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



Pupil Conversation (Attitudes and values)

|  |  |
| --- | --- |
| **Prompt** | **Notes** |
| Please take me to somewhere in the school that we can see some science! (Are there displays that children notice? What do they learn from the displays? What is their view on what science is?) |  |
| Please take me to the library. Create a timed challenge: ask the children to find a science book that they would want to read and think might be interesting. (Are children used to accessing texts? Are the texts of high quality/current/relevant?Keep the books that they choose, then return to SL later in the day) |  |
| Please take me to somewhere outside where you have done science! Ask children if they have ideas on ways that more could be made of the outdoors? |  |
| Is there regular or occasional use? Some year groups or all year groups, links with Forest or Eco schools) |  |
| Can you tell me where the science equipment is stored? If it is safe, can you take me to the stored equipment or to a sample of the equipment? (Are children able to name scientific equipment?Who decides equipment in lessons? Who manages the equipment? Who decides what equipment to buy?) |  |
| Can you tell me if you have a school council? Are you on it? Do you know who is? What sort of things do they talk about? Is science discussed or surveyed between children and teachers?(Are children listened to or involved in feedback and decision-making about science?) |  |
| Can you remember any science trips, or visitors to the school? When, who or what? Is there a science club? If there is would you want to go? (Are children enthused to do science beyond lessons? Do they have positive attitudes and aspirations that include STEM |  |