

Action plan Autumn term 2019 – 2021

Autumn term 2020 – review and comments.

Priority	Science	To audit, review and refine the curriculum for each foundation subject.					
Rationale	-	Science subject leaders (KF and LL) to gain more autonomy over the Ashleigh Science curriculum. <ul style="list-style-type: none"> <li>Using OfSTEDS framework of Intent, implementation and impact will be a useful review tool.</li> <li>This review will enable science leaders to map the Ashleigh Science curriculum to ensure that both knowledge and skills progress throughout the school.</li> <li>There is a recognised need to audit and update teacher subject knowledge to ensure quality first teaching in science.</li> </ul>					
Success Criteria	-	<ul style="list-style-type: none"> <li>Over a 24-36 month period Sciences Intent, Implementation and Impact are reviewed.</li> <li>Science leaders (KF and LL) shape science within the Ashleigh curriculum. Clear focus on Intent.</li> <li>Science leaders (KF and LL) develop workload friendly ways to measure impact that reflect 'Making data work' recommendations</li> </ul>					
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
1.1	A clear progression map across all year groups	Audit of current coverage of Science National Curriculum (what happens when?) to be completed.	KF and LL	2 x staff meetings	End of Autumn 1	-Curriculum map to be updated and uploaded to website.	Uploaded Spring term 2020
		Science leaders to meet with year groups as necessary to ensure curriculum is spread equally across the year and the curriculum is being taught in a logical order. (Not leaving too many units until the summer term when it's busy and easy to miss things)	All staff	1 x staff meeting  +1 hour for informal conversations with staff	End of Autumn 1	-Curriculum map updates and uploaded to website.	Completed end of Aut 2
		Science leaders to look at the progression of skills in the working scientifically aspect of the National Curriculum and map out in greater detail (than the NC document) exactly	KF and LL	3x staff meetings / after school slots	End of Autumn 2	-Working scientifically skills progress map to be uploaded to school website.	Aim to cover this in Spring 2021 term.  Science week 2021 will focus on

		the skills needed at each year group level. (PiXL progression maps a useful starting point for this)					demonstrating WS skills.
		Progression skills document to be shared with class teachers and mapped into current curriculum showing where these skills will be covered and which investigations will be completed.	All staff	1 x staff meeting	End of Autumn 2	-Evidence of working scientifically skills to be seen in Spring science plans, books and lesson observations.	Aim to cover this in Spring 2021 term.
1.2	Clearly defined knowledge and skills for the end of each unit	Knowledge organisers created and trialled during 2018 /19 Science and Farming week.	All staff	1x briefing to introduce.  1x after school slot of teacher time to create.	End of 2017/18	Knowledge organisers from science week saved on Sharepoint. KF to keep copies.	All year groups completed knowledge organisers and shared with KF. The approach was received positively however for this length of time (1 week) children did not have sufficient time to revisit and secure knowledge. Discussions with children about knowledge from Science and Farming week were not successful as a result.
		KS2 PiXL knowledge organisers (released in November) – science leaders to check these as soon as released and relate to current curriculum coverage – is this level of knowledge necessary? Is it doable within our current curriculum? Do changes need to be made?	KF and LL	2 x after school slots	End of Autumn 2	Knowledge organisers to be in place for science in spring. All were uploaded to SP for access. Lockdown meant that this was not followed up.	Autumn 2 - Teachers directed to PiXL KOs and asked to include them in teaching and books for reference.

		Science leaders to analyse the science curriculum and meet with KS1 staff to discuss how to write KS1 knowledge organisers. Identifying key areas of knowledge and vocabulary which are needed.	KF and LL	5x after school slots	End of Autumn 2	Knowledge organisers and method of assessment (Book of Learning) to be present in KS1 classrooms.	Feedback to be gathered by LL through informal discussions with Ts.
		Identify areas of teaching science that class teachers may feel weaker or lacking in skills/confidence.	LL	1X staff meeting	End of Spring 2	Subject knowledge audit data will show areas of weakness amongst staff.  Teachers to also rate their confidence teaching science.	Completed assessments and highlighted areas of concern. This information formed the topics for the visiting teachers.
		Make contacts with other schools/providers to discuss how teachers' subject knowledge is best supported or improved.	LL	After school meetings. Emails to contacts	End of Autumn 2	Diary dates arranged for staff CPD with WHS.	Wymondham High School teachers were booked to provide CPD sessions for Ashleigh staff.
		Intend to organise CPD sessions for teaching staff in the Spring term.	LL	2/3 CPD sessions after school?	To take place during Spring 1	Diary dates arranged for staff CPD with WHS.	Arranged and carried out.
1.3	Systems are in place to ensure curriculum delivery	Book scrutiny to ensure science units from the Autumn term have been covered.	KF and LL	1 x staff meeting	Autumn 2	Evidence of science work which correlates to curriculum map should be evidenced in science books.	LL – to carry out book look and take pictures. These will be used as 'Impact' evidence for the website.
		Lesson observations looking out for specific knowledge in knowledge organisers in lessons.	KF and LL	1 x staff meeting	Spring 2	Evidence of vocabulary from science knowledge organisers recorded from lesson observations.	Currently not easily possible to carry out lesson observations (Covid restrictions).

		Book scrutiny to look for specific knowledge in knowledge organisers.	KF and LL	1 x staff meeting	Summer 2	Evidence of vocabulary from science knowledge organisers recorded from book scrutiny.	LL – during book look will check to see if KOs have been included. If possible to talk to children to assess usage and learning from them.
		KS2 QLA for end of year science assessments to be completed and analysed,	All KS2 teachers	Teacher time to update QLA – 1 hour per class.  Time for science leaders to analyse – 1 x staff meeting		QLA documents to be completed.	Discussion with T is necessary to determine the best way to assess and monitor Science attainment and progression.
1.4	Systems in place to show the impact of the curriculum and identify next steps	PIXL summative assessments to be trialled in KS2. Is the level appropriate? Do the questions allow for the monitoring of key knowledge. Is there an opportunity to assess working scientifically skills?	KF	None	End of 2018/19	Year 6 completed PiXL assessment.	KF completed PiXL summative assessment for end of Y6 light topic.  LL – directed teachers to the PIXL summative assessments .
		KS2 teachers to use summative assessments at the end of each science unit and end of year test to assess retention of knowledge across year.	KS2 staff	None	End of 2019/20	Data uploaded onto pupil asset will relate more closely to summative assessments at the end of each unit.	Due to closure this will be done this year 20-21.
		Suitable methods of assessing knowledge and skills in KS1 to be discussed / trialled and decided.	KS1 staff + science leaders (KF and LL)	2 x staff meetings	Spring 2	Assessments on pupil asset for KS1 children will link closely to the methods KS1 teachers use and can be explained.	

