**Action Plan for Science 2022**

**Key Priorities**

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| **Achievement of pupils** | 1. To review the attainment in 2022 of KS1 and KS2 children in science. 2. To review the progress of vulnerable groups and identify any trends. 3. To ensure the gaps are narrowed and 80% of children meet the required standard by the end of Year 2 and Year 6. |
| **Quality of Teaching and Learning** | 1. To develop planning and progression in EYFS 2. To develop children’s Science Capital. 3. To ensure children can identify the 5 Enquiry Types. |
| **Leadership and Management** | 1. Continue to ensure a regular meeting cycle with focus on CPD and SGP. 2. To improve the use of formative assessment of working scientifically skills. |

**Achievement of Pupils**

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| **Aim** | **Strategies** | **Success Criteria** | **Timescale** |
| **To review the attainment in 2021 of KS1 and KS2 children in science.** | * Review the data from current Year 2 with SLT and AP (Science Co and CT). * Analysis of the gaps. | * Clear analysis and narrative. * Provision map created * Gaps identified and coherent plan put into place. | * Completed by Oct 2022 * Ongoing reviews on a half termly basis. |
| **To review the progress of vulnerable groups and identify any trends.**  Through lesson observations completed this year it is clear that staff are adapting the science curriculum to suit different levels of need in their classrooms. The provision for SEND children can be seen in planning and books. | * Analyse the performance of boys and vulnerable groups with SLT and AP. * Develop intervention strategies and provision | * Clear analysis and narrative. * Provision map created * Gaps identified and coherent plan put into place. | * Completed by Oct 2022 * Ongoing reviews on a half termly basis. * Provision map completed by Oct 2022 |
| **To ensure the gaps are narrowed and 80 % of children meet the required standard by the end of Year and Year 6.**  Science resources have been audited.  Staff have completed relevant CPD using Reach Out.  There are currently no specific interventions for science beyond quality teaching and learning.  93.5% of children in KS1 met standard and 89 % in KS2 | * Develop a clear and coherent provision for intervention and prevention. * Provide high quality staff training. * Review provision of resources for science. | * 80 % meet the required standard for science at the end of Year 2 and Year 6. * Gaps identified and coherent plan put into place. | * By June 2023 * Ongoing reviews on a half termly basis. |

**Quality of Teaching and Learning**

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| **Aim** | **Strategies** | **Success Criteria** | **Timescale** |
| To use PLAN EYFS resources to develop planning and progression in the foundation stage.  Plan resources shared with AB and added to EYFS folder on the shared network.  Attended summer network meeting on building progression from EYFS to KS1&2. Resources shared with AB  Audit of science resources completed and new resources ordered. | * Share PLAN EYFS resources with SLT and EYFS lead. * Work with EYFS staff to update planning. * Annual audit of resources needed to support the delivery of new planning. | * children in the early years are introduced to the foundational knowledge of science, featured in the [Statutory Framework for the Early Years](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf) and [Development Matters](https://www.gov.uk/government/publications/development-matters--2), that will enable them to be well-placed to access the science National Curriculum in England at KS1 | * Autumn 2022/23 |
| To continue to engage all children in activities to develop their Science Capital.  Science week was postponed to the summer term as it was felt it would be best to have it after Year 6 SATs and the time that it falls is a very busy time in school and there are other events happening at the same time e.g./ World Book Day. Unfortunately, due to time restraints we haven’t managed to do this.  I will speak to SLT about when would be best for our school to do the event and make sure that it is added to the school calendar for the next academic year  STEM challenges were sent in the Autumn and Spring terms but the take up was low this year. Therefore, I will be looking into other ways that we can engage families at home to trial in the upcoming academic year.  A science club was delivered in the summer term for year 2. The take up was high and the feedback was positive so this will continue next year. | Sign up for Science Week 2023.  Get as many STEM related visitors – e.g. [STEM Ambassadors](https://www.stem.org.uk/stem-ambassadors) - into the school as you can to speak to pupils.  Invite parents in with science-based careers to share their experiences with school in assembly or a class-based setting.  Continue to send home termly STEAM challenges.  Run a KS1 Science Club.  Explore ways of sharing science experiences with children to help build science capital on a daily basis. Eg/ Twig science reporter and explorify | The children are engaged in science in a wider context. They are passionate about science and are able to relate what they are learning to their lives.  That home school links are built and parents can take an active part in t | Autumn 2022  Science Week 2023  Ongoing  Spring Term 2023  Autumn Term 2022 |
| To ensure that children are also able to identity the 5 enquiry types.  Not completed in term time. To be sent as a summer holiday challenge for all children and results to be announced with the children in the Autumn Term. | Complete the whole school competition to design a scientist to represent the enquiry types.  Posters of these to be displayed in every classroom so that they can be referred to regularly. | Pupils are able to identify the 5 enquiry types confidently discuss each type when sharing their Science learning with SLT and other adults. | * Spring term 2023 |

**Leadership and Management**

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| **Aim** | **Strategies** | **Success Criteria** | **Timescale** |
| Continue to ensure a regular meeting cycle with focus on CPD and SGP (sharing good practice).  Reach Out resources shared with staff. This is a free resource for schools to access that is focused on developing subject knowledge. Some members have staff have completed units relevant to their year groups.  Resources from science network meetings have been shared with staff during staff and curriculum folders have been updated on the shared server. | Carry out regular staff voice as part of monitoring cycle to identify strengths and areas for development.  Meet with SLT to ensure that there are regular meeting opportunities with a science focus.  Ensure teaching staff sign up to at least one ReachOut unit (each term?) | All staff will be skilled up and quality of T & L will improve.  Areas for development will be identified so staff work on these to upskill themselves, so quality of T & L will improve. Science profile will be raised by having meeting time and CPD opportunities. | * Timetable for monitoring completed by Oct 2022 * Monitoring ongoing and reviewed July 2023 |
| To Improve the use of formative assessment of working scientifically skills.  TAPS resources have been shared with staff and added to shared drive.  Taps audit not yet completed – target to continue 2023/24 | Carry out TAPS pyramid audit.  Introduce TAPS Working Scientifically butterfly.  Update planning for each year group to map out TAPS assessment tasks. | Assessment practice will develop across school. | Spring 2023 |