

Assessment Criteria - Science (KS1)

| An emerging scientist | An embedding scientist | An established scientist |
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| Scientific Knowledge | | |
| Knowing (acquisition and fluency) | | |
| Has begun to learn key scientific knowledge and is beginning to give some accurate responses | Has learnt the key scientific knowledge and can make accurate responses with increasing speed. | Has learnt key scientific knowledge and can make accurate responses fluently (automaticity). |
| Remembering (learning maintenance) | | |
| Can independently recall some of the key scientific knowledge taught with increasing accuracy. They may have to rely on prompts to help them to remember. | Can independently recall the majority of the key scientific knowledge taught with accuracy and over time. Where there are small gaps, they respond quickly when prompted. | Can independently recall all of the key scientific knowledge taught over time. They can supplement this taught knowledge with additional knowledge learnt outside of the classroom. |
| Doing (generalisation and adaption) | | |
| Require some support to transfer and apply scientific knowledge. | Require a little support to transfer and apply scientific knowledge. | Require no support to transfer and apply scientific knowledge, this includes applying knowledge to different contexts. |
| Scientific Enquiry Skills | | |
| Plan | | |
| Is beginning to ask questions | Can ask simple questions and recognise that they can be answered in different ways. | Can confidently ask simple questions and recognise that they can be answered in different ways. |
| Do | | |
| With support, can observe closely using simple equipment | Can observe closely, using simple equipment | Can observe closely, using simple equipment with competence. |
| Is beginning to perform simple tests | Can perform simple tests | Can independently perform simple tests |
| Is beginning to identify and classify | Can identify and classify | Can securely identify and classify |

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| Record | | |
| With support can gather and record data to help in answering questions | Can gather and record data to help in answering questions | Can gather and record data to help in answering questions with competence. |
| Review | | |
| With support use their observations and ideas to suggest answers to questions | Use their observations and ideas to suggest answers to questions | Confidently use their observations and ideas to suggest answers to questions. |
| Scientific Language | | |
| Beginning to use simple scientific language to talk about what they have found out. | Can use scientific language to talk about what they have found out. | Can confidently use scientific language to talk about what they have found out. |
| Attitude | | |
| Stewardship (Catholic Social Teaching)/ Love for the World (OLAAS Children's Charter) | | |
| Is beginning to show care for the world around them, for living organisms and the physical environment. | Cares about the world around them, for living organisms and the physical environment. | Is incredibly passionate about caring for the world around them, for living organisms and the physical environment. |
| Is developing a sense of curiosity about natural phenomena. | Has developed a sense of curiosity about natural phenomena. | Has a real sense of excitement and curiosity about natural phenomena and explores Science outside of school. |
| Science Capital | | |
| Is beginning to talk about the work of inspirational scientists, past and present. | Can talk about the work of inspirational scientists, past and present. | Talks enthusiastically about the work of inspirational scientists, past and present. |