**School 2 Documentary analysis report**

**References to Primary Science**

The curriculum area of science has its own page on the school website and an afterschool club is also mentioned but it is not clear if it is still running. The school prospectus mentions that teaching children scientific skills is an aim of the school, and the Mastery in Science document suggests that key skills and subject knowledge areas have been identified for development.

**References to assessment of progress: in the subject of primary science and more widely**

The Mastery in Science document states that achieving mastery involved “frequent low-level assessments of course work rather than a written end of unit test”. The general statement on assessment which was prepared by the federation’s head teachers states that they will use “detailed formative and summative assessment…. We will make judgments about pupils’ attainment and progress drawn from a range of evidence….the accuracy of assessment…will be confirmed through internal and external standardisation and moderation”. This signals an intent to use teacher judgment based upon a wide range of formative assessment data, but it cannot be known from this statement whether this has since transpired. A Learning and Teaching policy for all schools in the federation to which Case Study 2 belongs explicitly states that “assessment for learning techniques are employed consistently across the school”.

**References to teacher development and teacher learning:**

Most of the public statements about teaching and learning focused on the children in the school. The skills that the teachers needed to achieve this were implied through comments about planning, assessment, support and differentiation, but no indication was given for how these skills might be developed in teachers, or what their needs might be.

The SEF (School Evaluation Form) indicates that some staff are involved in sharing good practice with other schools in their cluster and states that, “CPD is a significant part of maintaining an outward looking approach to developing teaching and learning”. The federation’s Teaching and Learning Policy mentions the possible use of weekly staff meetings as a forum for discussion of practice, and how staff are encouraged to work and plan collaboratively. This, however, is a guidance document for the schools in the federation and not policy.