

Science Action Plan for 2022/23

Owner(s): _____ S. Steele _____ Date: _____ 2022/2023 _____



<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>SEN have opportunity to achieve their full potential and access the curriculum</i>	<i>Teachers will... ensure SEN children have opportunity to achieve through the use of additional resources/adult support</i>	Autumn 2022 Spring 2023 Summer 2023 SS/Teaching staff	Pupils knowledge will be more embedded through the use of KKO's and additional resources and adult support aiming for SEN pupils to be ARE with the exception of EHCP) Pupil voice of children sharing knowledge,	
<i>Working scientifically and scientific knowledge is embedded in high ability groups in EYFS/KS1/KS2</i>	<i>Monitoring teaching and learning through observations, book trawls and pupil voice across EYFS/KS1/KS2</i>	Autumn 2022 Spring 2023 Summer 2023 SS/teaching staff	Pupils will be taught all objectives and access learning in topics and further develop skills Pupil voice of children sharing knowledge	
<i>Monitor assessments knowledge and working scientifically in all year groups</i>	<i>Teachers will... The trialling of Twinkl assessment has been successful. Staff continue to use this scheme to assess pupils.</i>	Autumn 2022 – ongoing SS/Teaching staff	Using the scheme, pupils will have access to a variety of resources, enhancing knowledge. Pupils will remember more. Pupil voice – children sharing knowledge Evidence of assessment results	

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	<p><i>Analyse results so that any gaps in knowledge can be addresses</i></p> <p><i>Monitor Working scientifically tracking system</i></p>			
<p><i>Monitor sequential learning</i></p>	<p><i>Teacher's will...</i></p> <p><i>Plan a sequence of lessons, beginning with prior knowledge so that a clear learning journey can be seen. This will then lend itself to plan investigations.</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</i></p>	<p>Summer 2023</p> <p>SS, teaching staff, governors</p>	<p>Children will be embedding knowledge further as lesson will be taught in a sequential order.</p> <p>Vocabulary will be extended, enriched and embedded.</p> <p>Through coordinating a science extravaganza, identifying progress in each year group, showcasing excellent scientific skills through outstanding writing and knowledge – 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> <p><i>Pupils written work will be of the same standard as their English books.</i></p>	

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	<p><i>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><i>Continue to insist on BLT on presentation through the use of YY, TP, OO, PP</i></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>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 and TA's will...</i></p> <p><i>Use the in-school monitoring system and Twinkl scheme, identifying PP EAL, SEN, boys, girls and GD and through observation, book scrutiny and pupil voice. Groups identified for underachieving pupils and next steps for these children to achieve ARE</i></p>	<p>Autumn 2022 Spring 2023 Summer 2023</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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<p><i>New staff –(Y2) 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 (Y2) 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 2022</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 to inform parents</i></p>	<p><i>key knowledge organisers to support gaps in learning. (Laminated on tables)</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 2022 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>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><i>Liaise with the pupils and find out what they want more of.</i></p>		<p>Pupils will have access to a variety of resources enabling them to be successful in science</p> <p>Pupils will be actively involved in suggesting resources/books they want for their class libraries.</p>	
<p><i>Class scientist plus an additional scientist on the pupils choice.</i></p>	<p><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></p>	<p>Spring 2023</p> <p>SS</p>	<p>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.</p>	

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	<i>Pupil voice on class scientist and evidence of role</i>		Pupils will have an insight to aspirational people	
<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 2023 SS/ES	Staff have a clear vision of the expectation in each phase for working scientifically – any updates will be corresponded with staff	
<i>Liaise with link governor, sharing the intent, implementation and proposed impact for science</i>	<i>Meet with the governors and share the action plan so that the vision for science is known by all stakeholders</i>	Autumn 2023 ongoing SS, governors	Governors are well informed of science, how it is taught, progress in working scientifically, assessment and areas to be addressed.	