

Subject Specific Action Plan 2023-2024	Spiritual development: Through Science in the Hope Federation, we enable children to nurture a natural curiosity and guide them towards looking at the world and noticing, with awe and wonder, the natural and man-made delights all around us. We want to encourage them to ask ‘big questions’ about science and explore with curiosity to find answers. We provide many opportunities for children to learn about nature and the role they play in protecting our world.	
Subject: Science	Co-ordinator(s): D. Skitmore	
Priority One: Automaticity	Action(s):	Success Criteria:
<p>Objective 1.1 Improve automaticity in maths</p> <p>Objective 1.2 Parental engagement</p> <p>Objective 1.3 Improve automaticity in joins</p> <p>Objective 1.4 Improve automaticity in reading</p> <p>Objective 1.5 Improve automaticity in typing</p>	<ul style="list-style-type: none"> ➤ Use measuring equipment, graphs etc to improve automaticity of Maths in Science. Ensure Maths needed in Science has already been taught and is year group appropriate. ➤ Hold a Science week in school and/or a parent café that has a Science focus. Engage in Science based school trips and visitors. ➤ Apply new writing skills in written work for Science. ➤ Use Science lessons to support reading for a purpose. Circulate recommended Science book list. Provision in KS1 has opportunities for purposeful reading of Science in reading/investigation areas. ➤ Use some Science lessons to support typing skills by the children presenting some Science writing using a laptop. 	<ul style="list-style-type: none"> ➤ Children’s scores in measure based problems will see an improvement. ➤ Parent voice shows that parents and children enjoyed and were engaged in Science and related trips. ➤ Science book look shows improvement of joins in writing. ➤ Lesson observations show children needing to read to gain information as part of a normal lesson routine. ➤ Book look and learning walk will evidence some children using laptops for Science writing. Children’s typing speed will improve.
Priority Two: Make learning memorable	Action(s):	Success Criteria:
<p>Objective 2.1 Apply learning in writing within Science lessons</p> <p>Objective 2.2 Improve Maths teaching to make learning memorable</p> <p>Objective 2.3 Improve foundation subject teaching to make learning memorable</p>	<ul style="list-style-type: none"> ➤ Use practical writing tasks in Science lessons - writing predictions, conclusions etc and writing in sentences when making observations etc. ➤ Make use of graphs, measuring and problem solving in maths and science lessons which are tied into the key misconception or which rehearse key skill. 	<ul style="list-style-type: none"> ➤ Book look shows written work of a necessary nature for the Science learning. ➤ Lesson observations show children using maths skills termly in Science. ➤ Learning environment walks show Stem sentences are recorded and curriculum ambassadors are identified,

<p>Objective 2.4 Improve use of formative assessment in Science</p> <p>Objective 2.5 Improve cross-curricular links in foundation stage teaching</p>	<ul style="list-style-type: none"> ➤ Use stem sentences for the learning objective, use low-stakes quizzes to recap and reinforce learning, model the improvement you wish to see, use paired talk, use visualisers (or similar) to demonstrate good work, use in-the-moment marking and feedback, curriculum ambassadors for Science are established and displayed. ➤ Use the Planning for assessment documents to be clear on the areas to be assessed and the teaching sequences are considered in planning. Shoulder partner discussion used to gather information and fill gaps when necessary. Use Enquire and explore assessment book in KS2 to use carousel of activities to recall previous learning before unit as part of formative assessment. ➤ Use cross curricular links in Science and from Science into other subjects, look for examples in the Science coverage document and suggestions in knowledge matrices. 	<p>pupil voice shows children can remember their learning, lesson observations show modelling and paired talk, book looks show in the moment feedback using purple pen to evidence improvement and pink are acted upon.</p> <p>➤PfA docs are filled in at the start of units and assessments recorded by the end.</p> <p>➤ Floorbooks then show use of cross curricular activities in other subject areas.</p>
<p>Priority 3: Spirituality</p>		
<p>Science develops spiritual development by encouraging:</p> <ul style="list-style-type: none"> ● imagination and creativity ● resilience ● exploration and curiosity 	<ul style="list-style-type: none"> ➤ Teaching develops imagination and creativity by encouraging children to find different ways to answer questions through scientific enquiry. ➤ Teaching encourages resilience through promoting self-efficacy. Where children get stuck for example, we will encourage children to find solutions themselves as much as possible. ➤ Children’s curiosity will be developed through use of an enquiry approach at the start of a unit and when appropriate at the start of each 	<ul style="list-style-type: none"> ➤ Children’s outcomes look different and show individuality. ➤ Children are interested and engaged in lessons. ➤ Children know what they will be learning about and know how well they have achieved as set against the targets they set for themselves.

	<p>lesson. Use of starter activities from explorify website.</p> <ul style="list-style-type: none">➤ Exploration and curiosity will be fostered within the lessons by promoting the opportunity to visit new places, engaging in Science Week and meet new people through school trips and visitors in school.	
Outcomes / Review (to be completed at the end of the year)		