**Science Curriculum Action Plan**

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| **ACTION PLAN** | | |
| **Key Improvement Priority:**  **Priority 1- Update key vocabulary on title pages**  **Priority 2 – Review assessment of key knowledge**  **Priority 3 – Know how character is being developed**  **Priority 4 – Review teaching and learning of science and establish need for any CPD**  **Priority 5 – Understand how disadvantaged and low attaining pupils are performing in relation to their peers (monitoring)** | **Year**  **2024-2025** | **Lead persons accountable for the plan: Janet Cutbush and Lily Munns** |

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| INTENT | IMPLEMENTATION | LEAD PERSON | RESOURCES / COSTS / TIME | IMPACT | MONITORING & EVALUATION |
| Vocabulary will be built upon and will progress through the years | Check key vocabulary on Title pages – update as appropriate using PLAN progression document | Science teachers | PLAN Progression in Vocabulary FV | Increasing understanding of technical vocabulary |  |
| Review how key knowledge and understanding is being assessed and recorded | Talk to all staff  \* check use of PL page at start of topic (cold task) then revisiting of this page – with a different colour pencil – at the end of the topic (hot task)  \* check any misconceptions are then addressed  \*Staff to adapt title page to incorporate assessment table and next steps needed (see materials Y5 example) | JC/LM | PL pages  Materials Y5 assessment example | * To maintain children’s independence and confidence in self-assessment * To build confidence of teachers in assessment * To use the new Science assessment outline * To better inform children and teachers of learning progression | Constant monitoring needed over next academic year to check efficiency and understanding. |
| Know how character is being developed through science | Focus on character qualities within lessons and reinforce this with displays | Science teachers | * Lesson plans * Teaching * Character passports | * To reinforce the importance of character to the development of every child * To appreciate links with other areas of the curriculum | Book looks and lesson observations |
| Review teaching and learning of science; check proficiency and confidence | \*Talk to all staff and check new staff are aware of Science action plan and policy.  \*Lesson observations, staff meetings  \*HUB meetings | JC/LM | TRAINING | * To introduce consistent and up to date teaching methods and resources * To empower teachers | Sept.2024 – July 2025 |
| Understand how disadvantaged and low attaining pupils are performing in relation to their peers | Book looks.  Pupil Voice | JC/LM | * Pupil questions | * To ensure high-quality and challenging work for all children, including SEND and disadvantaged children | Sept. 2024- July 2025 |
| Collect samples of work and reflect on pupil voice to monitor impact and attainment. | Books looks each term.  Interview (at least) 2 pupils from each class | Science Team | * Pupil questions | * To improve and maintain engagement of children * To check knowledge is embedded | Sept. 2024- July 2025 |

Evaluation from 2023-24:

* Updated PL pages for KS1 with pictures, as appropriate
* Evaluated use of TAPS and assessment of investigation skills
* Continued to monitor science equipment/resources, especially consumables.
* Reviewed sequencing of topics with individual teachers to check topics are being taught in the most effective order and are being taught across the year, as appropriate. NS – Continue to ensure effective use of outdoor learning

Review date: July 2025

By whom: JC & LM