

Action Plan for Science 2016-2019

Subject Leader: Emma Rogers

Subject Governor: Chris Roberts

Development target	Action Needed	Monitoring & Team Responsible	Training and Budget	Success Criteria & time scale	Annual Review comments
For all Science medium term plans (Year 1-Year 6) to have 3 way differentiation outlined clearly, week to week	<p>Schedule termly staff meetings for Science where you identify the positives from what has worked well the term before (celebrating success) and give staff allotted time to go and work as a team to add their differentiation onto their plans.</p> <p>Monitor everyone's medium term plans monthly and speak to individual teachers, where necessary.</p> <p>Organise a book look (HA, MA and BA) with the Governor to check that differentiation is evident in the books in each year group. Feedback to staff as and where appropriate.</p>	All staff and ER and CR	<p>Staff meeting time once a term.</p> <p>Buy any new resources that would be useful to support.</p> <p>Release time for ER and CR to complete a book look.</p>	<p>All medium term plans from Autumn 2016-2017 have 3 way differentiation outlined on them from week to week</p> <p>3 way differentiation is clear in all books from Year 1 upwards.</p> <p>Termly staff meetings have been led.</p>	<p>Three science staff meetings focused on differentiation for all staff.</p> <p>Two moderations took place, with the focus on differentiation. Most year groups showed clear differentiation.</p> <p>Planning shows 3-way differentiation.</p> <p>Observation of a science lesson in year 4 demonstrated clear differentiation.</p>
Each year group to plan an activity using the pond area at least once this year.	<p>Staff to plan in time to undertake an activity in the pond area.</p> <p>Some year groups involved in ELP STEAM project to create a mini-beast sculpture park outside.</p>	All staff and ER	Buy any new resources needed for each year group's activity.	<p>By the end of summer 2017, each year group to have undertaken at least one pond activity.</p> <p>Children's interviews show enthusiasm for using the pond. Children recognise the learning opportunities and how it extended their knowledge.</p> <p>Photos show enjoyment through using the pond area. (Summer 2017)</p> <p>Mini-beast sculpture park created and photos on website (Summer 2017)</p>	<p>Some year groups have used the pond for learning purposes, however this action is ongoing.</p> <p>ELP mini-beast project got delayed, therefore this target will happen this year.</p>
(Ongoing)	Medium term plans show a	ER	Staff meeting	Monitoring of medium term plans and	Working scientifically

To show progression in working scientifically objectives across the year	WS objective in every lesson. WS spreadsheet to be updated termly. Staff to become more confident with awarding point 3 or 4 towards the end of the year.		Subject release time – ask the children what they enjoy about science and what investigations they have been	subject leader/ book looks show an element of WS in every lesson. (Summer 2017) Monitoring of the termly progression spreadsheet shows individual children making progression in the WS objectives across the year, with the majority achieving point 3 or 4. (end of summer 2017)	scores are increasing since the change in the way science is being assessed and this is continuing to progress. Plans show working scientifically elements in the lessons.
One whole school Space Day to celebrate National Space Day (May 5 th 2017)	All year groups to plan activities from resources ER has sourced to complete a whole day of activities on Space.	ER	Order of resources needed to complete the activities.	Walkabout during Space Day and evidence of the children's learning through written, making and photos will show the children's understanding of space and build on the schools Space Week last year.	This did not happen due to other projects. All the space resources from the previous year's space week have been passed to Year 5 to continue to use in their topic.

Additional Activities & Achievements		
Unplanned activities	Outcome	Implications (Resources, supply, course fee, future action etc)