA/PIRA/Science/SPaG outcomes highlight the progress made using a standardised test and to help inform teacher judgements and intervention.
For children working below ARE, or SEND, progress is measured using all the above, plus personalised provision plans with SMART targets
Judgements validated from learning walks / lesson observations / pupil voice.

➢ If there is evidence of the above process, a pupil will be deemed to be making at least sustained progress.

Additional information to inform progress in-year and across the key stage:

➢ Any Low Prior Attainers deemed on track for ARE will be deemed to be making substantial progress.

➢ Any Middle Prior Attainers deemed on track for working at greater depth within ARE will be deemed to be making substantial progress.

➢ All Higher Prior Attainers will be expected to be working at secure+ (greater depth)

Appendix 4:

Sunnyside Spencer Academy
Mastery in Foundation Subjects

At Sunnyside Spencer Academy the pursuit of excellence in all that we do leads to Mastery.

'Mastery is not about stretching the more able or providing the perceived 'high flyers' with an alternative curriculum. On the contrary, mastery teaching assumes that all pupils given high quality instruction, corrective teaching, time and the right learning experiences, are capable of achieving success.

Mastery is not an outcome of learning but more a set of principles about teaching which connects knowledge and skills with experiences, learning dispositions and learners' ability to deepen understanding by reasoning and evaluating.'

Rob Carpenter – Mastery why every school needs a learning philosophy

Development of Conceptual Understanding towards Mastery and Excellence

Conceptual Understanding: 'Knowledge that is rich in relationships… so that all pieces of information link to some network.' (Hibert and Lefevre, 1986, p.3). Therefore, planned learning experiences which support children in moving from novice to expert or from concrete (knowledge, information) through to extended abstract.

What this looks like in Practice: Opportunities to support Mastery are planned high quality learning sequences, providing children with a rich learning context building on concrete experiences. This involves practical, hands on learning in which time is invested to develop language, thinking and a sense of **why this learning is important.**

Conceptual Understanding

The big launch of to provide the 'why' of learning focus. Involves absorption in concrete experiences. Use of art, drama, role play or creating a real dilemma in order to contextualise learning. E.g. to write a film review / produce art exhibition linked to animation clip.

Procedural Fluency

Teaching sequences define skills required in order to be successful in learning episodes (teaching backwards), keeping to the forefront the **purpose of learning**. E.g. production of an art display linked to 'The Maker'. There are repeated opportunities to practice, apply and extend thinking. Corrective teaching unpicks misconceptions and models how to apply skills. Time is given to perfect learning.

Mastery and Excellence

Over time, children have opportunities to apply all of the taught skills within an extended context which leads to evaluation of learning. Teaching provides opportunities to apply these skills to new contexts, continuously evaluating. Teaching connects with new concepts and provides assessment opportunities. Pupils reflect and evaluate learning.

The following core elements about mastery from the work of Phil Badham who you can follow on twitter via @philbadham   These are:

1. To consolidate and strengthen knowledge by adopting the following principles:

- Making sure objectives and instructional goals are clearly stated to all
- Making clear links between learning objectives, teaching activities, and assessment
- Communicating high expectations
- Breaking down the curricular goals into small units
- Adopting corrective / formative assessment approaches
- Setting clear standards of achievement and success criteria
- Giving students access to their progress in a form they can relate to

When reflecting on teaching and learning for Mastery, enabling children to work at Greater Depth consider the following:

- Does teaching engage and **include all pupils with work that is challenging enough and that meets the pupils' needs as identified by teachers?**
- Do teachers **monitor pupils' responses in lessons and adapt their approach accordingly;** also, do they monitor pupils' progress over time and use the information well to adapt their planning?
- Do pupils understand how to improve their work, which goes beyond whether they know their current 'target grade' or equivalent?
- Is there evidence of *pupils' engagement, interest, concentration, determination, resilience and independence?*

Assessment of Foundation Subjects

Foundation subjects are assessed termly using the Google RAG Doc. This allows in-depth analysis which informs intervention and daily teaching.

Judgements are informed using a range of evidence including, book scrutiny, evaluation using the challenge toolkits, pupil voice / explanations, pupil contributions, pupils' own enquiry skills and curiosity around a subject area. Staff also refer to Focus Assessment criteria specific to each foundation subject area to support judgements.

Key Assessment Criteria: Being an historian

Mastery in RE

In our RE curriculum, children will learn about Christianity and will look at another world religion alongside Christianity, comparing and contrasting these religions and their own beliefs. The children will have plentiful opportunity to their own personal responses to 'big' questions about faith and belief.

Mastery at Foundation Stage

In Foundation Stage, children who have mastered RE will have a good understanding of things and people that are special to them. They will be able to discuss these things and recognise that other people may think or feel differently to them. They will begin to use some specialist words to talk about Christianity and will be able to retell some stories from Christianity and Hinduism.

Mastery at Key Stage 1

In Key Stage 1, children will be able to talk about some of the similarities and differences they have discovered, using specialist vocabulary. They will recognise some of the practices and teachings of Christianity and other religions and be able to talk about them. They will be able to talk about some of their own beliefs and understand that other people may have different beliefs to them.

Mastery at Key Stage 2

In Key Stage 2, children who have mastered RE will have a good understanding of the key beliefs of Christianity and at least 2 other major world religions. They will be able to compare and contrast these religions and discuss how their own beliefs and practices compare with those of the religious group they are studying. The children will have recognised that different people have different beliefs, even within some of the religions. They will be able to discuss some ideas for why this might be and will show empathy with those who think differently from themselves. They will ask big questions about meaning and purpose and begin to think about some of their own responses to these questions.

Mastery in Art and Design

Children who achieve mastery will have access to a curriculum that is inspiring and challenges thinking. Children will be able to experiment with different materials and ideas that will help them create their own individual pieces of work. As children progress up the school they are able to think critically about their work and others. They are also able to understand that art has helped contribute to our culture and our history.

This will be achieved in the following way:
- Record and produce work, exploring their own ideas in a sketchbook.
- Learn how to become proficient in all disciplines of art.
- Evaluate their own work, fellow pupils and other artists.
- Learn about artists, architects, craft makers and designers both past and present.

Mastery in Geography

Geography provokes and answers questions about the natural and human world. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of problem- solving and investigative skills both inside and outside the classroom. It is an important link between the natural and social sciences, and is a focus within the curriculum for understanding and resolving issues about the environment and sustainability.
We aim to foster within our school a fascination with the world around us and encourage children to develop a sense of enquiry. During lessons, children can explore other localities and cultures within the UK and around the world.

As children progress through the school from Reception all the way up to Year 6, we support them as they develop an understanding of their place in the world around them.

For our youngest children, this might mean learning that they belong to their new class
as they begin their journey through school life and understanding what it means to belong and be part of a team. A little later, they begin to explore the community in which they live and understand some of the factors that have shaped it and their role in its future development. Later still, they may look beyond their immediate

surroundings to understand the role that other cultures within the UK play in making our society what it is today and what it will be in the future.

Alongside all of this, we encourage the children to reflect on the impact they have on other places and people and identify the positive changes they can make to the world around them. This very much links with our Eco School focus on sustainability and the values that underpin the children's education.

Those children who *demonstrate a mastery of geography can reflect on all this learning and use a range of geographical terminology to describe and begin to explain how and why places change in both positive and negative ways. They can ask relevant geographical questions and use observation and research to answer these questions. They will be able to present their findings using different maps, graphs and diagrams and draw conclusions on their findings.*

Mastery in History

Studying history gives pupils the opportunity to develop an understanding of why the world and its people are the way they are today. Through the units of work we encourage pupils begin to ask questions as they explore the diversity of human experience, past lives and societies.

The History Curriculum focuses on British history. The idea is that by the end of their primary education, children will have a chronological understanding of British history from Stone Age to present day and can draw comparisons and make connections between different time periods and their own lives. Interlinked with this is the need to look at world history. The children will explore the ancient civilisations of Egypt, Greece and the Mayans, developing their understanding of trends over time and across concurrent civilisations.

We believe that History should be an interactive subject which strives to ignite a child's natural curiosity. History includes opportunities for children to investigate, handle artefacts, pictorial evidence, watch historical footage, take part in role play activities, visit relevant sites and museums and where appropriate, experience oral history, engaging with historical characters and ways of life.

We hope this approach encourages children to develop an understanding of how History has had an impact on our lives today both locally, nationally and internationally.

Whilst it is important for children to have facts, those children master their learning will also show that they can think independently and critically and through this they will foster an understanding of 'why' as well as 'who', 'what', 'when' and 'where'. The children will be able to lead discussion and debate, fostering an environment of enquiry which enables them to revise and justify their opinions as well as encouraging them to ask as well as answer questions about history. This curiosity will often transpire in their learning at home where they will want to continue their research in an areas which particularly interest them.

Mastery in Design and Technology

Our mastery approach allows pupils to spend greater time going into depth in a subject providing deeper and richer experiences for the individual child. In Design and Technology the children will be given the opportunity to explore different materials and tools and a child who has achieved mastery of the subject will be able to work confidently within all of these areas researching, designing, making and evaluating their own product. As the children move through the school there is a clear progression of the following skills being developed:

Designing
- know how to make their products suitable for their intended users
- develop their own design criteria and use these to inform their ideas
-make design decisions taking account of constraints such as time, resources and cost

Making
-explain their choice of tools and equipment in relation to the skills and techniques they will be using
-using a range of materials and components, assemble and join them to make their design
-use techniques that involve a number of steps

Evaluating
-identify the strengths and areas for development in their products considering the views of others
- evaluate their ideas and products against their original design specification

Technical knowledge
-use cross curricular knowledge to help design and make products that work
-investigate, analyse and apply understanding of computing to programme, monitor and control their products
-research inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products

Food and nutrition
-understand seasonality and that food is grown, reared and caught in the UK, Europe and wider world
-use a range of techniques to plan, prepare and cook a simple healthy dish.

Mastery in Music

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Access and opportunity for all underpins music at Sunnyside Spencer Academy and through this, mastery is enabled and allowed. A subject that encompasses a variety of skills, music provides opportunities for pupils of all 'academic' abilities to excel, thrive and above all, enjoy. A primary aged child who displays mastery in music will show greater skill and depth in one or more of the following areas:

* Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

*Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence

*Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

To begin a lifelong relationship with music that encourages a passion to continue beyond the classroom is a further dynamic. Pupils have the opportunity to learn a musical instrument in school and some partake in extra-curricular music clubs, both in and outside of school. This additional knowledge and skill can contribute towards mastery in music.

Mastery in Science

A high-quality science education provides a foundation for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science.

The curriculum encourages and allows time for pupils to study specific knowledge and concepts in order that children gain a secure understanding. This secure understanding at each stage provides building blocks for future extended learning. At Sunnyside we value this aspect of the curriculum as well as provide continuous opportunities for pupils to gain a greater depth of understanding in all Science objectives. In order to do this we:
- Encourage children to make links between the knowledge or concepts they have learnt in the classroom with what they experience outside of school
- Provide regular opportunities for pupils to evaluate their understanding of key concepts
- Aid child led learning through supporting them to create and carry out their own investigations

- Ensure children build up an extended scientific vocabulary
- Use different contexts to maximise children's opportunities to link Science with other curriculum areas