

**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>TEACHING: PSQM AWARD</b>   |   |         |
|---|---|---------|
| <b>T1: There is engagement with professional development to improve science teaching and learning</b>   |   |         |
| <ul style="list-style-type: none"> <li>Staff engage with relevant internal or external professional development. The subject leader provides professional support for colleagues in response to development needs.</li> </ul>   |   |         |
| <b>NEEDS ANALYSIS</b>   |   |         |
| Where are we starting from?   | How do we know?   |         |
| <ul style="list-style-type: none"> <li>Limited Science focus for CPD over past few years.</li> <li>SL keen to develop and improve own practice.</li> <li>No allocated budget for Science but resources can be requested on a need to have basis.</li> </ul>   | <ul style="list-style-type: none"> <li>Only SL has attended external courses.</li> <li>SL has joined local Science network.</li> <li>During information discussions, some staff expressed a lack of confidence over subject knowledge and in Working Scientifically.</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>Share ideas, websites, competitions, online resources with staff to help develop subject knowledge and inspire ideas.</li> <li>Make use of Reach Out CPD.</li> <li>SL to lead staff meeting linked to key findings from monitoring activities.</li> <li>SL to attend network meetings and report back to staff.</li> </ul> | SL  | Ongoing |
|   | All staff   | Ongoing |
|   | SL  | Spr/Sum |
|   |   | Termly  |
| <b>IMPACT ON TEACHING AND LEARNING</b>  |   |         |
| What changes will I see?  |   |         |
| Staff will improve subject knowledge through relevant and up to date resources.<br>SL will be informed on subject and be able to share good practice from a wider field.  |   |         |
| <b>EVIDENCE</b>   |   |         |
| Where in the core documents will I see evidence of the impact?  |   |         |
| SL and CPD log.   |   |         |
| <b>REFLECTION ON IMPACT</b>   |   |         |
| What is the impact on science teaching and learning of:   |   |         |
| <ul style="list-style-type: none"> <li>staff engagement with relevant internal or external professional development;</li> <li>the subject leader’s provision of professional support for colleagues in response to development needs?</li> </ul>  |   |         |
| <p><b>Note:</b> Please include <input type="checkbox"/> IMPACTS of your actions, <input type="checkbox"/> References to core documents/portfolio slides, <input type="checkbox"/> ‘What next’.</p>  |   |         |
| <b>MAX 300 WORDS</b>  |   |         |

| <b>TEACHING: PSQM AWARD</b>  |  |          |
|--|--|----------|
| <b>T2: There is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children.</b>  |  |          |
| <ul style="list-style-type: none"> <li>Teachers use a range of effective strategies for teaching science, which challenge and support the learning needs of all children.</li> <li>The subject leader introduces new strategies for teaching science in response to development needs.</li> </ul>                    |  |          |
| <b>NEEDS ANALYSIS</b>  |  |          |
| Where are we starting from?  | How do we know?  |          |
| <ul style="list-style-type: none"> <li>No new teaching strategies for Science have been introduced or evaluated in the past year.</li> <li>Limited use of strategies used.</li> <li>Little use of outdoor grounds for Science.</li> </ul>  | <ul style="list-style-type: none"> <li>Monitoring activities.</li> <li>Little evidence of outdoor grounds being used for Science.</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>Support staff to use 'It's not fair or is it?' When planning enquiry based learning.</li> <li>SL to introduce concept cartoons and TAPs to staff – feedback.</li> <li>Increase the use of school grounds and develop of use of outdoor learning across the school.</li> </ul> | SL and staff   | Spring 2 |
|  | SL and staff   | Spring 1 |
|  | SL and staff   | Spr/Sum  |
| <b>IMPACT ON TEACHING AND LEARNING</b>   |  |          |
| What changes will I see?   |  |          |
| <p>All enquiry types are used and there are clear objectives for every lesson.</p> <p>Teachers feel confident to try out different approaches to improve and develop assessment for learning.</p> <p>A greater number of Science lessons will be taught outdoors.</p>  |  |          |
| <b>EVIDENCE</b>  |  |          |
| Where in the core documents will I see evidence of the impact?   |  |          |
| <p>SL and CPD log.</p> <p>Pupil voice.</p>   |  |          |
| <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 effective strategies for teaching science which challenge and support the learning needs of all children;</li> <li>the subject leader introducing new strategies for teaching science in response to development needs?</li> </ul>                  |  |          |
| <p><b>Note:</b> Please include <input type="checkbox"/> IMPACTS of your actions, <input type="checkbox"/> References to core documents/portfolio slides, <input type="checkbox"/> 'What next'.</p>   |  |          |
| <b>MAX 300 WORDS</b>   |  |          |

| <b>TEACHING: PSQM AWARD</b>  |   |  |
|--|---|--|
| <b>T3: There is range of up-to-date, quality resources for teaching and learning science which are used regularly and safely</b>   |   |  |
| <ul style="list-style-type: none"> <li>Children regularly and safely use appropriate practical and digital resources, information texts and the outdoor environment.</li> <li>Resources are audited annually, well-organised and accessible..</li> </ul>       |   |  |
| <b>NEEDS ANALYSIS</b>  |   |  |
| Where are we starting from?  | How do we know?   |  |
| <ul style="list-style-type: none"> <li>Some good resources available but not well organised. Staff not fully aware of the resources the school has. No audit been carried out for some years.</li> <li>Staff not aware of CLEAPPS.</li> </ul>                  | <ul style="list-style-type: none"> <li>Science area is not well organised.</li> <li>Some evidence in books of ICT being used in Science.</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>Carry out resource audit.</li> <li>Create list of new resources needed.</li> <li>Share any 'free' resources with staff.</li> <li>Ensure staff are aware of CLEAPPS and where Be Safe book is.</li> </ul>                | SL<br>SL and HT<br>SL<br>SL   | Spring<br>Spring<br>Ongoing<br>Ongoing |
| <b>IMPACT ON TEACHING AND LEARNING</b>   |   |  |
| What changes will I see?   |   |  |
| <p>Staff are aware of which resources are available and where they are kept.</p> <p>Staff are aware of free resources available.</p> <p>Children use ICT for researching etc.</p> <p>Staff are aware of CLEAPPS and where the Be Safe book is kept.</p>        |   |  |
| <b>EVIDENCE</b>  |   |  |
| Where in the core documents will I see evidence of the impact?   |   |  |
| Photos of before and after resource area (portfolio)<br>SL and CPD log.<br>Monitoring.<br>Pupil voice.   |   |  |
| <b>REFLECTION ON IMPACT</b>  |   |  |
| What is the impact on science teaching and learning of:  |   |  |
| <ul style="list-style-type: none"> <li>resources that are audited annually, well-organised and accessible;</li> <li>children regularly and safely using appropriate practical and digital resources, information texts and the outdoor environment?</li> </ul> |   |  |
| <p><b>Note:</b> Please include <input type="checkbox"/> IMPACTS of your actions, <input type="checkbox"/> References to core documents/portfolio slides, <input type="checkbox"/> 'What next'.</p>   |   |  |
| <b>MAX 300 WORDS</b>   |   |  |