



## Survey of science (Teachers and support staff)



2019-2020



science Leader





# Survey of science

(Teachers and support staff)

## Science subject: (Please indicate with a tick)

	Disagree	Agree somewhat	Agree
I understand the aims of the science curriculum and its purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident at planning for science.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident at delivering the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a wealth of ideas that facilitate children having the very best science experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel supported with delivering the science curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident at assessing science and am able to use this to inform planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel training and general needs for delivering science are met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am aware of gender stereotyping and feel supported in addressing it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recognise the importance of science and how it impacts on the progress of other subjects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Resources: (Please indicate with a tick)

	Disagree	Agree somewhat	Agree
I know what resources there are.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching aids are easy to locate, in good condition and fit for purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science practical resources are in good condition and fit for purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are enough practical resources for all the science topics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consumable resources (e.g. filter paper, batteries etc.) are plentiful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The science budget isn't prohibitive to high quality learning when there is a need to purchase one off consumables for a lesson (e.g. food materials).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Survey of science

(Teachers and support staff)

## Areas of the curriculum: (Please indicate with a tick)

How well do you know each component and where applicable are confident delivering it?

Not  
secure

Partially  
secure

Secure

### Aims for pupils

Pupils develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.

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Pupils develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.

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Pupils are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

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### KS1 – Working scientifically

Pupils should be taught to ask simple questions and recognise that they can be answered in different ways.

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Pupils should be taught to observe closely, using simple equipment.

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Pupils should be taught to perform simple tests.

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Pupils should be taught identifying and classifying.

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Pupils should be taught how to use their observations and ideas to suggest answers to questions.

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Pupils should be taught how to gather and record data to help in answering questions.

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### Lower key stage 2 – Working scientifically

Pupils should be taught to ask relevant questions using different types of scientific enquiries to answer them.

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Pupils should be taught to set up simple practical enquiries, comparative and fair tests.

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Pupils should be taught to make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

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Pupils should be taught to gather, record, classify and present data in a variety of ways to help in answering questions.

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Pupils should be taught to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

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How well do you know each component and where applicable are confident delivering it?

Not  
secure

Partially  
secure

Secure

### Lower key stage 2 – Working scientifically

Pupils should be taught to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

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Pupils should be taught to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

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Pupils should be taught to identify differences, similarities or changes related to simple scientific ideas and processes.

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Pupils should be taught to use straightforward scientific evidence to answer questions or to support their findings.

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### Upper key stage 2 – Working scientifically

Pupils should be taught to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

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Pupils should be taught to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

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Pupils should be taught to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

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Pupils should be taught to test results to make predictions to set up further comparative and fair tests.

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Pupils should be taught to report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

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# Audit of science

(Teachers and support staff)

## Areas of the curriculum: (Please indicate with a tick)

How well do you know each component and where applicable are confident delivering it?

	Not secure	Partially secure	Secure
Programme of study			
Year 1 – Plants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 1 – Animals, including humans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 1 – Seasonal changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 1 – Everyday materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2 – Living things and their habitats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2 – Plants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2 – Animals, including humans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 2 – Uses of everyday materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 – Plants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 – Animals, including humans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 – Rocks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 – Light.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 3 – Forces and magnets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4 – Living things and their habitats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4 – States of matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4 – Animals, including humans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 6 – Evolution and inheritance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 6 – Light.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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How well do you know each component and where applicable are confident delivering it?

	Not secure	Partially secure	Secure
Programme of study			
Year 6 – Electricity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4 – Sound.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 4 – Electricity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5 – Living things and their habitats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5 – Animals, including humans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5 – Properties and changes of materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5 – Earth and space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 5 – Forces.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 6 – Living things and their habitats.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Year 6 – Animals including humans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Policy audit: (Please indicate with a tick)

	Disagree	Agree somewhat	Agree
I have access to the latest science policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have read and interpreted the science policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand how the science policy has a bearing on myself and others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel the policy is adequate and fit for purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recognise how the policy feeds into whole school aims.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>