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| **Holy Trinity C of E Primary School**  **School Improvement 2024 - 25** | | | | | | | |
| **Subject** | **Science** | | | | | | |
| **Staff** | **Miss Martin** | | | | | | |
| **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** | | **Linked personnel** | **RAG** | | | **Comments** | |
| **Autumn** | **Spring** | **Summer** |
| To review and personalise the long-term plan Y1-6 and use this to map out medium term plans.  **(Autumn term)** | | L Martin |  |  |  | **Autumn –** Science long term and medium-term plans have been updated to match White Rose science scheme. New working scientifically vocabulary and enquiry types have been mapped out to each unit for each year group. Vocabulary for each unit has also been updated to match the current scheme.  These are going to be shared with teachers during staff meeting time in January.  **Spring**  **Summer** | |
| To continue to embed and monitor the impact of the new White Rose Science Curriculum **termly through subject monitoring process**. | | L Martin |  |  |  | **Autumn –** Whole school staff audit handed out to assess how teachers feel about the new White Rose scheme, any strengths or areas they feel we need to develop. Books will be looked at in Spring term and pupil voice conducted in Summer. Whole school science display (centred around scientific enquiry skills) is now up to raise the profile of science across school, in particular investigative work.  Put together a whole school fish rota for academic year 24/25.  **Spring**  **Summer** | |
| To develop a NEW assessment tool to match the White Rose approach.  **Staff Meeting Spring Term** | | L Martin |  |  |  | **Autumn –** Whole school staff audit asked questions regarding if teachers use the end of unit assessments on White Rose and how useful they are. Staff Meeting to be held in January around assessment and what would work best for science. I am taking part in a working party to look at more specific science objectives regarding summative assessment on Insight in February.  **Spring**  **Summer** | |
| To create a list of resources needed alongside teaching the White Rose Science topics for each year group.  **Staff Meeting/Directed Team Time Spring Term** | | L Martin / all staff |  |  |  | **Autumn** Had discussions with teachers on what resources they needed for planting/gardening and whole school order was placed. Time is to be set aside during Spring Term to sort through topic boxes and create a list of new resources we need to teach each unit.  **Spring**  **Summer** | |
| **Funding & Resources** | | **Cost** | | | | | **Links to Academy Council** |
| White Rose Primary Science | | £160 | | | | | Mick Johnson |
| Resources for topics EYFS-Y6 | | £150 | | | | |
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| **Evaluation** | | | | | | | |
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