**SEFSS:** A FRAMEWORK TO SUPPORT SCHOOL EVALUATION SCIENCE SPECIFIC. SATC 2022.



Pupil Work Review Unguided (See guided within the pupil conversation prompts)

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| **Prompt** | **Notes** |
| **Is there evidence of THE FULL ENQUIRY CYCLE?**  For each year group:  Skim for evidence of the full enquiry cycle;  Planning, Doing and reviewing  *(Post it note - predictions, tables of data, graphs, conclusions and evaluations)* Tag also different enquiry types |  |
| **Is there evidence of progression in learning over time?**  Select one aspect of enquiry. Look at all examples of that enquiry across all year groups and note progress.  Now take time to read pupils’ extended responses to deep or open questions? Do child based explanations improve over time? |  |
| **Is there evidence of recap and recall to previous learning?**  Select a topic - plants, animals are often easier to do. Take a book from each year group and look at the build from and build towards. Are a range of approaches used for AfL? Is the teaching responsive  to findings? Are there any metacognition tools to connect to future learning? |  |
| **Is there evidence of independent work?** Select a date. Look at all the books in one year group for that date. Is the work for different members of the class identical or varied? Now look at three different ability groups. Is there stretch and challenge for all? Are some pupils limited by the type of ‘sheet’ of support? Is it scaffolding up or differentiating down? |  |
| **Is subject knowledge secure?**  Skim for common errors in science. Are these corrected? Are the errors teacher related or pupil related? Examples to look out for: Gravity, Dissolving, Germination, |  |