Neath Port Talbot EDS

Self-Evaluation Subject Profile - Primary

Curriculum Area - Science
Evaluation Area - Assessment, Recording & Reporting

Descriptor	1	2	3	4
Assessments are **linked to NC Programmes of Study & level descriptors** for science (e.g. by using past KS2 test questions)				
Specific criteria are applied when marking pupils' work e.g. by use of prepared mark-schemes				
Assessments are **internally moderated** by staff to ensure consistency and reliability				
There is **regular and substantial marking** of pupils' work				
There is regular and substantial **feedback** to pupils in order to identify their strengths & weaknesses				
Assessments are used by teachers in their **planning & to set appropriate targets** for pupils (e.g. targets linked to specific pupil weaknesses and / or NC level criteria particularly for AT1)				
Teacher **records** contain a full picture of pupils' achievements & progress				
Pupils are encouraged **to use assessment information** to improve their own work				
Information from assessments is **analysed** effectively & data used to improve pupil performance and contribute to whole-school self monitoring / evaluation procedures				
Reports to parents provide a full & accurate picture of their children's achievements and **guidance for further improvement**				

1 =good with outstanding features
2 =good features and no important shortcomings
3 =good features outweigh shortcomings
4 =some good features but shortcomings in important areas

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Self-Evaluation Subject Profile - Primary

Curriculum Area - Science
Evaluation Area - Key Skill development

Descriptor	1	2	3	4
Most / many pupils: -				
Participate in classroom discussion of scientific issues				
Ask & answer appropriate questions				
Use scientific terms accurately in their descriptions & accounts				
Gain information from text, photographs, diagrams, tables & graphs (including ICT sources)				
Produce / write appropriate accounts of experimental work				
Make & record measurements with appropriate accuracy				
Perform **simple mental calculations** appropriate to their age & ability				
Use an appropriate **range of units** (both non-standard & standard units				
Recall the **approximate magnitude** of appropriate physical quantities e.g. of volumes in cans & bottles				
Describe the likely effect of changes e.g. 'if ……. increases then then …….. decreases'				
Represent data on charts & graphs				
Identify patterns & trends from data				
Use a variety of ICT devices to collect, store, retrieve & present scientific information				

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Self-Evaluation Subject Profile - Primary

Curriculum Area - Science
Evaluation Area - Subject Standards

Descriptor	1	2	3	4
Most / many pupils: -				
Demonstrate a sound knowledge of scientific facts, processes & concepts at levels appropriate to their age and development				
Apply their understanding of scientific concepts in both familiar & unfamiliar situations				
Use scientific terms accurately in descriptions and accounts				
Gain information from a range of secondary resources				
Discuss / present ideas which can be investigated				
Plan & carry out experimental work purposefully & safely				
Use ICT to collect, store, retrieve & present scientific information				
Make systematic **observations & measurements**				
Communicate information effectively using text, pictures, diagrams, tables & charts				
Assess validity of their findings and draw conclusions from them				
Study the **practical applications** of science and how these influence these quality of both their and others' lives				
Have an understanding of the **nature of scientific ideas** and are aware of the contribution that science makes to society, industry, the environment & the economy				
Have some awareness of the ethical dilemmas that scientific discoveries and technological developments bring about				
Demonstrate responsible attitudes toward safety and show respect for living organisms and the environment				

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Self-Evaluation Subject Profile - Primary

Curriculum Area - Science
Evaluation Area - Teaching Effectiveness

Descriptor	1	2	3	4
Informative exposition of knowledge & concepts				
Appropriate emphasis on development of pupils' **knowledge & understanding**				
Presentation of work engages and interests pupils				
Appropriate balance of teacher demonstration and practical experimental work by pupils				
Rigorous questioning of pupils to probe and extend their understanding				
Pupils have sufficient opportunity to express & justify their ideas **orally**				
Pupils have sufficient opportunity to express & justify their ideas (sometimes **in writing** in KS2**)**				
Pupils have sufficient opportunities to carry out investigative work (AT1) at **Key Stage 1**				
Pupils have sufficient opportunities to carry out investigative work (AT1) at **Key Stage 2**				
Pupils have sufficient opportunity to **consider / discuss information and evidence** gained from practical work				
Sufficient opportunities for pupils to **apply scientific knowledge** in familiar & unfamiliar contexts				
Teachers pay due attention to safety issues & regulations				
Appropriate differentiation planned and organised for different ages and abilities of pupils				

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Self-Evaluation Subject Profile - Primary

Curriculum Area - Science
Evaluation Area - Use of Data

Descriptor	1	2	3	4
KS1 assessments & test results are used as a basis for setting pupil targets				
KS2 assessments & test results are used as a basis for setting pupil targets				
Pupil assessments / tests are analysed at a question level				
Pupil assessments / tests are analysed at a Attainment Target / level descriptor level				
Performance trends are closely monitored (classes & subject)				
Performance is compared with other subjects in the school (subject trends & pupil scores)				
Performance is compared against / with other local schools (using LEA data)				
For Core Subjects – KS2 performance is compared with similar schools nationally using annual benchmarking tables				
Outcomes from data analyses impact upon future planning and development				

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