



Longton  
Primary  
School



# Subject Leader Raising Aspirations Plan

Subjects: SCIENCE

Academic year 2022 - 2023

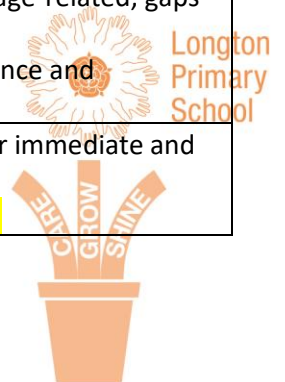


# Curriculum Annual Targets

Please refer to the Inspection Handbook for guidance.

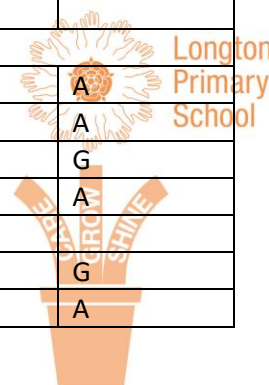
<https://www.gov.uk/government/publications/school-inspection-handbook-eif/schools-inspection-handbook-for-september-2021>

<p>1. Leadership and Management including Safeguarding</p>	<ul style="list-style-type: none"> <li>• Leadership ensures a robust curriculum is being followed.</li> <li>• Professional development is undertaken to ensure teachers are confident in the knowledge they are teaching and are using a range of approaches to ensure all children can achieve.</li> <li>• Parents are well informed of the content of the curriculum.</li> <li>• The <b>Science</b> curriculum ensures thorough and age appropriate delivery of content to safeguard our pupils.</li> <li>• The science curriculum has a clear and defined balance between knowledge and scientific skills.</li> <li>•</li> </ul>
<p>2. The quality of education (Teaching, Learning and Assessment)</p>	<ul style="list-style-type: none"> <li>• <b>Science</b> is taught by class teachers and Assistant teachers, ensuring sessions are delivered by the adults in school who have a knowledge of what has come before and what comes next following a clear relevant curriculum.</li> <li>• Drop-ins and observations demonstrate the teaching of <b>Science</b> is consistently good.</li> <li>• The assessments for <b>Science</b> demonstrate that the majority of pupils are working at age-related, gaps have been identified and are eradicated.</li> <li>• Pupils with SEND access a full curriculum that they can apply and develop independence and enjoyment from learning.</li> </ul>
<p>3. Personal Development. Behaviour and attitudes</p>	<ul style="list-style-type: none"> <li>• Children of all ages understand the importance of a high quality of education on their immediate and future lives.</li> <li>• Pupils develop resilience to setbacks and take pride in their achievements in <b>Science</b></li> </ul>



## Raising Aspirations Plan 2022- 2023

<p>1. Leadership and Management including safeguarding To ensure staff have the necessary knowledge and skills to deliver high quality science lessons for all children in their class and that consistent approaches are being used throughout school.</p>					
<p><b>Key lines of Enquiry:</b> (Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)</p>		<ul style="list-style-type: none"> <li>• How do you know skills and knowledge are being taught?</li> <li>• How is the progression of skills evident across the year groups?</li> <li>• How do you support those children who may find recording more difficult?</li> <li>• What does consistency in Science look like?</li> </ul>			
<p><b>Half-termly Milestones to Achieve Annual Targets</b></p> <p>Clear up –to-date data analysis – keep it live throughout the year to remind staff. Staff informed of ways to promote greater depth thinking / activities and to support SEND children Subject leader to attend WRIST meetings and send out evaluation forms. Clear progression of skills evident in books. Support given to ECT’s on subject knowledge.</p>					
<p><b>Actions for each half term</b></p> <ul style="list-style-type: none"> <li>• <b>What needs to be done to achieve your Annual Targets?</b></li> <li>• <b>Refer to LPS Raising Achievement Cycle.</b></li> <li>• <b>Refer to the priorities in the SEF</b></li> <li>• <b>Refer to LPS Transition Documents</b></li> <li>• <b>Refer to the Roadmap to Excellence</b></li> </ul>		<p>Timescale Term Week No</p>	<p>Lead</p>	<p>RAG rating G=Complete A= Partly R = No</p>	<p>RAG rating against annual target</p>
Monitoring of planning on TEAMS – feedback sent to staff individually.		September	RC	G	A
Meeting with year 3 teacher to go through planning and resources.		September	RC	G	A
Monitoring of planning on TEAMS – feedback sent to individual staff.		November	RC	G	G
Book Look – feedback provided to staff		January	RC	G	A
Planning monitored – feedback given		January	RC	G	
Year 6 deliver class assembly - science		18 <sup>th</sup> January	Year 6	G	G
Snack and Chat - Science		27 <sup>th</sup> January	Heads team	G	A



Booked science UCLAN visit	1 <sup>st</sup> Feb	RC	G	G
Catalyst overnight trip	7 <sup>th</sup> March	Science Ambassador	G	G
5 x year 5 AGT scientists to Priory for the day – STEM activities.	23 <sup>rd</sup> March	RC	G	G
Planning reviewed – feedback given	May	RC	G	G



2. The quality of education (Teaching, Learning and Assessment)  
 Lessons taught provide opportunities for all children to succeed in acquiring knowledge and developing working scientifically skills. The teaching of skills and the progression of them is evident in books and through pupil voice discussions.

<p><b>Key lines of Enquiry:</b>  <i>(Questions govs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)</i></p>	<ul style="list-style-type: none"> <li>• How are SEND/Vulnerable children being supported with accessing and experiencing the most from the full curriculum to ensure they are developing fluency and independence?</li> <li>• How are more able pupils accessing and influencing the curriculum?</li> <li>• Are a range of skills being taught? How do you know?</li> <li>• Can children tell you about the skills they are learning?</li> </ul>
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**Half-termly Milestones to Achieve Annual Targets**

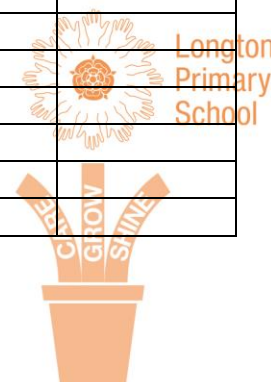
Staff plan lessons with both knowledge and skill objectives. Symbols are being used to help further embed the skills being taught.  
 A range of enquiry types are being covered across the year.  
 Lessons provide appropriate questioning / activities to enable children to deepen their thinking / skills.  
 Lessons also show evidence of how SEN children are accessing and recording their knowledge and skills.

<p><b>Actions for each half term</b></p> <ul style="list-style-type: none"> <li>• <b>What needs to be done to achieve your Annual Targets?</b></li> <li>• <b>Refer to LPS Raising Achievement Cycle.</b></li> <li>• <b>Refer to the priorities in the SEF</b></li> <li>• <b>Refer to LPS Transition Documents</b></li> <li>• <b>Refer to the Roadmap to Excellence</b></li> </ul>	<p>Timescale Term Week No</p>	<p>Lead</p>	<p>RAG rating G=Complete A= Partly R = No</p>	<p>RAG rating against annual target</p>
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planning monitored each half term and feedback given to staff.

Snack and chat – pupils views

Book looks – use of working scientifically symbols.





3. Personal Development. Behaviour and attitudes

Science Ambassadors to promote science in school and provide opportunities for further hands on science learning to excite and inspire.

**Key lines of Enquiry:**

*(Questions gobs should be asking, SLT looking for, subject leader ensuring information is available, evident etc.)*

- What do the Science Ambassadors do?
- How will this improve standards in science?
- How many children are accessing this?
- How will this be sustainable?

**Half-termly Milestones to Achieve Annual Targets**

Children speak positively about science lessons.

Science Ambassadors meet half termly and plan sessions to be delivered to the children – in assembly, at lunchtimes, at after school clubs.

Science ambassadors to train younger children to continue the ambassador program.

**Actions for each half term**

- **What needs to be done to achieve your Annual Targets?**
- **Refer to LPS Raising Achievement Cycle.**
- **Refer to the priorities in the SEF**
- **Refer to LPS Transition Documents**
- **Refer to the Roadmap to Excellence**

Timescale Term Week No	Lead	RAG rating G=Complete A= Partly R = No	RAG rating against annual target
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Science club x 2 run by science ambassadors

Science club run by science subject leader

Science visit to Catalyst – overnight – organised by Yr6 science ambassador.

Snack and chat

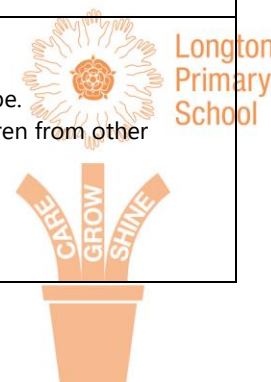
observation of practical science lessons



# Raising Aspirations Plan Autumn Term Evaluation

## Subject: Science

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding	Science plans have been written by subject leader for the Year 3 supply teacher to ensure correct coverage of the curriculum is undertaken along with the use of knowledge and skill objectives for each lesson. Subject leader and Year 3 teacher have met to discuss plans and resources available.		Analysis of tracker data and end of unit quizzes.
The Quality of Education Teaching, learning and assessment.	Staff are using the new medium term planning format. Some contain more detail than others. Reference is made to knowledge based learning questions for each lesson and a skill is being developed. Through book looks these are evident for each lesson. Children aren't completely fluent in their understanding of each skill symbol but they are more aware than previously about the development of skills – being like a scientist. Scientific vocabulary is being used by the children in their verbal and written responses.		Review tracker data at end of the term. Highlight areas for focus on skills for the following term.  Purchase CGP books for knowledge for each year group – a set of 6 and a Knowledge retriever quiz book for the teacher to use under the visualizer, as part of the end of unit assessments.  Provide ideas for extending deeper thinking for more able scientists.
Behaviour and Attitudes and Personal development	Science Ambassadors have met several times to plan a whole school assembly and then they delivered this. They were super organised, each had a role to play, some children took on a clear presenting role with others supporting and we will ensure this rotates as they move throughout the year. They have put together a 3 week science club to run after school for 10 children from years 3 and 4. A little practise taster session. Once they have done this they will evaluate and plan further activities.		Deliver the workshops to the children Evaluate Make a plan on what their next workshop will be. Find a new science investigation to teach children from other school Meet up with children from other school.

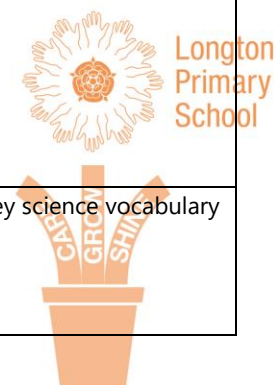


	We are aiming to meet up with the other school who we completed the training with after Christmas to share ideas, learn some new investigations together etc.		
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## Raising Aspirations Plan Spring Term Evaluation

### Subject: Science

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding	Book look taken place Monitoring of planning Snack and chat taken place Taking 5x Y5 AGT scientists to STEM activity day at Priory High	Y	Book look  Pupil Voice
The Quality of Education Teaching, learning and assessment.	Medium term plans have been reviewed and individual feedback given to staff. - main points – greater detail of the actual lesson activities was found in all but 1 class. The use of key questions directly linked to the national curriculum has improved. Most classes had a clear reference to the skill for each lesson.  We have undertaken a book look as a whole team in a staff meeting.	Y	Next half term – monitor planning for reference to skills and follow this up with seeing how it is evidenced in books.
Behaviour and Attitudes and Personal development	Children enjoy Science, they like the practical element of it. Snack and chat showed that vocabulary wasn't used by the children as much as it had been previously. Maybe this is because last year we were using the pens to make vocab walls on the windows.	Y	Focus on how we can raise the profile of the Key science vocabulary for each unit.



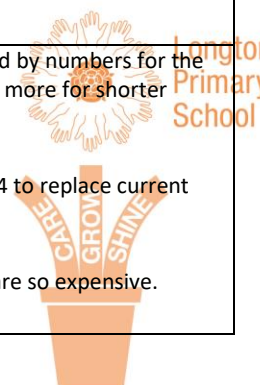


	<p>The science club run by the ambassadors was very successful. The current club was over subscribed so more places have been given this time.</p> <p>Science overnight stay organised by one of the Year 6 Ambassadors is to take place 7th March</p>		<p>Pupil Voice</p> <p>Support ambassadors in holding another workshop and how they can incorporate science into an outdoor lunchtime club in the summer term.</p>
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## Raising Aspirations Plan Summer Term Evaluation

### Subject: Science

	Impact of Actions Against Annual Targets	On track for Good+	Milestones for next half-term
Leadership and Management including Safeguarding	<p>Planning has been reviewed. Year 3 teacher has been supported with planning for the summer term. Resources provided and plans given.</p>	Y	<p>Focus on how we are making assessment judgements. Training for staff, moderation.</p>
The Quality of Education Teaching, learning and assessment.	<p>Subject plans consistently make reference to skills as well as knowledge.</p> <p>Some classes are recording how they will support SEN children – this needs to be more consistent across the board.</p>	Y	<p>Recall of knowledge – how can we be more effective in this? Could we hold a science quiz.</p> <p>Greater use of the secondary schools resources / expertise.</p> <p>Ensuring SEN children make good progress in science.</p>
Behaviour and Attitudes and Personal development		Y	<p>Greater uptake of children to science clubs – limited by numbers for the resources needed. Might have to consider running more for shorter amount of time -</p> <p>Need to train new science ambassadors from year 4 to replace current year 6.</p> <p>Hold a special science day – visitors in as trips out are so expensive.</p>



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