



Science Action Pan 2023-24

OBJECTIVES FOR 2023-24	
Achievement gap issues	SEN boys - lower attainment across all classes
What is assessment analysis telling us (22/23)	See gaps on transition document for each year: https://docs.google.com/document/d/1NatpxCHUfc4k8PP_KWEI-acLpwc89khH/edit
Objective 1	To improve the attainment of SEN boys across the school
Objective 2	To ensure that all children are able to access a practical, engaging science curriculum
Objective 3	To ensure that all children are developing their working scientifically skills
Objective 4	To ensure that assessment is being used to inform planning and teaching

OBJECTIVES FOR 2023-24

Objective 5

To further develop our relationship with the Heanor Gate Science department.

OBJECTIVE - To improve the attainment of SEN boys across the school

TARGET	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
For all SEN boys attainment of core knowledge to be at least 50%.	<p>All staff to be aware of their SEN children and provide adaptations when needed - clearly visible on planning.</p> <p>Core knowledge to be regularly recapped using flashcards.</p> <p>Science to be taught on a weekly basis.</p> <p>Identified gaps to be addressed the same week.</p>	all ongoing	FM and class teachers	<p>Resources available to create practical, engaging science lessons.</p> <p>Flashcards</p>	<p>FM to monitor planning each half term.</p> <p>Teachers to update curriculum tracker on FFT each term. FM to monitor percentages on FFT for SEN boys</p>	For all SEN boys to achieve an attainment of core knowledge on FFT of at least 50%.

OBJECTIVE - To improve the attainment of SEN boys across the school

<p>For 50% of SEN boys to be expected at the end of Year 6</p>	<p>FM to target SEN boys during science lessons.</p> <p>FM to adapt lessons to meet SEN needs.</p> <p>Core knowledge to be regularly recapped using flashcards.</p> <p>Science to be taught on a weekly basis.</p> <p>Identified gaps to be addressed the same week.</p>	<p>All ongoing</p>	<p>FM</p>	<p>Resources available to create practical, engaging science lessons.</p> <p>Flashcards</p>	<p>FM</p>	<p>At least 50% of SEN boys to be expected at the end of Year 6.</p>
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OBJECTIVE - To ensure that all children are able to access a practical, engaging science curriculum

TARGET	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
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OBJECTIVE - To ensure that all children are able to access a practical, engaging science curriculum

Every child to take part in a practical science lesson for each sequence of learning.	<p>KS1 to use practical lesson from the Cornerstones sequences of learning.</p> <p>Year 1 and EYFS to have opportunities to embed science knowledge in continuous provision.</p> <p>KS2 to follow Kapow science scheme, but supplement with practical lessons from Cornerstones as needed.</p>	All ongoing	FM and teachers	Science resources from Science cupboard	<p>FM to monitor planning and continuous provision opportunities.</p> <p>Pupil voice at the end of Autumn 2 and Summer 2</p>	<p>All children to have completed at least 6 practical science lessons throughout the year.</p> <p>Children enthusiastic about their science lessons and creating memorable experiences.</p> <p>Teachers confident to deliver practical, engaging science lessons where the children are actively engaged in the science they are learning about.</p>
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OBJECTIVE - To ensure that all children are able to access a practical, engaging science curriculum

<p>Children to be actively engaged in science lessons, rather than watching and listening.</p>	<p>KS1 to use practical lesson from the Cornerstones sequences of learning.</p> <p>Year 1 and EYFS to have opportunities to embed science knowledge in continuous provision.</p> <p>KS2 to follow Kapow science scheme, but supplement with practical lessons from Cornerstones as needed.</p> <p>Whenever possible, children to be doing the science themselves or engaged in activities.</p>	<p>All ongoing</p>	<p>FM and teachers</p>	<p>Science resources from Science cupboard</p>	<p>FM to monitor planning and continuous provision opportunities.</p> <p>Pupil voice at the end of Autumn 2 and Summer 2</p>	<p>All children to have completed at least 6 practical science lessons throughout the year.</p> <p>Children enthusiastic about their science lessons and creating memorable experiences.</p> <p>Teachers confident to deliver practical, engaging science lessons where the children are actively engaged in the science they are learning about.</p>
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OBJECTIVE - To ensure that all children are developing their working scientifically skills

TARGET	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
All teachers to be confident in delivering practical science sessions.	Teachers to have the opportunity to observe a teacher from Heanor Gate delivering a Science lesson.	Ongoing	FM	Teachers from HG to attend with their own resources	FM Photos Staff questionnaire before and after sessions with HG teachers	Teachers feel confident in planning and delivering sessions.
Every child to take part in a practical science lesson for each sequence of learning.	KS1 to use practical lesson from the Cornerstones sequences of learning. Year 1 and EYFS to have opportunities to embed science knowledge in continuous provision. KS2 to follow Kapow science scheme, but supplement with practical lessons from Cornerstones as needed.	All ongoing	FM and teachers	Science resources from Science cupboard	FM to monitor planning and continuous provision opportunities. Pupil voice at the end of Autumn 2 and Summer 2	All children to have completed at least 6 practical science lessons throughout the year. Children enthusiastic about their science lessons and creating memorable experiences. Teachers confident to deliver practical, engaging science lessons where the children are actively engaged in the science they are learning about.

OBJECTIVE - To ensure that all children are developing their working scientifically skills

Working Scientifically skills to be explicit on progression of skills.	FM to review skills progression document to ensure that all skills are explicit for each year group. KS2 curriculum to be split into 3, with the Year 4 and 5 class having Working Scientifically skills that bridge the LKS2 and UKS2 curriculum.	Autumn 1	FM	None	FM	For there to be a clear progression of Working Scientifically skills across the school. For all teachers to be clear on the Working Scientifically Skills for their class
Working Scientifically skills to be specified in planning of practical lessons	Teachers to identify which Working Scientifically skills are being taught. Teachers to model Working Scientifically skills during all science lessons. Vocabulary from Working Scientifically to be used correctly in all science lessons.	Ongoing	FM and teachers	Resources from Science cupboard National Curriculum Working Scientifically progression document for KS2	FM to monitor planning FM to liaise with teachers about their science lessons Pupil voice in Autumn 2 and Spring 2	For all aspects of working scientifically to be taught and developed over the year. For children to be confident in using their Working Scientifically skills in both practical and non-practical lessons. For teachers to be confident to model all aspects of Working Scientifically for their class.

OBJECTIVE - To ensure that assessment is being used to inform planning and teaching

TARGET	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
FFT curriculum tracker to be used effectively to monitor progress of core knowledge.	All teachers to update FFT curriculum tracker for Science every term. Science flashcards of core knowledge and vocabulary to be used by all staff to ensure retention.	Autumn 2, Spring 2, Summer 2	All class teachers	FFT Flashcards	FM to monitor progress each term and identify areas to be improved.	All children to make show progress in their percentage of core science knowledge understood on FFT curriculum tracker.
All sequences of learning to have the focused feedback completed, identifying areas that need further teaching and the actions to be completed as a result.	All teachers to be updating the focused feedback for each lesson taught. Actions to address areas to be completed as soon as possible or within the next lesson.	Ongoing	All class teachers	None	FM to monitor planning each half term. Book scrutiny to monitor gaps being addressed.	For there to be a clear assessment made after each lesson which identifies gaps or misconceptions that need to be addressed.
End of unit assessments to be used to show understanding of the topic as a whole.	Clear assessments to be identified on the planning sequence (not tests) which will show understanding.	Ongoing	All teachers	None	FM to monitor planning Book scrutiny	For there to be a piece of work or assessment at the end of end sequence of learning which clearly shows understanding.

OBJECTIVE - To further develop our relationship with the Heanor Gate Science department.

TARGET	ACTION	TIMESCALE	PERSON RESPONSIBLE	BUDGET/RESOURCE IMPLICATIONS	MONITORING (WHO BY AND HOW OFTEN)	SUCCESS CRITERIA
Teachers to have the opportunity to observe a teacher from Heanor Gate delivering a Science lesson.	FM to organise teachers from HG to deliver	Ongoing	FM	Teachers from HG to attend with their own resources	FM Photos Staff questionnaire before and after sessions with HG teachers	Teachers feel confident in planning and delivering sessions.
FM to continue working relationship with HG	FM to attend sessions provided by HG Science department FM to continue to liaise with Emma (HG) about opportunities	Ongoing	FM	None	FM	Positive relationship with Heanor Gate Science department, allowing us to offer a range of opportunities and CPD