

## Subject Development Plan 2021-22

### Subject: Science

**Main priority: To ensure teachers deliver and pupils receive quality first Science teaching & learning inside and outside of the classroom.**

**Specific objectives**

1. To ensure quality first teaching and assessment is being delivered to all pupils.
2. To raise the profile of Science as a subject within the school community.
3. To ensure that resources support teachers to deliver a high quality science curriculum.

Specific objective and key outcomes	Actions	Monitoring lead and Time frame	Resources	Monitoring and evaluation
To embed the new Science policy in all practice.	<ul style="list-style-type: none"> <li>• Discuss new policy with teaching staff.</li> <li>• Edit in line with points raised by teaching staff.</li> <li>• Send to JP/ Governors for ratifying</li> <li>• Add to website.</li> <li>• Discuss with support staff.</li> <li>• Monitor application of policy in science lessons by all class-based staff.</li> </ul>	<p>Begin Autumn</p> <p>Review Spring</p>	<p>Staff meeting</p> <p>Subject leader time</p> <p>Walk ins</p> <p>Book scrutiny</p>	<p>Policy is on website and specific areas of policy are shown in all teaching and learning.</p> <p>Monitoring termly.</p>
To improve the level of challenge and interest in Science to all children.	<ul style="list-style-type: none"> <li>• Class teachers to review progress of class, identifying current attainment using Symphony assessment.</li> <li>• SM – CPD on differentiation and delivering to teachers and support staff.</li> <li>• LA children/those making slower progress – invited to be Science Ambassadors to build interest. Role will be to lead a Science activity one lesson a term, linked to STEM/CREST.</li> <li>• MA/HA children – Science Council – Making decisions about competitions to apply learning into a context.</li> <li>• Monitor planning/ teaching/ assessment based on CPD and address gaps.</li> </ul>	<p>Autumn 1 end</p> <p>ASAP</p> <p>Autumn 2 training, start Spring 1</p> <p>All year</p>	<p>Subject leader time</p> <p>CPD (£ per CPD)</p> <p>Badges (£)</p> <p>CREST - £1 per student.</p> <p>Walk ins, book scrutiny</p>	<p>Progress is made based on assessments.</p> <p>Staff survey on differentiation.</p> <p>Planning shows clear differentiation.</p> <p>LA children making progress in all year groups.</p> <p>Monitoring termly.</p>

<p>To ensure effective assessment is being made by teachers to inform planning and progress.</p>	<ul style="list-style-type: none"> <li>• SM to review with teaching staff current assessment opportunities in class – are they effective and meaningful? What do we get from it?</li> <li>• SM – CPD opportunities to identify effective assessment opportunities that answer teacher’s thoughts.</li> <li>• SM to deliver to staff through staff training.</li> <li>• Staff to implement into learning and review.</li> </ul>	<p>Autumn</p> <p>ASAP</p> <p>ASAP</p> <p>ASAP</p>	<p>CPD opportunities (£ per CPD)</p> <p>Subject leader time with teachers.</p>	<p>Updated assessment consistently being used and supporting planning.</p> <p>Teachers feel confident with assessment strategies.</p> <p>Pupils talk about assessment opportunities positively.</p> <p>Progress identifiable throughout the academic year within most pupils.</p> <p>Monitoring termly.</p>
<p>To promote Science outside of the classroom.</p>	<ul style="list-style-type: none"> <li>• SM to build a Learning Outside the Classroom (LOtC) curriculum based on current planning for both EYFS and KS1 and 2.</li> <li>• SM to review resources available and purchase updated/new resources to support needs.</li> <li>• Look at fundraising for pond area (LB).</li> <li>• CPD training on LOtC by SM and deliver to required staff.</li> <li>• Implement LOtC to pond area.</li> <li>• Begin Science competitions for year groups to do at home (optional).</li> <li>• Work with EWS for Science in Y6 – lab opportunities.</li> </ul>	<p>Autumn</p> <p>Autumn</p> <p>Spring</p> <p>Spring</p> <p>Spring</p> <p>Summer</p>	<p>CPD (£ per CPD)</p> <p>Subject leader time.</p> <p>Display in school.</p> <p>Working with LB.</p> <p>SMc collab</p>	<p>Outdoor area in EYFS promotes learning.</p> <p>Pond area set up.</p> <p>Resources for LOtC provided.</p> <p>All year groups accessing LOtC.</p> <p>Science transition work for Y6.</p> <p>Science displays promoting home learning.</p>
<p>To ensure there is progression across year groups with investigations (AT1).</p>	<ul style="list-style-type: none"> <li>• SM to review long-term and medium term plans with teachers to identify topics.</li> <li>• SM to review COVID-19 recovery curriculum and make teachers aware of possible gaps.</li> <li>• Class teachers to work with SM to identify investigations being carried out.</li> <li>• Class teachers asked to fill in investigation sheet so all are aware of investigations being carried out in other year groups to avoid repetition and enhance progression.</li> <li>• SM to monitor and feedback.</li> </ul>	<p>Autumn</p> <p>Autumn</p> <p>Autumn</p> <p>Autumn</p> <p>All year</p>	<p>Subject leader time.</p> <p>Learning walks</p> <p>Book scrutiny</p>	<p>Recovery curriculum built.</p> <p>Investigations planned ahead of term and no clashing in investigations. Instead, they build on prior learning.</p> <p>Pupils can recall previous investigations and say what they did/learnt differently.</p> <p>Monitoring termly.</p>

To earn science recognition awards.	<ul style="list-style-type: none"><li>• Review PSQM.</li><li>• Set up CREST award opportunities.</li><li>• Look at WWF Green Flag (Bronze)</li></ul>	Autumn Spring Summer	CREST - £1 per pupil.	Awards achieved. Green Flag award set up.
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