

**Name of School:** Markeaton Primary School

**Notes:** As you type the boxes will expand. You may add further bullet points. Remember to save your document on your hard drive.

<b>LEARNING: PSQM</b>		
<b>L1: There is a shared understanding of the purpose and process of science enquiry</b>		
<ul style="list-style-type: none"> <li>Children use different enquiry types to answer scientific questions about the world around them.</li> <li>Children are developing independence in:                             <ul style="list-style-type: none"> <li>asking scientific questions</li> <li>planning how to investigate them,</li> <li>carrying out and evaluating investigations.</li> </ul> </li> </ul>		
<b>NEEDS ANALYSIS</b>		
Where are we starting from?	How do we know?	
<ul style="list-style-type: none"> <li>Some good enquiry happening but not consistent across the school.</li> <li>Staff and children are unfamiliar with the 5 enquiry types.</li> <li>Lessons are often based on teacher-led questioning and exploration.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence from previous monitoring.</li> <li>Discussions during staff meetings.</li> <li>Children’s questions have not been displayed or recorded.</li> </ul>	
<b>ACTIONS NEEDED</b>		
What do I need to do to achieve the indicator?	Who?	When?
<ul style="list-style-type: none"> <li>Use It’s not Fair or is it? book to support staff when planning an enquiry based lesson.</li> <li>Lead staff meeting on the 5 enquiry types – use Reach Out CPD and It’s not Fair book.</li> <li>Children’s questions to be displayed on science displays.</li> <li>Lead staff meeting on the use of concept cartoons to help generate children’s questions and more child-led investigations. Order concept cartoon electronic books and powerpoints for whole school.</li> </ul>	SL and staff  SL All staff  SL  SL	Spring  Spring Ongoing  Spring Spring
<b>IMPACT ON TEACHING AND LEARNING</b>		
What changes will I see?		
Teachers will be confident working with the 5 enquiry types. Children will grow more confident and be more active in about asking questions and will begin to recognise which ones they can investigate.		
<b>EVIDENCE</b>		
Where in the core documents will I see evidence of the impact?		
Learning walks – photos of displays. SL and CPD log. Monitoring. Pupil voice.		

### REFLECTION ON IMPACT

What is the impact on science teaching and learning of:

- children using different enquiry types to answer scientific questions about the world around them;
- children developing independence in:
  - asking scientific questions
  - planning how to investigate them,
  - carrying out and evaluating investigations?

**Note:** Please include  IMPACT of your actions,  References to core documents/portfolio slides,  'What next'.

**MAX 300 WORDS**

<b>LEARNING: PSQM</b>		
<b>L2: There is a shared understanding of the purposes of science assessment and current best practice</b>		
<ul style="list-style-type: none"> <li>Teachers use a range of strategies and processes for formative, summative and statutory assessment, which reflect the school understanding of the purposes of assessment in science and current best practice.</li> <li>The subject leader develops assessment practice in science.</li> </ul>		
<b>NEEDS ANALYSIS</b>		
Where are we starting from?	How do we know?	
<ul style="list-style-type: none"> <li>Science is reported termly on our school tracking system MAGs – this helps to form end of year and Key Stage assessments.</li> <li>Teachers are not so confident in assessing progress in Working Scientifically.</li> </ul>	<ul style="list-style-type: none"> <li>MAGs</li> <li>Discussions with teachers during staff meetings.</li> </ul>	
<b>ACTIONS NEEDED</b>		
What do I need to do to achieve the indicator?	Who?	When?
<ul style="list-style-type: none"> <li>Lead staff meeting on how to use TAPs for assessment in Science – teachers to use and feedback at the next Science staff meeting.</li> </ul>	SL	Spring
<b>IMPACT ON TEACHING AND LEARNING</b>		
What changes will I see?		
Teachers will develop a clearer understanding of assessing WS in Science.		
<b>EVIDENCE</b>		
Where in the core documents will I see evidence of the impact?		
SL and CPD log. Children’s work – evidence of TAPs activities being used.		
<b>REFLECTION ON IMPACT</b>		
What is the impact on science teaching and learning of:		
<ul style="list-style-type: none"> <li>teachers using a range of strategies and processes for formative, summative and statutory assessment, which reflect the school understanding of the purposes of assessment in science and current best practice;</li> <li>the subject leader developing assessment practice in science?</li> </ul>		
<b>Note:</b> Please include <input type="checkbox"/> IMPACT of your actions, <input type="checkbox"/> References to core documents/portfolio slides, <input type="checkbox"/> ‘What next’.		
<b>MAX 300 WORDS</b>		

<b>LEARNING: PSQM</b>		
<b>L3: There is a commitment to developing all children’s science capital</b>		
<ul style="list-style-type: none"> <li>The subject leader promotes initiatives that encourage all children to think that science is relevant and important to their lives, now and in the future.</li> </ul>		
<b>NEEDS ANALYSIS</b>		
Where are we starting from?	How do we know?	
<ul style="list-style-type: none"> <li>Staff are aware of Science capital but it’s importance and the term is not widely understood or used in school.</li> <li>Limited activities happening to develop children’s Science capital.</li> </ul>	<ul style="list-style-type: none"> <li>Informal discussions.</li> <li>Activities are often primarily limited to STEM days.</li> </ul>	
<b>ACTIONS NEEDED</b>		
What do I need to do to achieve the indicator?	Who?	When?
<ul style="list-style-type: none"> <li>Staff meeting time to carry out Science capital PSQM activity.</li> <li>Encourage teachers to involve Science visitors or visits.</li> <li>Keep school website up to date with Science learning in school and provide links to competitions, challenges etc which children could participate in out of school.</li> </ul>	SL SL and staff SL	Spring Autumn Spring
<b>IMPACT ON TEACHING AND LEARNING</b>		
What changes will I see?		
Teachers will become familiar with the term and become increasingly aware of planning lessons and activities to develop children’s Science capital. Parents will become more aware of children’s Science learning via the school website.		
<b>EVIDENCE</b>		
Where in the core documents will I see evidence of the impact?		
SL and CPD log. Calendar of events.		
<b>REFLECTION ON IMPACT</b>		
What is the impact on science teaching and learning of:		
<ul style="list-style-type: none"> <li>the subject leader promoting initiatives that encourage all children to think that science is relevant and important to their lives, now and in the future?</li> </ul>		
<b>Note:</b> Please include <input type="checkbox"/> IMPACT of your actions, <input type="checkbox"/> References to core documents/portfolio slides, <input type="checkbox"/> ‘What next’.		
<b>MAX 300 WORDS</b>		