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| **Holy Trinity C of E Primary School**  **School Improvement 2022-23** | | | | | | | | |
| **Subject** | **Science** | | | | | | | |
| **Staff** | **Laura Bull** | | | | | | | |
| **Strategic Subject Intent** | | | **Intended Impact** | | | | | |
| Science in the **Foundation Stage** is taught indirectly through 'Understanding the World' and directly through themed lessons, such as ice and melting. Activities and science areas encourage every child to **explore, problem solve, observe, predict, think, make decisions and talk about the world** around them.  To stimulate excitement and **curiosity** by providing a high-quality, **sequential** science education so that children can grow in their **confidence** when articulating **scientific knowledge** and **conceptual understanding**, building up **scientific vocabulary** within the disciplines of biology, chemistry and physics as they progress through each Key Stage.  To create **predictions** and **apply their mathematical knowledge** to their understanding of science when collecting, presenting and analysing data. To use **rational explanations** and analyse causes, and apply their learning of matters, skills and processes when **working scientifically**.  To understand the uses and **implications of science**, **today** and for the **future.** | | | * Staff will plan with more confidence using dual objectives so that knowledge and skills sits hand in hand. * Staff will have an improved understanding of assessment within Science, knowledge of how to differentiate between year group outcomes and ensure science skills and knowledge is progressing through year groups. * Staff will have more confidence when teaching specific topics and when answering children’s ‘tricky’ questions about Science. * Pupils will be excited and engaged when learning Science and ask questions within scientific disciplines. * Improved ability of pupils articulating scientific concepts clearly and precisely. * Pupils will apply their mathematical skills when taking measurements using a range of equipment and measuring tools, presenting their work, for example through tables, Venn Diagrams and graphs, and interpreting what their presented work shows. * Improved pupil confidence when articulating or suggesting questions for investigation and creating an understanding of cause and effect in Science. * The ability to confidently articulate predictions, methods, results and conclusions using scientific terminology. * An improvement in pupils’ understanding of the uses and implications of science in our world today and consider its role in the future within science lessons. * To improve children’s cultural capital through experiences such as trips, WOW days, visitors, exploring the local area etc. | | | | | |
| **Subject Implementation** | | | | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| Share long- term and medium-term plans with all staff. Support new staff with this. Look at examples of unit planning. | | | |  | **\*LB on maternity** | |  | **Autumn –** Staff Twilight to share plans and discuss expectations. Informed all staff of standards and progression in resources.  **Summer-** Book scrunity, observations and pupil voice carried out. Whilst staff are following the LTP the breadth and coverage is missing in some areas.Address with staff. |
| Ensure key vocabulary is added to medium term plans to support all staff, particularly ECTs and inform planning. | | | |  |  | |  | **Autumn –** Shared in Twilight by L.Bull. |
| To use dual objective planning (NC statements and an objective from the planning assessment board – STEM Learning Solutions on server) | | | |  |  | |  | **Autumn** – shared with all staff EYFS – Y6. We discussed progression, expectations and outcomes.  **Summer-** Some progress made. Some classes appear to be using the planning tool more than others. Looked at books with SIP can see clear improvements where staff are using the board to plan/deliver. |
| To continue to invest in CPD opportunities for staff (explorify/STEM website/reach out website CPD or organised CPD within Stem Network/Ogden Trust etc) to increase teaching confidence. | | | |  |  | |  | **Autumn** – limited funds available for individual CPD. L.Bull attended subject leadership training as part of the network. This was then shared during a Science twilight.  **Summer** – More CPD opportunities needed next year. Opportunities to work with college in the next year. Staff training in July to initiate the use of the new White Rose schemes for the coming academic year. |
| Create a new assessment tool to monitor progress in individual units. This tool will be the same as some other curriculum areas. | | | |  |  | |  | **Autumn** – Developed with all staff. Careful consideration given to make it useful, effective and not to overload staff. |
| **Funding & Resources** | | **Cost (Time & Money)** | | | | **Links to Academy Council** | | |
| * Link to the Science network with Phil Watkins £150.00 * CPD for subject leadership £110.00 | | | | | | Mick Johnson | | |
| **Evaluation** | | | | | | | | |
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