

# Edison Primary School



Subject Leader Action plan –2022-2023

Name: D. Bimrah & R Faransis Subject: Science

<u>Strengths</u>	<u>Areas for development</u>	<u>Action points</u>
<p>We are now raising the profile of science even further through our school by making science the focus of many subjects across the curriculum where it is applicable. Pupils are then given the opportunity to think Scientifically throughout their day. Staff are more confident to plan science lessons in line with the NC, working scientifically and scientific enquiry using the range of resources provided.</p> <p>Children and staff have a love for science and we prioritise Science in our curriculum. This has improved each child’s science capital as science is being discussed throughout the day.</p>	<p>Ensuring Science is being assessed termly and plans to close gaps are being made.</p> <p>To ensure pupils are consistently working scientifically and are aware of why and how.</p> <p>To create more of a Science BUZZ in the school by planning ‘The big science finish’ and the end of every half term.</p>	<p>All staff will upload data on Insight and this will be checked termly. Interventions are planned to ensure learning gaps are closed.</p> <p>Staff will be trained on how to encourage children to become more independent learners and are more aware of how and why they are working scientifically.</p> <p>At the end of each half term, pupils will be set asked to create a project based on the science topics they have covered in school.</p>

## Our Intent

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

We believe science education 'provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world’s future prosperity, and we believe all pupils should be taught essential aspects of the knowledge, methods,

processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.' (The National Curriculum in England Framework Document (DfE) 2014)

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well-ordered classroom environment.

Objective	Lead person	Action needed	Resources	Success Criteria	Monitoring How and by whom?	Timescale	Evaluation and impact on learning	RAG
1. To create more of a Science BUZZ in the school by planning 'The big science finish' and the end of every half term.	• SL, CT	<ul style="list-style-type: none"> <li>• Homework set at the end of each half term on Seesaw.</li> <li>• After school science clubs</li> </ul>	<ul style="list-style-type: none"> <li>• After school science club resources</li> </ul>	All CT will set homework at the end of each half term based on the science topic covered. Children will then bring in their projects to be displayed in the Science gallery.	SL and CT– To collect science projects for science gallery.	Ongoing		
2. To ensure pupils are consistently working scientifically and are aware of why and how.	• SL, CT	<ul style="list-style-type: none"> <li>• CPD run by SL to train staff on different ways to teach children how and why they can work scientifically. Children must be aware of scientific enquiry and working scientifically strands.</li> </ul>	<ul style="list-style-type: none"> <li>• CPD</li> </ul>	All staff will feel confident to teach pupils how to plan lessons around WS and SI with pupils taking the lead asking and answering their own questions.	SL –Lesson observations.  Book looks  Planning .	Termly		
3. Ensuring Science is being assessed termly and plans to close gaps are being made.	• SL and CT and HTLA's	<ul style="list-style-type: none"> <li>• All head start assessment to be complete, data added to insight and gaps in learning to be recorded weekly on intervention document.</li> <li>• HTLA'S to plan with CT interventions to close learning gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• HLTA's</li> <li>• Insight</li> <li>• Practical resources to match lesson.</li> <li>• Intervention document to record interventions.</li> </ul>	Each class will choose pupils up to 6 pupils for weekly science interventions to close gaps in learning. Pupils may change each week.	SL – to check Insight and intervention sheets. CT to email/give completed interventions to SL termly.	Termly		