

Science Action Plan for 2021/22

Owner(s): _____ S. Steele _____ Last revisited: _____ Sept 2021 _____



<u>Intention</u> <u>Data, Recovery programme, resources, staffing including pedagogy, innovation</u>	<u>Implementation</u>	Implementation Time frame/ Staff involved	<u>Proposed Impact</u>	Evidence towards proposed impact
<i>EAL have opportunity to achieve their full potential.</i>	<i>Teachers will... ensure EAL children have opportunity to achieve through the use of additional resources</i>	Autumn 2021 Spring 2022 Summer 2022 SS/Teaching staff	Pupils knowledge will be more embedded through the use of KKO's and additional vocabulary resources Pupil voice of children sharing knowledge, high expectations and extended vocabulary.	
<i>Vocabulary and scientific knowledge is embedded in high ability groups in KS1/KS2</i>	<i>Monitoring teaching and learning through observations, book trawls and pupil voice across KS1/KS2</i>	Autumn 2021 Spring 2022 Summer 2022 SS/teaching staff	Pupils will be taught all objectives and access learning in topics and further develop skills Pupil voice of children sharing knowledge, high expectations to extend vocabulary in conjunction with using KKO's.	
<i>Monitor working scientifically and topic attainment of pupils from EYFS to KS1 due to the new EYFS curriculum</i>	<i>Due to the up level of the EYFS curriculum, monitor progress through book trawls and pupil voice as attainment should be greater</i>	Autumn 2021 – ongoing SS/ES	EYFS should have extended knowledge through the new curriculum and this should link with KS1 in pupils achieving higher, therefore results will be greater Pupil voice – children sharing knowledge	

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			Children using "Show" off sheets to share their knowledge learned.	
<i>Prioritise writing within science, especially focusing on HA/MA to achieve greater depth for HA groups and better than ARE for MA ability groups</i>	<p><i>Teacher's will...</i></p> <p><i>Continue to engage enthusiasm for science through the use of well-planned science investigations (minimum 4) and relevant scientific vocabulary continuing the use of "Science planning boards" communicated through planning scrutiny, monitoring lessons and pupil voice.</i></p> <p><i>Foster good home/school links for learning by continuing to invite parents in to support the curriculum to promote high writing standards. Collect pupil/parent voice in correlation to this.</i></p>	<p>Summer 2022</p> <p>SS, teaching staff, ES, governors</p>	<p>Writing should be ARE and GD by summer 2022, for the majority of children.</p> <p>Vocabulary will be extended, enriched and embedded in writing in science</p> <p>Through coordinating a science extravaganza, identifying progress in each year group, showcasing excellent scientific skills through outstanding writing – showcased in school</p> <p>Introduce a "Science workshop" where parents can attend and children can articulate knowledge.</p> <p><i>Collect pupil voice for extravaganza: pupils will articulate knowledge and use embedded vocabulary.</i></p>	

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<p><i>SEN pupils have adequate resources to share their knowledge on lessons taught in each topic</i></p>	<p><i>Audit SEN provision and impact: it is not necessary for SEN to be copying from teacher scaffolding. SEN children can use voice record on the IPADs to record and analysis findings</i></p>	<p>Autumn 2021 SS</p>	<p>Ensure staff are aware of the available resources (IPADS/Chromebooks) for SEN to achieve ARE</p>	
<p><i>Staff to continue to monitor groups of learners within each year group- identifying PP EAL, SEN, boys, girls and GD</i></p>	<p><i>Staff meeting to inform new staff how to track pupil progress and attainment.</i></p> <p><i>Teacher's will...</i></p> <p><i>use the school tracking system for attainment for all pupils in each year group, identifying PP EAL, SEN, boys, girls and GD, as this has been successful previously</i></p> <p><i>Teacher's will...</i></p> <p><i>Use the in-school monitoring system and assessment bubbles, identifying PP EAL, SEN, boys, girls and GD and through observation, book scrutiny and pupil voice.</i></p> <p><i>Groups identified for underachieving pupils and</i></p>	<p>Autumn 2021 Spring 2022 Summer 2022</p> <p>SS, teaching staff</p>	<p>Attainment and progress can be tracked showing the progression through each year group and phase.</p> <p>Underachieving pupils can quickly and easily be identified and support measures/interventions can be addressed, enabling pupils to achieve to their full potential</p>	

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	<i>next steps for these children to achieve ARE</i>			
<p><i>New staff –(Y4) to be consistent in the teaching and learning of science in line with the NC, developing the scientific enquiry skills within investigating lessons</i></p> <p><i>Staff are aware from progression from YN to Y6 in working scientifically – check previous years' gaps are identified and that new staff (Y4) are familiar with the objectives</i></p>	<p><i>Liaise with new staff to show the use of the already implemented planning boards and how effective these are.</i></p> <p><i>Liaise with new staff about recent investigation topics and key progression skills in each phase</i></p>	<p>Autumn 2021</p> <p>SS, new staff</p> <p>SS</p>	<p>All Year groups class teachers are aware of the knowledge of the requirements to teach effective, engaging lessons; therefore, having impact on children's learning, with them knowing and remembering more. New staff will be aware also.</p> <p>Staff are now clear of the progression in scientific enquiry and will be well equipped to teach the required investigation skills and show progression in each year group that are clearly identified on the long term plan. New staff will be beginning to understand the progression in scientific enquiry.</p>	

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<p><i>Key Knowledge organisers are used to assist with knowledge and spelling of key vocabulary</i></p> <p><i>KKO's on the class web page and website prior to each topic</i></p>	<p><i>key knowledge organisers to support gaps in learning.</i></p> <p><i>Key knowledge organisers include relevant knowledge to support learning</i></p> <p><i>Collect pupil voice/monitoring to ensure KKO's are being used effectively.</i></p>	<p>Autumn 2021 ongoing</p> <p>SS, teaching staff</p>	<p>Through the use of updated knowledge organisers, gaps in learning will be reduced, enabling pupils to embed prior knowledge</p> <p>Greater depth children can independently use KKO's to support independence and ownership of learning.</p> <p>Parents are well informed</p> <p>Website is up-to-date with information regarding science.</p>	
<p><i>Monitor progress of remembered knowledge in Science</i></p>	<p><i>Staff meeting, sharing progression from year to year and objectives that need to be taught to achieve ARE in science</i></p> <p><i>Teacher's will...</i></p> <p><i>Share pupil's work: year on year/ phases</i></p>	<p>Spring 2022 SS</p> <p>Spring 2022</p> <p>SS/teaching staff</p>	<p>Staff will be equipped with the knowledge to teach the curriculum so that pupils are given the opportunity to achieve</p> <p>Staff will produce evidence of children's progress/attainment for LA, MA, HA and GD children</p>	
<p><i>Stock audit</i></p>	<p><i>Ensure the science area is well equipped to enable staff to deliver the curriculum.</i></p> <p><i>Purchase new resources and sorted for easy access</i></p>		<p>Pupils will have access to a variety of resources enabling them to be successful in science</p>	

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<i>Monitor the introduction of each class scientist from the previous year and monitor the impact it has had on learning with the new year group</i>	<i>Each class will have a scientist that pupils will learn their life stories, linked with science topics to help further embed scientific knowledge</i> <i>Pupil voice on class scientist</i>	Spring 2022 SS	Pupils will engage in non-taxing, fun activities to help them to learn about their scientist and this will assist in embedding knowledge with the links to relevant topics.	
<i>Monitor any updates for EYFS curriculum</i>	<i>Overview previously has been created showing progression from EYFS to Year 6 in working scientifically objectives – due to the new curriculum</i> <i>Research any new documents</i>	Spring 2022 SS/ES	Staff have a clear vision of the expectation in each phase for working scientifically – any updates will be corresponded with staff	