

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.

SUBJECT LEADERSHIP: PSQM		
SL1: There is a clear vision for the teaching and learning of science		
<ul style="list-style-type: none"> A clear vision for science is established. School principles for science teaching and learning have been developed by teachers and children. 		
NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<ul style="list-style-type: none"> Evidence of Science teaching and learning is not clearly visible in every classroom and there has been no whole school display over the past year. Science principles and vision are not yet established. Subject Leader has been in role for a year and is actively building up a picture of current practice in Science teaching and learning. 	<ul style="list-style-type: none"> Inconsistency in classes having evidence of science displays/working walls. No whole school display for Science. Staff have not been consulted on views on Science and were unclear on Principles and Vision for Science. No pupil voice interviews have been carried out for Science. 	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<ul style="list-style-type: none"> Negotiate release time to carry out pupil voice. Lead staff meeting to create Principles Create Principles whole school display and distribute for staff to share, display and refer to in class. Incorporate Principles into new Science policy. Display Principles on school web-site. 	SL All SL SL	Autumn 2 Autumn 2 Spring 1 Spring 1 Spring 1
IMPACT ON TEACHING AND LEARNING		
What changes will I see?		
<p>Pupils and staff talk about Principles for Science. Principles referred to in lessons. SL is pro-actively finding evidence of embedded Principles through monitoring. Whole school Principles and Vision for Science is evident in every classroom and beginning to be shared beyond – whole class displays, website.</p>		
EVIDENCE		
Where in the core documents will I see evidence of the impact?		
Principles document. SL and CPD log. School website. Photographs of displays in classrooms.		

REFLECTION ON IMPACT

What is the impact on science teaching and learning of:

- establishing a clear vision for science;
- the development of school principles for science teaching and learning by teachers and children?

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

MAX 300 WORDS

SUBJECT LEADERSHIP: PSQM		
SL2: There is a shared understanding of the importance and value of science		
<ul style="list-style-type: none"> The school community has a developing understanding of the importance and value of science. 		
NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<ul style="list-style-type: none"> Science is taught regularly and is recognised as a core subject by SLT. No formal budget is in place but resources can be requested on a need-to-have basis. Evidence of Science teaching and learning is not clearly visible in all classrooms and there has been no whole school display over the past year. Science is mentioned on website in curriculum maps but there is little evidence of teaching and learning in practise. Some Science teaching and learning does appear on year group Twitter pages. Events are carried out to mark Science week but other Science specific events have been limited. 	<ul style="list-style-type: none"> Expectations for Science lessons within topics is clearly set out on yearly overviews. Inconsistency in classroom Science displays. No whole school display. Website pages show limited evidence of Science teaching and learning. However there is some evidence on year group Twitter pages. Only a few classes have a Science related visit/visitor recorded on the school calendar outside of Science week. 	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<ul style="list-style-type: none"> Negotiate time for a termly Science staff meeting. Discuss expectations for class Science displays. Negotiate space for a whole class Science display and update throughout the year. Create Science page on the website to include photos of teaching and learning across the school. Create a programme of events to include each phase over the year. 	SL/HT	Autumn 2 Spring 1 Spring 1 Spring 2 Autumn 2
IMPACT ON TEACHING AND LEARNING		
What changes will I see?		
<p>All classrooms to have a Science display/working wall which are regularly updated. Staff to take photos and upload to Sharepoint.</p> <p>Whole school display for Science is kept up to date, demonstrating the Principles in action and celebrating Science teaching and learning across the school.</p> <p>Science is prominent on the school website with evidence from different classes of teaching and learning happening across the school.</p> <p>Science specific events are wider than Science week.</p>		
EVIDENCE		
Where in the core documents will I see evidence of the impact?		
Calendar of events. Photos collected on Sharepoint. Information seen on website (screen shot in portfolio).		

REFLECTION ON IMPACT

What is the impact on science teaching and learning of:

- the school community's developing understanding of the importance and value of science?

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

MAX 300 WORDS

SUBJECT LEADERSHIP: PSQM		
SL3: There are appropriate and active goals for developing science		
<ul style="list-style-type: none"> School strategic planning processes provide effective support for the subject leader’s development of science. 		
NEEDS ANALYSIS		
<p>Where are we starting from?</p> <ul style="list-style-type: none"> SL and HT met at the start of the school year to discuss the development of Science. Regular meetings to continue. Whole school will be working to develop Science by undertaking PSQM. Science has remained static over the past few years and there has been no major focus on developing teaching and learning. SDP objectives to be reported back to governors. 	<p>How do we know?</p> <ul style="list-style-type: none"> During the PSQM process regular meetings will be scheduled with HT and STEM team. Science sits within two out of the four targets in the SDP for this year. There has been a big focus on English and Maths in previous year which has meant less of a focus on Science. This is now being addressed. 	
ACTIONS NEEDED		
<p>What do I need to do to achieve the indicator?</p> <ul style="list-style-type: none"> Schedule dates and times for meetings with HT and STEM team. Prepare a report for the governors to inform on progress of SDP targets. 	<p>Who?</p> <p>SL and HT</p>	<p>When?</p> <p>Autumn 1 In conjunction with governor meeting dates.</p>
IMPACT ON TEACHING AND LEARNING		
<p>What changes will I see?</p>		
<p>Whole school are working towards a common objective. Teachers will see the importance and relevance of development in Science teaching and learning and embrace initiatives and whole school improvement. Wider community are becoming more involved and aware of the school’s Science teaching and learning. Science sitting within SDP targets.</p>		
EVIDENCE		
<p>Where in the core documents will I see evidence of the impact?</p>		
<p>Minutes from meetings (portfolio). Feedback from governors. SL and CPD log.</p>		
REFLECTION ON IMPACT		
<p>What is the impact on science teaching and learning of:</p>		
<ul style="list-style-type: none"> effective support of the subject leader’s development of science through school strategic planning processes? 		
<p>Note: Please include <input type="checkbox"/> IMPACT of your actions, <input type="checkbox"/> References to core documents/portfolio slides, <input type="checkbox"/> ‘What next’.</p>		
<p>MAX 300 WORDS</p>		

SUBJECT LEADERSHIP: PSQM		
SL4: There is a commitment to the professional development of subject leadership in science		
<ul style="list-style-type: none"> The subject leader engages with professional development and learning. The subject leader is interested in science, and communicates this interest to others. 		
NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<ul style="list-style-type: none"> Staff meeting last year about Working Scientifically delivered by Jane Banham (Science Teaching and Learning Consultant). Has attended a Science leadership course run by Jane Banham. School and SL are not currently members of any Science based organisation. SL will attend local Science network meetings. 	<ul style="list-style-type: none"> School and SL have not previously been aware of ASE. SL signed up for Science cluster meetings. 	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<ul style="list-style-type: none"> Source possible courses for personal development. Use PSQM reading links to improve knowledge around subject area. Join ASE; begin to share relevant resources with other staff. Attend network meetings and feedback information to staff. 	SL	Ongoing
	SL	Ongoing
	SL	Spring 1
	SL	Termly
IMPACT ON TEACHING AND LEARNING		
What changes will I see?		
<p>SL will become increasingly knowledgeable and more informed about Science and be aware of latest developments.</p> <p>SL will share with other members of staff relevant and effective practice.</p>		
EVIDENCE		
Where in the core documents will I see evidence of the impact?		
<p>SL and CPD log.</p> <p>Reflections.</p>		
REFLECTION ON IMPACT		
What is the impact on science teaching and learning of:		
<ul style="list-style-type: none"> the subject leader’s engagement with professional development and learning; the subject leader’s interest in science, which is communicated to others? 		
<p>Note: Please include <input type="checkbox"/> IMPACT of your actions, <input type="checkbox"/> References to core documents/portfolio slides, <input type="checkbox"/> ‘What next’.</p>		
MAX 300 WORDS		

SUBJECT LEADERSHIP: PSQM		
SL5: There are monitoring processes to inform the development of science teaching and learning		
<ul style="list-style-type: none"> The subject leader uses a range of processes to monitor science teaching and learning. The subject leader ensures that pupil voice is valued and responded to. The subject leader shares outcomes with colleagues and implements appropriate actions. 		
NEEDS ANALYSIS		
Where are we starting from?	How do we know?	
<ul style="list-style-type: none"> Some planning and work scrutiny has been carried out over the past year but has been inconsistent in timing. General feedback has been given to staff during staff meeting time. Pupil voice has not been carried out. 	<ul style="list-style-type: none"> Monitoring activities has been limited and irregular due to time. Feedback has not been followed up on. No pupil voice survey has been carried out. 	
ACTIONS NEEDED		
What do I need to do to achieve the indicator?	Who?	When?
<ul style="list-style-type: none"> Negotiate release time to carry out monitoring activities: learning walk, planning scrutiny and pupil voice. Record monitoring analysis and discuss findings – request time to feed back. Request staff meeting time to feedback general observations and consequent actions. 	SL/HT	Termly
	SL	Termly
	SL	Termly
IMPACT ON TEACHING AND LEARNING		
What changes will I see?		
<p>SL clearly identifies what is working well in Science teaching and learning.</p> <p>SL identifies areas for improvement and addresses needs through action plan or in consultation with SLT.</p>		
EVIDENCE		
Where in the core documents will I see evidence of the impact?		
<p>SL and CPD log.</p> <p>Evidence from monitoring activities eg. Planning, books, learning walks.</p>		
REFLECTION ON IMPACT		
What is the impact on science teaching and learning of:		
<ul style="list-style-type: none"> the subject leader using a range of processes to monitor science teaching and learning; the subject leader ensuring that pupil voice is valued and responded to; the subject leader sharing outcomes with colleagues and implementing appropriate actions? 		
<p>Note: Please include <input type="checkbox"/> IMPACT of your actions, <input type="checkbox"/> References to core documents/portfolio slides, <input type="checkbox"/> 'What next'.</p>		
MAX 300 WORDS		