

Intent Document Science

February 2024



Intent Statement

At Inclusion School, our Science Department provides an inclusive and nurturing learning environment tailored to the specific needs of students with Social, Emotional, and Mental Health (SEMH) challenges. Our intent is rooted in the belief that a supportive and engaging Science curriculum is essential for the holistic development of our learners, preparing them not only academically but also for a successful life beyond our school. Our science curriculum encourages learners to be curious about the world around them and by gaining skills in questioning and making observations and predictions. Learners perform experiments allowing them to identify and classify things that they can experience for themselves both inside and outside of school.

1. Inclusive Curriculum Design

We recognise the diverse needs of our learners and have designed a curriculum that is inclusive, ambitious and adaptable. Our curriculum allows learners to foster a natural curiosity about the world around them, whilst building knowledge and experience in practical ways to support everyday life experiences. Through delivering an inquisitive curriculum which is repeatedly revisited throughout Years 7-11 (spiral curriculum), our learners have the opportunity to explore careers within the world of Science.

2. Personalised Learning Pathways

Understanding that every learner has a unique learning journey, our intent is to provide personalised learning pathways within the Science curriculum. Through differentiated instruction, tailored resources, structured task plans and ongoing assessment, we aim to ensure that each student can progress at their own pace, building confidence and a sense of achievement—essential skills for navigating future challenges.

3. Assessment

At the heart of our Assessment and Reporting framework is an understanding of how Mental Health, ACE's (Adverse Childhood Experiences) and Trauma can impact learning. Combined with our PACE approach (Playful, Acceptance, Curiosity and Empathy), Inclusion School promotes secure attachments which enables our learners to reflect on their thoughts, behaviours and learning without feeling judged. It is only once this has occurred; our learners progress and flourish.

In Science at KS3 we assess learners' half termly across our topic benchmarks which align with the National Curriculum in most areas. Where appropriate, in Science we use our bespoke curriculum to support learners who are working below ARE (Age related expectations).

The National Curriculum for Science can be found here:

https://assets.publishing.service.gov.uk/media/5a7d563de5274a2af0ae2ffa/SECONDARY_national_curriculum_-_Science_220714.pdf

In Science at KS4 we assess learners' each half term, however the mode of assessment differs per pathway and programme of study.

Within Science we complete the following examinations:

V (Vocational Pathway) – AQA Unit Accreditations.

I (Inclusion Pathway) – This pathway links is our bespoke Inclusion Curriculum. Learners have the opportunity to flourish within our progressive personalised 1–9 ladder.

G (GCSE Pathway) – Edexcel International GCSE (9–1) Science (Single Award).

4. Emphasis on social and emotional wellbeing

The Science Department is committed to promoting social and emotional wellbeing by allowing learners to explore areas of interest to increase levels of self-confidence and build a love of learning within our well-equipped Science Laboratory.

Exploration allows our learners to engage and feel comfortable which slowly over time, reduces the negative association and any trauma associated to what may be deemed as a difficult subject due to past experiences.

High expectations and guided discovery tasks allow our learners to ask questions, gain knowledge, conducts experiments and explore the world around them in a positive manner.

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5. Integrated Support Service

Collaboration with support services is integral to our intent across the whole Curriculum at Inclusion School. We work closely with Mental Health Leads, Speech and Language Therapists, Occupational Therapists and Educational Psychologists to provide a holistic approach to the emotional and mental health needs of our students, preparing them to navigate the challenges of life beyond our school.

6. Engaging Pedagogy

Our teaching strategies are designed to be engaging, interactive, and responsive to the SEMH and EHCP needs of our learners. At Inclusion School, we have developed our own approach to lesson structure and delivery which is known as 'The Inclusion Way'.

In every lesson, staff and learners use our 'Golden Threads' support accessibility, progression and consistency. Research based pedagogy (EEF) is embedded within lesson planning, structure and marking which supports staff personalising and utilising a variety of teaching methods, including project-based learning, experiential activities, and technology integration.

Within the Science Department, as well as a whole school, our intent is to capture and sustain our students' interest in the world around us, whilst equipping learners with skills needed throughout life but are also fundamental in science.

Through these principles, the Science Department at Inclusion School aims to empower our students with the skills, knowledge, and emotional resilience necessary for success in both academic and personal spheres, preparing them for a fulfilling and successful life beyond our school.

(If you wish to discuss our Intent in more detail, please do not hesitate to contact our Deputy Head Teacher, Quality of Education at julia.bray@inclusionschool.org.uk)