

Key Priority	To embed the science curriculum, ensuring that there is consistency through the structure of lessons, diversity represented, and quality of the learning experiences in science 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 a diverse curriculum is in place which represents the needs of children, in terms of culture, people and experiences studied	<ul style="list-style-type: none"> Curriculum Overviews Subject Monitoring files School Improvement Plan (SIP) Subject Reports/Link Gov reports <p><i>Colour Code:</i> Autumn Actions Spring Actions Summer Actions</p>
	1.2 Ensure the structure of lessons, including varied retrieval practice, supports the teaching of science.	
	1.3 Ensure the science curriculum is reviewed to ensure key objectives are developed throughout the school and the curriculum overviews reflect this.	
	1.4 Ensure monitoring and the development of the science curriculum and its assessment, and communicate these developments to relevant stakeholders.	
	1.5 Ensure that children are using wide and increasing scientific vocabulary correctly.	

Ensure a diverse curriculum is in place which represents the needs of children, in terms of culture, people and experiences studied.						
No.	Action	Lead Person	Monitored by	Method of Monitoring	Resource Finance	Success Criteria Milestones/Progress
1.1	Research into diverse culture, people and experiences within science.	GD	Curr. Lead	Subject leader discussions	Subject leader time for meeting. Directed Time	Familiarisation into what a diverse curriculum means. Key role models, events etc have been researched that link to the science curriculum. Staff meeting attended about diversity.
	The science overviews show a diversity that represents modern Britain.	GD	Curr. Lead	Adapted reviews Emails/staff meeting led	Subject Leader Time Directed Time	A list of role models, culture and experiences that are explicitly discussed in the lessons. Curriculum overviews are adapted as necessary to make them more diverse Changes are presented to staff.

Ensure the structure of lessons, including varied retrieval practice, supports the teaching of science.						
No.	Action	Lead Person	Monitored by	Method of Monitoring	Resource Finance	Success Criteria Milestones/Progress
1.2	Adapt the school's lesson structure and varied retrieval, as necessary, to enable the best lesson design in science.	GD	Curr. lead	New lesson structure.	Staff Meeting time/Directed time.	Staff meeting attended on 'general' lesson structure and varied retrieval.

				Staff meeting attendance and participation.		Thought given into how this lesson structure works for science and any adaptations that need to be made, and these discussed with the curriculum lead.
						New lesson structure shared with all staff if necessary.
						Lesson structure is used across the school.

1.3 Ensure science is reviewed to ensure key objectives are developed throughout the school and the curriculum overviews reflect this.

No.	Action	Lead Person	Monitored by	Method of Monitoring	Resource Finance	Success Criteria Milestones/Progress
1.3	Develop key objectives that need to be taught through science within each age phase to ensure a deep mastery understanding.	GD	Curr. lead		Subject leader time Directed Time	Key objectives are developed from the national curriculum for science
	The science curriculum is reviewed and is ready for cycle A with key objectives identified and a new curriculum map that supports this.	GD	Curr. Lead		Subject leader time Directed Time	Some units are removed from the curriculum to ensure more space for mastery understanding as necessary Units are more varied in length depending on the essential teaching material within them.

Ensure monitoring and the development of the science curriculum and its assessment, and communicate these developments to relevant stakeholders.

No.	Action	Lead Person	Monitored by	Method of Monitoring	Resource Finance	Success Criteria Milestones/Progress
1.4	Monitoring the quality of teaching and high standard of work in science including the use of effective modelling and worked examples.	GD	Curr. Lead	Monitoring sheet Feedback given	Subject monitoring time	<i>Monitoring sheet is updated</i> <i>Identify areas of strength and areas that need developing within science</i> <i>High quality teaching is delivered and all learners are supported and challenged.</i> <i>Staff are supported in feeding back to the rest of their staff in subject developments.</i>
	Termly, monitor the action plan, assessment results and website area of science to check it is being developed and on track.	GD	Curr. Lead	Discussions with curriculum lead.	Subject leader time.	Subject webpages are up to date. Termly meetings are had with the subject lead to discuss developments within science. Action plans within each subject are being developed and acted on.

	Monitoring the quality of teaching and high standard of work in science including the use of lesson structure and retrieval.	GD	Curr. Lead	Monitoring sheet Feedback given	Subject monitoring time	Monitoring sheet is updated
						Identify areas of strength and areas that need developing within science
						High quality teaching is delivered and all learners are supported and challenged.
						Staff are supported in feeding back to the rest of their staff in subject developments.
	Termly, monitor the action plan, assessment results and website area of science to check it is being developed and on track.	GD	Curr. Lead	Discussions with curriculum lead.	Subject leader time.	Subject webpages are up to date.
						Termly meetings are had with the subject lead to discuss developments within science.
						Action plans within each subject are being developed and acted on.
	Monitoring the quality of teaching and high standard of work in science including the use of partner talk.	GD	Curr. Lead	Monitoring sheet Feedback given	Subject monitoring time	Monitoring sheet is updated
						Identify areas of strength and areas that need developing within science
						High quality teaching is delivered and all learners are supported and challenged.
						Staff are supported in feeding back to the rest of their staff in subject developments.
	Termly, monitor the action plan, assessment results and website area of science to check it is being developed and on track.	GD	Curr. Lead	Discussions with curriculum lead.	Subject leader time.	Subject webpages are up to date.
Termly meetings are had with the subject lead to discuss developments within science.						
Action plans within each subject are being developed and acted on.						

No.	Action	Lead Person	Monitored by	Method of Monitoring	Resource Finance	Success Criteria Milestones/Progress
1.5	<i>The science overviews for Cycle B are reviewed to ensure that key scientific vocabulary is in line with National Curriculum</i>	GD	Curr. Lead	Discussions with curriculum lead.	Subject leader time.	<i>Topic Overviews to include key vocabulary</i>
						<i>Changes in vocabulary are presented to staff.</i>
						<i>Key vocabulary to be displayed in classrooms.</i>

	<i>The science overviews for Cycle A are reviewed to ensure that key scientific vocabulary is in line with National Curriculum and ready for 2023-2024</i>	<i>GD</i>	<i>Curr. Lead</i>	<i>Discussions with curriculum lead.</i>	<i>Subject leader time.</i>	<i>Topic Overviews to include key vocabulary</i>
						<i>Changes in vocabulary are presented to staff.</i>
						<i>Key vocabulary to be displayed in classrooms.</i>
	The scientific vocabulary taught across school show progression.	<i>GD</i>	<i>Curr. Lead</i>	<i>Discussions with curriculum lead.</i>	<i>Subject leader time.</i>	Table to show progression in scientific vocabulary to be created and shared with staff.
						Vocabulary on Topic Overviews show progression.
	Monitoring the quality of teaching and high standard of work in science including the use of effective modelling of scientific vocabulary.	GD	<i>Curr. Lead</i>	Monitoring sheet Feedback given	<i>Subject leader time.</i>	Children using the correct scientific vocabulary to describe ideas, objects and phenomena.
					High quality teaching is delivered and all learners are supported and challenged to use scientific vocabulary correctly.	