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| **Area: Science 2022 – 2023** | | | | | |
| **Success Criteria:**   * Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. * The school’s actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics. * Teaching is highly effective across the school. * Staff reflect on and debate the way they teach. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. * The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. * Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. | | | | | |
| **Vision Statement:**  **In science, we inspire our children by giving them the opportunities to pursue their natural curiosity; promoting the experience of exploring and investigating scientific phenomena, in a range of contexts, to ensure a continually evolving knowledge and understanding of the world around them. Our children will be encouraged to ask questions, take risks, experiment, reflect, make and learn from mistakes, in a safe environment; whereby they acquire and apply core skills, which equip them for an ever-changing world.** Through stimulating and challenging hands-on, inquiry-based curriculum, children will experience the joy of having wonderful ideas, exploration and investigation – that is, the joy of finding out! Our curriculum provides experiences where children can secure and extend their scientific knowledge and vocabulary as well as support their numeracy and literacy skills. While not all children will follow a career in science or related disciplines when they leave the school system, science literacy will influence their lives daily: for example, managing their health and understanding issues such as climate change. Crofton science is of vital importance to individuals and the nation’s well-being. | | | | | |
| **Objective** | **Specific action to be taken** | **Person (s) responsible** | **Timescale / completion date** | **Cost** | **RAG Rating** |
| **Yearly overview of Science being taught** | - to take objectives from long yearly plan to a science overview  - to ensure Science is embedded fully as part of the new creative curriculum  - check coverage of NC 2014  - Each lesson demonstrates progression through Basic, Advancing and Deep tasks (year appropriate)  - cross-curricular links | J. Walker  (All staff) | Autumn 2  Spring 2  Summer 2 | n/a |  |
| **To review Science resources** | - to maintain science resource space and ensure labelling is maintained  - ensure that all areas of science can be taught from resources  - to updated and share inventory of Science resources with staff | J. Walker | Autumn and continuous | None currently needed |  |
| **To regularly attend Science network meetings** | - to discuss SC1 skills  - to develop assessment  - to provide a platform to share good practise  - to be informed of current policies | Wakefield council  J.Walker | Autumn - Wakefield LA network  Spring – Wakefield LA network  Summer – Wakefield LA Network | n/a |  |
| **To continue to develop knowledge and embed SC1 skills CPD and for staff new to year groups** | - to review and support planning with staff within new year groups  - to support staff with evaluating their previous year’s science teaching and whether SC1 could be incorporated more  - attend CPD  - encourage staff to use CQ resources as guidance and support  - support staff with providing resources to aid their knowledge when new to year group  - deliver training on substantive and disciplinary knowledge through allocated staff meetings  - to ensure all staff have access to bank of ideas for delivering SC1 lessons within their topics | J. Walker | Autumn  Spring  Summer | n/a |  |
| **To ensure SC1 and Science is consistent across school through planning, teaching and assessment.** | - book monitoring  - pupil questionnaires  - lessons drop-ins  - monitor SC1 assessment | J. Walker | Autumn  Spring  Summer | n/a |  |
| **To monitor assessment for science related to Milestones (focus on SC1)** | - support staff with completing assessments  - To re-evaluate monitoring process to identify where there are opportunities for children to build on prior skills in order to make progression in SC1 skills (disciplinary) | J. Walker | Autumn | n/a |  |
| **To deliver a science day/week** | - “Connections” 10-19 March 2023 (S2 W3)  - use British Science week resources to support  - whole school project/competition  - potential parent involvement  - children become ‘Scientists’  - complete Science display  - scientist of the week award | J. Walker | Spring | £300 – £500 |  |