St Michael's Church of England Primary School

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Record of Governor Visit

Name of governor:	**Rod Baddon**
Date of visit:	**8th February 2023**
Staff visited:	**Mr John Marritt**
Purpose of Visit:	*Curriculum Monitoring Science(non core subjects) and computer teaching*
Visit reported to:	**Ms Sarah Addison, Headteacher, FGM**

Focus of visit e.g. school development plan priority area

School development plan, science curriculum visit 2 [visit 1 on 4/7/22]

Key questions to ask

1. **Curriculum complete and in place**
2. **Staff structure in place**
3. **Strategy for delivery**
4. **Monitoring of progress and impact in place**
5. **Ofsted discussed teaching to impart more knowledge in activities.**
6. **Staff professional development opportunities for teaching science**
7. **Curriculum development- are the new parts now in teaching?**
8. **Quizzes for revision/knowledge retention and Super Scientist in use across school yet?**
9. **Children**

Answer/information shared

1. **Science is now a subject in its own right under the new Cornerstones curriculum, based on One hour per week each Thursday pm. for Year 6.New curriculum now available for use.**
2. **Flat teaching structure, JM Lead. In school 4 days per week.**
3. **Each class teacher is responsible for delivery of the science curriculum to their own class. There is a defined day for Science as for all non core subjects, e.g. Art, Geography. Curriculum intentions are clearly stated under the Cornerstones lesson plans. The plan is based on a two year rotation A and B as shown on the school website. Scencei taught as Science and in Topic in cross curricular content. Example seen- English use, Insect life cycle. Space the subject being taught in Science. A knowledge organiser for each 6 week topic is used as given on Cornerstones. [Should help towards the OFSTED inspection comments for more knowledge emphasis]. Google Classroom used in supplementing subject knowledge and incorporates the Computer curriculum work at the same time.**
4. **Each teacher assesses the progress of pupils through verbal assessment and /or bookwork. JM has done two bookwork checks for each of the years during Cornerstones implemented.[More book checks need to be instigated for this academic year] End of**

topic light quizzes are starting to be used but wider use not known. The use of Super Scientist stickers used by Mr. Marritt.Seen in two sets of two student's books awarded for good science work.

5. **Cornerstones lesson plans have the required information and activities for delivery of lessons. Suggestions for further student research accompany each lesson plan.**
6. **Resources are more accessible with set up in the Cabin.**
7. **Two year 6 pupils discussed their Science books with me and one quote 'Cornerstones science was more difficult[subject matter]but easier to learn.' Books showed a mix of printed [Cornerstone/Google class] and pupil drawn/written detail. if a pupil needing 1:1 in class with no TA, then a bigger reliance perhaps on printed information?**

Evidence provided to support answers/information shared

JM organised for two year 6 pupils to show me their books and chat about science in school. both good students and enjoyed the subject. [Thankyou Mr. Marriott and both your excellent students]

Key learning outcomes

1) **A complete specific science curriculum is in place and continues to be developed through Cornerstones and to support pupils and Staff, ' GOOGLE Classroom'. The two year rotational plan is still the basis.**
2) **3)and 4) Staff individually responsible for science teaching following Cornerstones. Strategy for monitoring and Impact across the different year groups was not clear. The latter may be because Science is not a subject requiring end of year tests/assessments?**

5) There did not appear to be a coordinated approach to staff science CPD. But Google Classroom is available and used to support science knowledge and teaching.

6)Cornerstones can give the entire structure for the delivery of the Science curriculum, with supporting knowledge from Google Classroom for general and investigative information for students. This use also aids the pupil computing skills and curriculum intent delivery.

7) Resources easily available for staff because now all held in the cabin.

Next steps and additional questions

- **To review staff continuing professional development needs in science**
- **Review schoolwide approach to science monitoring and awards(Super Scientist)**
- **Follow up on assessment methods in use eg light quizzes, book checks, comparisons for consistency and SLT classroom visits.**
- **A wider ranging class visit or pupil voice across years 3-6.**
- **Meet Zoe Cunningham, shared science lead(To check)**