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| **Holy Trinity C of E Primary School**  **School Improvement 2023-24** | | | | | | | |
| **Subject** | **Science** | | | | | | |
| **Staff** | **Mrs Laura Bull** | | | | | | |
| **Strategic Subject Intent** | | **Intended Impact** | | | | | |
| Science in the Foundation Stage is taught indirectly through ‘Knowledge and Understanding the World' and directly through themed lessons, such as ice and melting. Activities and science areas (indoors & outdoors) encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them.  To spark excitement and curiosity by providing a high-quality, sequential science education so that children can grow in their confidence when articulating scientific knowledge and conceptual understanding, building up scientific vocabulary within the disciplines of biology, chemistry and physics as they progress through each Key Stage.  To create predictions and apply their mathematical knowledge to their understanding of science when collecting, presenting and analysing data. To use rational explanations and analyse causes, and apply their learning of matters, skills and processes when working scientifically.  To understand the uses and implications of science, today and for the future.  To study inventors of differing gender, race and beliefs and explore the impact their inventions have on society today.  To use the White Rose Science scheme to teach practical approaches to science and scientific language in a fun and logical way. It will also cover scientific questions around sustainability and the planet, and help children develop an empathy for the local and wider environment. | | * Staff will plan with more confidence using the White Rose Science tool, ensuring knowledge and skills are combined and given equal measure. * Staff will have an improved understanding of assessment within Science, knowledge of how to differentiate between year group outcomes and ensure science skills and knowledge are progressing through year groups. (Planning/assessment board). * Staff will ensure that teaching and learning in Science is broad and progressive. * Pupils will feel engaged and appropriately challenged. * Staff will gain confidence when planning small steps of learning and ensure that opportunities are created for children to be curious and inquisitive. * Pupils will be given opportunities to lead their learning and investigations. They will develop their own questions and routes to explore. * Improved ability of pupils articulating scientific concepts clearly and precisely, using age appropriate terminology. * Pupils will apply their mathematical skills when taking measurements using a range of equipment and measuring tools, presenting their work, for example through tables, Venn Diagrams and graphs, and interpreting what their presented work shows. This will allow them to conclude findings with data and reasoning. * SEND pupils will feel supported and learning scaffolded to ensure success for all. * The ability to confidently articulate predictions, methods, results and conclusions using scientific terminology. * An improvement in pupils’ understanding of the uses and implications of science in our world today and consider its role in the future within science lessons. * To improve children’s cultural capital through experiences such as trips, WOW days, visitors, exploring the local area etc. | | | | | |
| **Subject Implementation** | | **Timescale** | **RAG** | | | | **Comments** |
| **Autumn** | **Spring** | | **Summer** |
| To implement the White Rose Science scheme across school Y1-6. | | Rolled out in Autumn, subject monitoring each term across the academic year. |  |  | |  | All teachers happy planning and delivering using the White Rose Science scheme to support. Briefly looked in books with staff which highlighted a need for a consistent approach to marking.  Summer – Monitored, working well however workload is heavy. The LTP would benefit from being slim lined as it’s based on 2 hours of science per week. |
| Complete termly learning walks/lesson drop ins to ensure Science displays reflect key learning and vocabulary. Check that work/resources displayed are age appropriate. | | Each term through subject monitoring   * Book scrutiny * Observations * Pupil voice |  |  | |  | Autumn - Completed 06.12.23  Spring – books monitored and visited sessions.  Spring term – ‘book look’ with EYFS, KS1 and KS2. Monitored books and progress across stages.  Summer – books monitored and visited sessions. |
| To effectively monitor the assessment tool and adjust where necessary. | | Awaiting White Rose assessment tool |  |  | |  | Discuss as a staff the best way to assess/monitor to ensure high impact on pupil outcomes.  Summer – NEW academy assessment tool for 24/25. A focus of next year. |
| To ensure learning areas in Early Years *(Knowledge & Understanding of the World)* are purposeful and accessible to all. *Do they fit their current theme? Are all resources age appropriate?* | | Meet with EYFS team in the Autumn term to look at LTP and learning areas.  Review during subject monitoring. |  |  | |  | Met EYFS team in the Aut term to ensure progression and pull long term plan together. Drop in during subject monitoring at the end of spring term.  Summer – Met with EYFS teachers. Visited areas of learning. |
| **Funding & Resources** | | **Cost** | | | **Links to Academy Council** | | |
| White Rose Science Scheme | | £150.00 | | | Mick Johnson | | |
| Resources for teaching | | £100.00 | | |
| Subject leadership time to monitor and meet with staff. | | Supply costs taken from elsewhere? | | |
| Total budget allocated | | £250.00 | | |
| **Evaluation** | | | | | | | |
| * Revisit long term plan and look at where topics may be combined. LTP would benefit from being ‘slim lined’. The current LTP is based on 2 hours of Science per week. * Assessment tool is a priority for 24/25. * Knowledge organisers would help share key learning and vocabulary prior to the unit. * White Rose Assessments are available and can be tracked similarly to White Rose Maths. | | | | | | | |