

Subject Action Plan for _____ Science __ 2022-23

Priority Areas*	Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Assessment and moderation	<p>To ensure that science is assessed accurately and appropriately by teachers in each year group. To use assessment data to analyse gaps and areas of excellence.</p>	<p>Johanna to analyse assessment data on integris to see where gaps are.</p> <p>Johanna to analyze individual child assessment to see where gaps are.</p> <p>Staff meeting to discuss assessment tools being used.</p> <p>Johanna to meet with area schools to discuss science moderation.</p> <p>Johanna to research assessment in science in ks2 for possible future assessment. – share with staff.</p> <p>To moderate science in ks2 – through the science net work primary group. This will involve each year group from year 3-6 moderating work of one child ha, a and ba and then network group checking. – Johanna to organise and discuss with ks2 in a phase meeting.</p>	<p>Teachers will feel more confident when assessing and moderating children’s understanding and future learning needs in science.</p> <p>Subject leader to have a greater overview of the levels within the school to enable provision for selected groups for gaps to be filled.</p> <p>Ensure that our assessments are correct when compared with network schools.</p>	<p>Autumn term</p> <p>Summer term.</p> <p>Start in Autumn term</p>	<p>Time</p> <p>Training for subject leader – learning college – assessment in science.</p> <p>Time to go to local science group at St Joseph’s school.</p> <p>Time to meet with science governor</p> <p>Time</p>	<p>Johanna</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Enquiry planning and learning.</p>	<p>To ensure that our science syllabus reflects our enquiry based learning focus and our school ethos.</p>	<p>To share with staff possible enquiry based questions for each unit of work. Supporting children to develop their own.</p> <p>To discuss with staff their own ideas and to ensure that these are displayed in classrooms clearly. Ensure that some reference made in science books to these at the start of a unit of learning.</p>	<p>Staff meeting/discussions in phases.</p> <p>Collation of enquiry questions and research for new ones.</p> <p>Classroom learning walks in all areas of school to ensure that enquiry questions displayed.</p> <p>Book looks.</p>	<p>Throughout the year-termly of moderation of science books.</p>	<p>Time to carry out research on enquiry questions.</p> <p>Learning walk time.</p> <p>Feedback time.</p>	<p>Johanna/Rosie for advice.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Investigation work and progression.</p>	<p>To ensure that progression is clearly shown <u>in investigation work</u> throughout the school.</p> <p>Ensure children understand a fair test, variables and conclusions and key vocabulary linked to investigation work.</p>	<p>Collate investigations each year group will carry out for each unit to ensure there is progression and Not repetition.</p> <p>Interview children in ks1 and ks2 about their views on investigation work in science. What works and what needs to improve.</p> <p>To ensure that investigations carried out during this year's stem week show clear progression and that the language of investigation is being used accurately and appropriately for each year group.</p>	<p>Staff meeting.</p> <p>Interviewing selected groups of children for their feedback on science investigation work.</p>	<p>Autumn and Spring.</p>	<p>CPD courses on National college to investigate for staff on scientific investigation.</p> <p>Research investigation in uks2.</p> <p>Time to interview children and to give feedback to staff to support an improvement in science teaching and learning.</p>	<p>Johanna</p>