

School Improvement Plan 2021-22 - Supplementary Action Plan: Science

Priorities: To raise standards and achievement in Science with a focus on 'Working Scientifically'.		Subject Leader: Jessica Hudspith Link Governor: Scott Blackwell			
Overall targets from School Improvement Plan	Raise the achievement of pupils through a commitment to high standards and expectations, and especially that of more-able learners by: - providing active, co-operative and independent learning through dynamic, high quality teaching - building on existing good practise by ensuring that teachers match the level of challenge of pupils' work consistently to the prior attainment of different groups - providing an innovative, creative and integrated curriculum which inspires and motivates children to learn				
Contribution to school aims	Develop enthusiastic learners who are enriched, motivated and challenged through a stimulating creative curriculum. Enable each learner to reach their full potential and celebrate their success. Be a staff who continue to reflect, learn and develop professionally. Value each child as an individual, with a unique range of talents, interests, learning styles and needs.				
Success Criteria	<ul style="list-style-type: none"> • Children's books will show clear progression of skills over time. • Standards of attainment are at least good with 85% of pupils working at 'Secure' or above • Children's science work will show a range of well differentiated recording strategies and good evidence of self and peer assessment. • Teacher levelling of the 'Working Scientifically' aspect of the curriculum is accurate and consistent across the school. • Pupil attainment at the end of Y6 is broadly in line with national averages • Staff are provided with appropriate resources and training to enable them to improve their practice and carry out teaching more effectively 		Monitoring and Evaluation Evidence		
			Children's books, lesson observation, monitoring and interrogation of tracking data, audit of Science resources and provision of required resources, learning walks of all school environments where science learning takes place, monitoring of creative curriculum planning, pupil voice.		
			Monitoring Questions: Do resources support teaching and learning? Is the children's understanding of Scientific vocabulary measurable and working effectively? How can the wider world enhance the children's understanding in this area? Is Science high profile?		
Development Objective		Lead Person	Timescale	Intended Impact	Costing
To ensure that assessment is used effectively to impact on future planning and support positive pupil progress <ul style="list-style-type: none"> • Planning shows clear learning objectives and progressive steps to success, in line with the programme of study outlined in the Science Curriculum. • Further develop End of Unit assessment grids to monitor key skills and understanding and transfer data to the next teacher to adapt plans and meet the needs of all pupils. • Subject Leader to monitor and analyse the above and ensure that teachers are confident in assessing the 'Working Scientifically' aspect of the curriculum. • Subject leader to disseminate ideas about how evidence for assessment can be gathered. • Work in teams to moderate work and agree judgements against the key skills. 		Subject Leader (SL) Class Teachers (CT) SL	All year	At least 85% of pupils in each class develop 'secure' or better understanding in Science All pupils make good progress and experience the full curriculum.	Staff meeting time Subject Leader Release Time (to be covered by HLTA)

<p>To develop and broaden the variety of ways in which children record their work in Science</p> <ul style="list-style-type: none"> • Staff meeting time to gather and discuss ideas and show examples of possible ways to record work in Science e.g. floor books, presentations, posters • Strengthen links between Science and other subjects by the use of ICT, drama, drawing, maps, spreadsheets, diagrams and different kinds of writing to record work in Science • Subject leader to collect examples of recording during the year to add to subject portfolio 	<p>CT</p> <p>SL</p>	<p>On-going</p>	<p>iPads and ICT facilities support science teaching so that pupils' learning can continue to be extended</p>	<p>NA – Subject Lead to lead CPD</p>
<p>To provide opportunities for children to develop their 'Science Capital'</p> <ul style="list-style-type: none"> • STEM club for More Able children in KS1 and 2 • Whole School STEM week in October linked to harvest • Continue to arrange enrichment activities and visits, theme days and visitors and ensure that resources used in the classroom are relevant, exciting and available • Continue to make links between classroom Science and real-world science through the use of resources such as 'Meet a Scientist', Explorify, 'Reach-out' and opportunities provided through links with Rolls Royce and other local enterprises. 	<p>SL</p>	<p>On-going</p>	<p>Children are aware of careers linked to science and understand some of the ways that the science they learn in school has applications in the wider world.</p>	
<p>To monitor and review MTP and STP and children's work to assess for appropriate range, progression within EYFS, KS1 and KS2 and standards/quality of learning (this will include utilising pupil voice to gauge the impact of science themed topics and accurate assessment data recorded on SIMS).</p>	<p>SL</p>	<p>Start August 2021</p>	<p>Learning programmes in Science have breadth, depth and relevance so that they meet statutory requirements and the needs and interests of the children.</p>	