

# SUBJECT ACTION PLAN - SCIENCE

2024 - 2025

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<p><b>Priority 1</b> To improve my understanding of science enquiry from EYFS to Year 6 so that:</p> <ul style="list-style-type: none"> <li>• all pupils experience engaging scientific enquiry opportunities.</li> <li>• scientific enquiry is progressive</li> <li>• Scientific enquiry is purposeful</li> </ul>	<b>Budget</b>	<b>Time / £</b>
	Resources	Kapow resource list Scientific enquiry resources
	Training	
	INSET/Staff Meetings	
<p><b>Priority 2</b> To improve children’s understanding of scientific enquiries so that:</p> <ul style="list-style-type: none"> <li>• they are able to apply their knowledge to conduct purposeful scientific enquiries.</li> <li>• they are able to use scientific vocabulary accurately</li> <li>• they develop confidence in conducting scientific enquiries</li> </ul>	<b>Budget</b>	<b>Time / £</b>
	Resources	Science flashcards Scientific enquiry resources
	Training	
	INSET/Staff Meetings	
<p><b>Priority 3 –</b> To improve staff confidence in teaching science so that ...:</p> <ul style="list-style-type: none"> <li>• all pupils have the opportunity to take part in purposeful and planned scientific enquiry.</li> <li>• Staff feel more confident in their understanding of facilitating scientific enquiry.</li> <li>• Staff understand and refer to the Working Scientifically aspect of the NC</li> </ul>	<b>Budget</b>	<b>Time / £</b>
	Resources	
	Training	To be identified after Autumn staff voice
	INSET/Staff Meetings	

**Priority 1**

To improve understanding of science enquiry from EYFS to Year 6 so that:

- all pupils experience engaging scientific enquiry opportunities.
- scientific enquiry is progressive
- Scientific enquiry is purposeful

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	Audit resources to ensure that all resources for scientific enquiry are available across the school.	FM	Scientific enquiry resources are available for all units and well stored and accessible.	WL			
Spring	Update subject core knowledge to include the key vocabulary needed for each year group to conduct scientific enquiries and distribute to all classes.	FM	Flashcards reflect the vocabulary needed for scientific vocabulary for all years and are used regularly.	WL			
Summer	Lesson visit by science subject leader/ SLT to monitor scientific enquiry teaching. Plan training/ support for identified development points.	FM	All pupils receiving high quality scientific enquiry teaching.	WL			
	Evaluate progress made this year and plan next steps for school development in these curriculum areas.	FM	Development points in place for next steps in these curriculum areas.	WL			

**Priority 2 – To improve children’s understanding of scientific enquiries so that:**

- they are able to apply their knowledge to conduct purposeful scientific enquiries.
- they are able to use scientific vocabulary accurately
- they develop confidence in conducting scientific enquiries

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
Autumn	Secure pupil voice of children Y1 to Y6 to establish their view and current understanding of scientific enquiry.	FM	Baseline views and understanding of pupils has been gained and recorded.	WL			

	Respond to findings by feeding into the subject action plan.		Future actions identified				
<b>Spring</b>	<b>ACTION TO BE DETERMINED AFTER PUPIL VOICE</b>						
<b>Summer</b>	Revisit pupil voice to establish views and understanding of scientific enquiry.	FM	Pupils views and understanding of scientific enquiry have improved from the autumn term.	WL			

### Priority 3 –

To improve staff confidence in teaching science so that ...:

- all pupils have the opportunity to take part in purposeful and planned scientific enquiry.
- Staff feel more confident in their understanding of facilitating scientific enquiry.
- Staff understand and refer to the Working Scientifically aspect of the NC

Term	Actions	Who	Success Criteria	Who	Dec	Mar	Jul
<b>Autumn</b>	Produce and distribute staff questionnaire to find out teachers confidence in teaching scientific enquiry and perceived barriers to teaching scientific enquiry. Consider ways to address the findings from the questionnaire – training, timetabling etc.	FM	Questionnaire written and completed by all staff including TAs. Future training identified.	WL			
<b>Spring</b>	Organise peer planning and teaching of a scientific enquiry based lesson. Teachers to teach one scientific enquiry lesson in pairs evaluate lesson together and plan development points.	FM	Pairs of teachers have planned and delivered a scientific enquiry and provided purposeful feedback to each other.	WL			
	Subject leader for science to carry out planning and book scrutiny to monitor teaching of scientific enquiry in the first term. Share findings and development points with teachers.	FM	Review of planning cross referenced to work in books. High quality scientific enquiry planned.	WL			
<b>Summer</b>	Revisit staff questionnaire to reassess teachers confidence in teaching scientific enquiry and perceived barriers to teaching scientific enquiry.	FM	Questionnaire written and completed by all staff including TAs. Future training identified for next year.	WL			