

ACTION PLAN 2024/25

Date:	23.9.24	Subject/Focus Area:	Science	Completed by:	Kayleigh Bassnett	
Links to Whole School Development Priorities (please tick the last column to show which priority your subject targets link to)	1. To further embed all aspects of continuous provision in Y1					
	2. To improve reading comprehension skills from Y1 to Y6					
	3. To further enhance children's outdoor learning experiences					x
	4. To improve editing, spelling and handwriting from Y1 to Y6					

Vision statement:

At Markeaton Primary School, our high-quality science curriculum provides the foundations for understanding the world through biology, chemistry and physics. Our pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Through building-up a body of key foundational knowledge and concepts, pupils are encouraged to generate and investigate their own scientific questions about the world around them, recognise the power of rational explanation and develop a sense of excitement and curiosity. Children will leave Markeaton Primary School understanding how science can be used to explain what is occurring, predict how things will behave and analyse causes in a purposeful and meaningful way.



Curriculum Family Target:

To host a STEM week promoting the STEM subjects and to raise cultural capital through including outdoor learning opportunities.

Targets <i>(please highlight any targets which strengthen the connectivity of the curriculum)</i>	Implementation <i>How are we going to do it?</i>					Impact <i>What will be the impact and how will we know?</i>	
Objective	Action(s)	Staff	Resources (costs if applicable)	Start date	End date	Success criteria	Monitoring
To review the assessment of Working Scientifically across school.	<ul style="list-style-type: none"> -Provide staff with relevant CPD to further understand working scientifically within Science and how it can be incorporated in all Science lessons. -Continue to use TAPS. -Research PSTT headings for working scientifically and ways of implementing this into our curriculum. -Review working scientifically statements on the curriculum overview. 	KB, ES-H	National Curriculum guidelines, external assessment resources, collaboration with other schools for best practice sharing. CPD materials, time for staff training, exemplars of good practice. Subj Leader half day.	Sept 2024	July 2025	There is a consistent approach to assessing working scientifically in all year groups with teachers feeling confident in their ability to assess working scientifically accurately. Staff voices show positive responses to training and support provided. Science lessons show clear progression in working scientifically skills. Children show a greater understand of working scientifically skills as part of being a scientist.	KB

	-Staff and pupil voices carried out.						
To ensure the use of outdoor learning to enhance the provision of science across the school.	<p>-Review available outdoor spaces and resources that can support science learning.</p> <p>- Identify science topics in the curriculum that are well-suited for outdoor learning and share with staff.</p> <p>- Provide CPD for teachers on effective outdoor learning strategies within Science.</p> <p>- Regularly evaluate the impact of outdoor learning on student engagement and science outcomes through observations, feedback from teachers and students, and tracking progress in scientific skills.</p>	KB, ES-H, teachers.	<p>CPD materials.</p> <p>Pupil voice and staff voice.</p> <p>Equipment to carry out effective Science lessons outside.</p>	Sept 2024	July 2025	<p>Regular, planned outdoor science activities are taking place across all year groups, documented in lesson plans and timetables.</p> <p>Teachers confidently integrate outdoor learning into their science curriculum, as evidenced by teacher feedback and lesson observations.</p> <p>There is a noticeable increase in student participation and curiosity in scientific exploration during outdoor lessons.</p> <p>Students demonstrate improved observational, inquiry, and investigation skills through outdoor learning experiences.</p> <p>Staff show increased confidence in delivering outdoor</p>	KB

						science lessons, as reflected in staff voice evaluations.	
Provide further CPD opportunities to enhance teaching staff's knowledge, understanding and pedagogy in this subject or parts of this subject they are less confident with.	Staff meeting time to update staff on priorities and pedagogy. (see SM rota for date) Work with Curriculum Family Team to ensure all department planning reflects priorities and pedagogical updates.	KB STEM Team	Staff Meeting time	Sept 24	July 25	Staff show confidence in subject knowledge, understanding and pedagogy. (See walk rounds, planning, books, pupil voice etc.) Staff are happy to approach and engage in professional dialogue. Staff using any CPD support and guidance documents / websites as required.	KB
Continue to develop a clear way of assessing the Foundation Subjects.	To develop and check Final 4s are addressing substantive knowledge and disciplinary skills using Bloom's Taxonomy. (See progressive question stems)	KB	Internal Cover (See ES-H)	Sept 24	July 25	Final 4s show pertinent, focused questioning to assess substantive knowledge and disciplinary skills.	KB
Further enhance my role as subject leader so that I can use monitoring and overview evidence to improve standards in this subject across school and feel confident in a	Use Subject Leader release time to monitor standards.	KB	Internal cover (See ES-H)	Sept 24	July 25	Confidence under scrutiny of 'Deep Dive' or equivalent.	KB

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Additional Notes

Outdoor learning objective to include STEM Week activities
BSW- visitors into school for different Science related careers?