

Coleridge Primary School

Subject SEF and Action Plan: Science 2017-18

SEF

Strengths	Areas for Development	Action Points
<ul style="list-style-type: none"> We are now raising the profile of science through school with timetabled morning science lessons and use of the digital MAG for science assessments. We also had a successful across academy science week in Spring 2 17. We are now teaching in straight year groups which makes planning and coverage of the curriculum more effective. Staff have access to clear guidelines for each year groups science expectations (including clear information of what working below, at and beyond in working scientifically looks like) 	<ul style="list-style-type: none"> Robust assessment of science-are staff confident and accurate in assessments? This came across strongly in the analysis report of science-why some year groups were out performing others. Financial out lay required to purchase resources to support the teaching of high quality science lessons. A review of the current curriculum to ensure that it successfully meets the needs of Coleridge children and impacts positively on their outcomes and that more cross curricular links are developed within science. Eg strong links to maths and to D.T (a product for a purpose). Science lead to attend CPD to support the planning, teaching and assessment of science across school. 	<ul style="list-style-type: none"> Need to moderate science to ensure accurate assessments are being made -is this the reason it appeared some year groups and cohorts were out performing others? Once we are confident in our assessments across school then we can look closer into cohort differences (a key question from data report). SLT to review curriculum and to launch a curriculum that meets our children s needs is to be implemented January 18. CPD courses have been arranged for science lead. Staff meeting time will then be required to share information with whole school.

Action Plan

Overarching Priority:

SDP	Objective Supporting Actions	Lead Person	Time scale	Resources	Success Criteria	Monitoring How and by whom?	Progress and impact (dated entries)
1.2	- Introduction of weekly timetabled Science lessons and summative science assessments	E.F and SLT	Summer 2 17-on going	Release time to observe and scrutinize. Financial out lay required to provide good quality resources to be able to deliver quality science lessons.	Science has a higher priority in school for adults and children. Science assessments- formative and summative are on digital MAG-including evidence. An audit of resources is a priority with staff looking carefully at their next science unit to see if there are adequate resources to	Observations Informal drop ins Book scrutiny Planning scrutiny Pupil voice #A science review is planned in QA for next school year .	<p>Science monitored as part of timetabled QA system, including:</p> <ul style="list-style-type: none"> Observations Informal drop ins Book scrutiny Planning scrutiny Pupil voice <ul style="list-style-type: none"> SR and D.H/E.F ensured QA system set up and actioned, observations, drop ins, book scrutiny, planning scrutiny and pupil voice all undertaken-Summer 2 17 Summative assessments put on MAG Summer 2

					teach high quality, hands-on lessons. If not, then essential equipment to be ordered.		<ul style="list-style-type: none"> Inset (September 4th) Science assessment-MAGS and science expectations-E.F/C.L Science week-week 5 Spring 2 term=focussed on investigation and enquiry skills.
1.6	Ensure that teachers' skills are well developed and impact positively on pupil outcomes through incisive and meaningful CPD	E.F	Beginning September 17	CPD courses at Rockingham. Staff meeting time to share information-including moderation of the assessment of science through school.	Attend Science subject leader course to support staff in planning/delivering high quality science lessons. In school moderation of science across the key stages leads to accurate science assessments being made (key question).	Staff meeting time for in school moderation of science to ensure accurate assessments are being made.	
3.4	<p>Throughout each year group, in Foundation Subjects, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.</p> <ul style="list-style-type: none"> - Termly summative assessment introduced in all foundation subjects - CL to lead CPD on data analysis for subject leaders - Subject leaders to analyse data on a termly basis and report back to SLT and staff - Subject leaders to update action plans termly based on this. - Subject leaders to receive release time specifically to undertake the above. 	E.F	September 17-ongoing	Release time to analyse data and produce report and key questions.	Key questions followed up and addressed to improve teaching, learning and assessment of science through school.	<p>Observations</p> <p>Informal drop ins</p> <p>Book scrutiny</p> <p>Planning scrutiny</p> <p>Pupil voice</p> <p>Data</p>	Summer 2 science data analysed and report given at SLT. Key questions that arose that will be addressed in this action plan.
5.7	SLT and staff to review the current curriculum to ensure that it successfully meets the needs of Coleridge children and impacts positively on their outcomes.	SLT and subject leader input.	Summer 2 Autumn 1/2 17- to be	Release time from class to participate in review.	A curriculum is produced that meets the needs of our children and impacts positively on their science outcomes.	Once curriculum is in place- Observations Informal drop ins Book scrutiny Planning scrutiny Pupil voice	

	<ul style="list-style-type: none"> - Regular SLT curriculum review meetings - Staff meetings - Pupil/Staff/Parent voice to be sought re: key skills required - Involvement of school council - 7 strands: SMSC; communication & language; physical; literacy; mathematics; knowledge of the world, incl. science; creative. - Timetable review - January 2018 launch 		<p>imple mente d from Janua ry 2018</p>		<p>More cross curricular links need to developed within science. Eg strong links to maths and to D.T (a product for a purpose).</p>	<p>Data</p>	