



Kingsland CE Primary School

Pupil Voice - Science



What are we trying to find out?	How well children have retained knowledge and skills from the taught curriculum. How science could be improved across the school. Are we following the intended Curriculum and refining Medium Term Plans?
How does this link to the School Improvement Plan?	A1 Quality of Education – Curriculum: identifying key knowledge D1 Subject leadership

Questions	Pupil Responses
Class 2: Animals Including Humans <ul style="list-style-type: none"> How do you compare and classify / group animals? 	Children could distinguish between different groups of animals. Wild animals are foxes, owls. Pets are at home like dogs and cats. Farm animals are sheep, cows and pigs. Were able to classify a cow as a mammal. Confident explaining what the difference was between a carnivore, herbivore and omnivore. Asked to name some body parts (unusual ones) - spine, hip, chin,
Class 3: Forces and Magnets <ul style="list-style-type: none"> What is a force? Give me a few facts you learnt about magnets. 	Children were able to explain that a force is a push or a pull and that when Mrs Smith and Mrs Canning pushed equally against each other nobody moved. Remembered that magnets have a N and S pole and that some materials are not magnetic (rubber, paper, plastic). Enjoyed experimenting with magnets and finding out how many paper-clips a magnet would hold through different materials.
Class4: Electricity <ul style="list-style-type: none"> What is an electric circuit? 	Children explained that a circuit needed a bulb, wire, clips, sometimes a switch. Remembered when theirs did not work because it wasn't clipped correctly and the circuit broke. Were able to think of different places where electricity is used eg fridge, lights, computers. Needed some prompting to remember what was a good or bad conductor - CI5 helped
Class 5: Properties and Changes of Materials. <ul style="list-style-type: none"> How did you test different materials? 	Children explained that materials were different and that sugar and salt dissolved in liquid. Could remember the experiment completed with dissolving completed in class. With a bit of prompting they explained that rubber is not a good conductor of electricity whereas metal was.
What do you most enjoy in a science lesson	All agreed that they enjoyed the hands-on experiments and investigations. When asked about writing up experiments, some said the experiment helped them to understand and then it was easier to write about it.
What helps you to record and write about experiments and investigations	CI5 explained how the guide for writing up experiments (in the front of books) helped when planning and writing up an experiment. Agreed that key words on display boards helped when remembering and writing. Most recall that key vocabulary would be displayed during a science lesson and helped with spelling and writing explanations.

Suggestions you may have.	<p>The children could remember (often in detail) different projects they had completed during science week e.g frog I made catching a fly on his tongue Who ate the biscuit? Investigation was enjoyed by all.</p> <p>All would love to have more visitors in school and trips out. They remembered the bird man with the owls. Suggestions ranged from Natural History Museum in London, Aquarium, Farm, Butterfly World, Shropshire Centre and Safari Parks.</p> <p>Stick Insects have been intriguing and have enjoyed watching them grow and develop. They would love more animals in school.</p>
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What have we learnt?	<p>From questioning and discussion, it is apparent that children have retained facts but some do need prompting as the curriculum is so full and their timeline of when they covered certain topics many be hazy.</p> <p>They love chatting about different projects and experiments and these seem to have a lasting impact on memory and learning.</p>
What is the impact of this area of school life on the children?	<p>The children are enthusiastic about science and they look forward to new projects and topics. Having their voice heard was also important to them and they feel valued when suggestions are followed up. They are retaining information and some facts about the topics they are covering.</p>
Areas to celebrate (share good practice)	<p>For the higher KS2 – a guide for writing up experiments was useful.</p> <p>Science week is a highlight and something they look forward to.</p> <p>Variety of experiments and activities in lessons and within the whole school are helping the children to gain scientific skills and knowledge.</p> <p>Medium Term Plans being followed does help to focus on what we want the children to learn and experience.</p>
Areas for development	<ul style="list-style-type: none"> • Children suggested having a science activity as Home Learning, perhaps once a term. • Are we putting too high a focus on remembering facts verses talking about what makes you passionate about a subject, what has inspired you? • Possibly let the children bring their books to ‘show and tell’ at pupil voice as they often need a prompt to get them chatting about activities and facts they remember.