



# **SNAP SCIENCE SUPPORTS A BROAD AND BALANCED CURRICULUM FOR PRIMARY SCIENCE**

***Ofsted School Inspection Handbook May 2019 –  
Summary and comparison with Snap Science***

By Associate Professor Jane Turner, Snap Science series editor and Director of PSQM

# WHAT DO I NEED TO KNOW?

The judgement categories have been completed revised and will now cover: Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management;

**One of the key themes of the 2019 Ofsted inspection framework is a broad, well-balanced knowledge-rich curriculum. Another theme is reduced workload for teachers.** This is a result of research carried out by Ofsted into how the quality of education in a school should be measured.

Towards a 2019 inspection framework (*Ofsted: Curriculum workshops autumn 18*)

- The curriculum will be at the core of the proposed framework, recognising the close connection between curricular content and the way that this content is taught and assessed in order to support children to build their knowledge and to apply that knowledge.

Ofsted's working definition of curriculum is a framework for setting out the aims of a programme of education:

- including the knowledge and understanding to be gained at each stage (intent)
- for translating that framework over time into a structure and narrative, within an institutional context (implementation)
- and for evaluating what knowledge and understanding pupils have gained against expectations (impact).

## THE QUALITY OF EDUCATION

Head teachers will need to be able to articulate their intent for their school's curriculum ensuring that it:

- is broad and balanced
- provides a wide range of subjects
- is coherent and well sequenced.

Subject leaders will be required to show how the vision is implemented, and evidence the impact on children's learning.

## SNAP SCIENCE IS FULLY OFSTED 2019 FRAMEWORK READY!

Snap Science is a **curriculum with clear intent** shaped by an informed understanding of the purpose and value of primary science. Head teachers and subject leaders can be confident that the aim of Snap Science is for every child to engage with a coherent progression of the scientific concepts and skills specified in the National Curriculum, for Foundation and Key Stages 1 and 2.

An online resource kit (printed version also available), with a flexible planning tool, editable lesson plans, integrated assets for every lesson (including videos, animations and slideshows), ensures that **curriculum implementation** is manageable and effective. Teaching strategies are informed by research evidence and best practice data, relevant subject knowledge for children and teachers is prioritised and clear guidance is provided to ensure that teacher assessment is integrated, accurate and useful for learning.

The **impact** is clear: children make good progress, building and consolidating their knowledge and skills, develop positive attitudes about science and its value to their lives and globally, and teachers and children enjoy their science lessons.

The tables below illustrate how Snap Science will provide evidence specific to curriculum intent, implementation and impact; and activities for subject leaders to use to demonstrate how Snap Science meets the Ofsted requirements.

## 168. Inspectors will consider the extent to which the school's curriculum sets out the knowledge and skills that pupils will gain at each stage

Ofsted – Evidence specific to curriculum intent: 177	Snap Science	Activity
<ul style="list-style-type: none"> <li>whether leaders are following the national curriculum;</li> <li>how leaders have ensured that the subject curriculum contains content that has been identified as most useful;</li> <li>and ensured that this content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills.</li> </ul>	<p>The full Snap Science programme is designed as a series of year frameworks, made up of several modules to ensure full coverage of the National Curriculum.</p>	<p>Look on Collins Connect at the Snap Science overview. See how modules are organised not by half term, but by the amount of National Curriculum content to ensure appropriate time and opportunities to meet, learn and consolidate the required knowledge and skills.</p>
<ul style="list-style-type: none"> <li>how carefully leaders have thought about what end points the curriculum is building towards, what pupils will be able to know and do at those end points, and how leaders have planned the curriculum accordingly.</li> </ul>	<p>At the beginning of each module in a year there are clear statements of what children will know by the end and which skills they will have developed.</p>	<p>Read the introduction to a module in the year group you teach to see what will be learned in that sequence of lessons.</p>
<ul style="list-style-type: none"> <li>how leaders have sequenced the curriculum to enable pupils to build their knowledge and skills towards the agreed end points.</li> </ul>	<p>The full Snap Science framework is built on a clear progression of conceptual knowledge in science from FS to Y6, which has been used to structure the content within key ideas, from year to year and within each year group and module, and to identify conceptual gaps in the National Curriculum. This ensures that children systematically develop their knowledge of big ideas and their scientific skills.</p>	<p>Look at the progression of ideas flow charts. Can you see how they are organised? The white boxes do not contain National Curriculum statements. Why are they important?</p>
<ul style="list-style-type: none"> <li>There is high ambition for all pupils and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.</li> </ul>	<p>All Snap Science lessons are planned to ensure that all children in a class can access and master the intended knowledge and skills with each lesson offering three levels of differentiated task.</p> <p>Most Snap Science lessons are practical lessons. Access for all is ensured as all resources are cheap and easily accessible; and listed clearly in the resource matrix.</p>	<p>Choose a Snap Science lesson in your year group for your current science topic. Read the learning intention. What will all children know and be able to do by the end of the lesson? Look at the three challenges. How are children with different starting points in knowledge and skills enabled to meet the learning intention? Read the <i>Evidence of Learning</i> section. How will you know they have met the lesson's intent?</p>

## 168. Inspectors will consider the way that the curriculum is taught and assessed in order to support pupils to build their knowledge and apply that knowledge as skills

Ofsted – Evidence specific to curriculum implementation:181	Snap Science	Activity
<ul style="list-style-type: none"> <li>Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.</li> </ul>	All Snap Science modules have an introduction which provides teachers with a clear explanation of the science they need to understand and in each lesson key information is highlighted at relevant points.	Look at a module introduction for a topic you plan to teach soon. Are you confident about the key facts? Is any information new to you? Do you have any questions? Who can you talk to? Look at a lesson in the module? How will you use the key information?
<ul style="list-style-type: none"> <li>Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.</li> </ul>	All Snap Science lessons provide clear guidance to teachers for describing and explaining scientific ideas with helpful diagrams, images, animations and videos, plus with questions to stimulate discussion.	Look at a Snap Science lesson. Highlight the sentences that support teachers to explain the science and generate discussion. Watch a video: How will you use this?
<ul style="list-style-type: none"> <li>Teachers check pupils' understanding effectively and identify and correct misunderstandings.</li> </ul>	All Snap Science modules include a section in the introduction where commonly held misconceptions are listed so that teachers can ensure that they are addressed.	Look at the common misconceptions – can you see why children might hold these? How does knowing these help your teaching?
<ul style="list-style-type: none"> <li>Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently.</li> <li>The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points.</li> </ul>	Snap Science modules are designed to ensure that key ideas and the vocabulary to express them are revisited over the course of a series of lessons and are built on as topics progress between years and Key Stages.	Look at the Explore section of a Snap Science lesson. What prior knowledge is drawn on? Look at the Reflect and Review part of the lesson. What new knowledge will children use in their explanations?
<ul style="list-style-type: none"> <li>Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.</li> </ul>	<p>Effective formative assessment is built into every Snap Science lesson so that teachers are aware of children's developing knowledge and understanding, and their use of skills. They are supported to identify any gaps in learning and provide appropriate feedback to consolidate and build on key knowledge and skills. In the Reflect and Review part of the lesson children summarise what they have learned and use the success criteria to assess how well they have done and their next steps. The Evidence of Learning section provides clear guidance for teachers to indicate things children say, write, draw and do regarding achievement of the learning intention.</p> <p>As well as formative assessment evidence from lessons, Snap Scienceshots, a set of assessment activities designed to check up on children's understanding of the concepts taught in a module, are provided for teachers to use.</p>	Look at the Evidence of Learning part of a Snap Science lesson. How will you know if a child has met the learning intention? How will you know if their understanding is secure?
<ul style="list-style-type: none"> <li>Schools' collections of attainment or progress data are proportionate, represent an efficient use of school resources, and are sustainable for staff.</li> </ul>	The Snap Science online tracker facilitates the quick recording of children's achievements against the National Curriculum objectives at the end of a module using evidence from lessons or Snap Scienceshots (if used). At the end of the Key Stage individual pupil records are automatically aggregated to ensure simple and accurate completion of statutory assessment records.	Look at the Snap Science online tracker. Once pupil names are entered at Y1 teachers in subsequent years need only to highlight their achievement against the individual National Curriculum objectives. How long will this take?

**168: Inspectors will consider the outcomes that pupils achieve as a result of the education they have received**

Ofsted – Evidence specific to curriculum intent:191	Snap Science	Activity
<ul style="list-style-type: none"> <li>A well-constructed, well-taught curriculum will lead to good results because those results will reflect what pupils have learned.</li> </ul>	Snap Science is constructed to ensure broad and deep engagement of the Programme of Study for Science and that assessment strategies and resources measure what children have been taught and learned – not through separately designed tests.	Look at the Learning Intention for a lesson and then read the Evidence of Learning section. How will you know that a child has met the Learning Intention? What will they be able to do or say?
<ul style="list-style-type: none"> <li>Disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life.</li> </ul>	Snap Science lessons are differentiated to ensure that all children can work appropriately towards achieving the learning intention, with support provided for children with lower prior attainment in reading, writing and maths.	Look at the Explore section of a Snap Science lesson. How will that help you to gauge prior children's understanding? How will you decide which challenge offers the appropriate level of support and challenge? How will you know that all children have achieved the Learning Intention?
<ul style="list-style-type: none"> <li>Inspectors will balance outcomes with their first-hand assessment of pupils' work.</li> </ul>	Snap Science lessons all lead to children representing or expressing their learning in shareable outcomes.	Look at a Snap Science lesson – what evidence of learning will there be?
<ul style="list-style-type: none"> <li>All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning.</li> </ul>	The Snap Science framework is shaped by a clear progression of science knowledge and skills from FS to Y6, and beyond, ensuring that transition between Key Stages is smooth and effective.	Look at the progression of ideas and skills flow charts. How do these ensure that children are prepared for the next stage of learning?





## HOW DO I FIND OUT MORE ABOUT SNAP SCIENCE?

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