Key Priority: 1	To implement the newly developed curriculum for SCIENCE, ensuring that ambitious and high quality teaching is in place for all groups of learners so that all pupils apply their knowledge and skills with increasing fluency and independence to achieve age-related outcomes across the curriculum.	Monitoring documents to support evaluation and share with Governors
Individual Strands within the priority area	1.1 Ensure staff have sufficient knowledge and expertise in teaching science with high quality planning, teaching and learning evidenced in subject monitoring	• **Curriculum Overviews** • **Subject Monitoring files** • **School Improvement Plan (SIP)** • **Subject Reports/Link Gov reports**
	1.2 Ensure children are presenting work to a high standard and that science is contributing to whole school improvement in writing	
	1.3 Developing cultural capital, SMSC and wider opportunities in science	*Colour Code:* *Autumn Actions* *Spring Actions* *Summer Actions*
	1.4 Develop assessment in science	
	1.5 Communicate developments in science to all stakeholders	

Implementation – Ensure staff have sufficient knowledge and expertise in teaching science with high quality planning, teaching and learning evidenced in subject monitoring

No.	Action	Lead Person	Monitored by	Method of Monitoring	Resource Finance	Success Criteria Milestones/Progress
1.1	Ensure curriculum overviews are fully completed for the full two-year cycle and the overview for these is shared online.	SB/GD/EB	SB/GD/EB	Curriculum Maps for each subject	Release time for subject lead and curriculum lead.	Topic Overviews are completed for both cycles in all units and stored on Sharepoint for all staff to find.
						Overviews for cycle A and Cycle B are on the school website and shared with parents for the current year during the first few weeks of term.
	Ensure knowledge organisers are fully completed for the full two-year cycle and the overview for these is shared online.	SB/GD/EB	SB/GD/EB	Knowledge Organiser for each subject	Release time for subject lead and curriculum lead.	Knowledge organiser format trialled in Science and format agreed by all subject leads by half-term.
						Knowledge organisers for cycle A and Cycle B are on the school website and shared with parents for the current year during the first few weeks of term.
						Knowledge organisers are completed for both cycles in all units and stored on Sharepoint for all staff to find.
	Review and rewrite the Science Policy and to ensure it is in line with the lesson design. (Intent, Implementation and Impact Statement)	SB/GD/EB	SB/GD/EB	Science Policy	Staff meeting time	Science policy is completed and stored on Sharepoint for all staff to read.
	Share retrieval activities with staff to ensure children are consistently building on prior learning.	GD	SB/GD/EB	Lesson planning	Release time	Retrieval activities are planned in at the start of every lesson
						Children are retaining key learning.
	Science lead to monitor planning and work to ensure that teaching material is ambitious for all, matching the curriculum overviews and that learning is scaffolded for those who need additional support.	Subject Lead and SENCO	SB/GD/EB	Planning and Book scrutiny Subject Monitoring Reports	Release time for subject lead and SENCO	Subject lead monitoring clearly defines which areas of the curriculum/age phases are ambitious and which require further development.
						Appropriate scaffolding is being used to support children with SEND/PP/EAL to ensure that they are able to access the full curriculum
						Planning and work matches closely the curriculum overviews.
	Adapt long and medium term planning to ensure that children ae being given every opportunity to access prior learning.	SB/GD/EB	SB/GD/EB	Children's voice Planning	Release time for subject lead	Children are knowing more and remembering more.
						Retrieval activities are clearly shown on planning.

Implementation – Ensure children are presenting work to a high standard and that science is contributing to whole school improvement in writing

No.	Action	Lead Person	Monitored by	Method of Monitoring	Resource Finance	Success Criteria Milestones/Progress
1.2	Carry out work scrutiny alongside English Lead to ensure children are presenting work to a high standard and that science is contributing to whole school improvement in writing	SB/GD/EB	SB/GD/EB	Book scrutiny Subject Monitoring Reports	Release time for subject lead	Children's work is in line with school presentation policy.
						Appropriate scaffolding is being used to support children with handwriting.
						CC; Science writing opportunities are planned in English.

Implementation – Developing cultural capital, SMSC and wider opportunities in science

No.	Action	Lead Person	Monitored by	Method of Monitoring	Resource Finance	Success Criteria Milestones/Progress
1.3	Monitor planning to ensure that high quality learning opportunities are planned in a coherent manner and developed in line with the curriculum intent.	SB/GD/EB	SB/GD/EB	Planning and Book scrutiny Subject Monitoring Reports	Release time for subject lead and curriculum lead	Subject lead monitoring identifies which areas of each subject are rich in learning experiences and which areas need further development in order to ensure achievement for all pupils.
						Subject planning is in line with the Intent statement for each area of the curriculum.
						Activities added to website.
						Outdoor learning activities.
						Famous scientists learned about outside the science lessons.

Implementation – Develop assessment in science

No.	Action	Lead Person	Monitored by	Method of Monitoring	Resource Finance	Success Criteria Milestones/Progress
1.4	Support teaching staff with making Teacher Assessment judgements, based on day-to-day evidence which shows that a child has met the 'pupil can' statements within the framework (on topic overview).	SB/GD/EB	SB/GD/EB	Planning and Book scrutiny Subject Monitoring Reports Pupil interviews.	Release time for subject lead and curriculum lead	Evidence such as pupils' recordings of, and responses to, their science work; teachers' records or notes about a child's science work; answers to questions in science quizzes show evidence that supports how the teacher assessment was made.
						Teachers have a copy of: Teacher assessment exemplification: KS1 science Teacher assessment exemplification: KS2 science Documents used to inform assessment.
1.4	Collect evidence to show children at expected and Greater Depth. Two children from Year 2, Year and Year 6 (key stage end points). This to include teacher voice, child voice and book look (triangular approach)	SB/GD/EB	SB/GD/EB	Book scrutiny Subject Monitoring Reports Pupil interviews	Release time for subject lead and curriculum lead	Portfolio of evidence of Expected and Greater Depth children in school.

Implementation – Communicate developments in science to all stakeholders						
No.	Action	Lead Person	Monitored by	Method of Monitoring	Resource Finance	Success Criteria Milestones/Progress
1.5	Put together a webpage for Science which includes key documentation as well as photos of science in action and Knowledge Organisers for Cycle A and Cycle B.	GD	SB/GD/EB	Website compliance check	Staff meeting time	Webpage regularly updated with photographs of the science that is happening in school.
	Liaise with the link governor for the curriculum on priorities in science and how they are being addressed. Deep dive questions are used to support the conversation and to ensure appropriate challenge	SB/GD/EB	SB/GD/EB	Governor time and report Pupil interviews.	Release time for subject lead	Link governor is able to report back to governors on what the priorities in science are and how the subject lead is ensuring that the curriculum is well sequenced and progressive.
	Celebrate examples of children's work on WOW wall.	Class Teachers	GD	Learning Walk	Release time for subject lead	Photographs added to webpage.