

## Area: Science 2021 – 2022

### **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
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<b>Yearly overview of Science being taught</b>	<ul style="list-style-type: none"> <li>- to take objectives from long yearly plan to a science overview</li> <li>- to ensure Science is embedded fully as part of the new creative curriculum</li> <li>- check coverage of NC 2014 and in accordance of CQ planning</li> <li>- cross-curricular links</li> </ul>	J. Walker  (All staff)	Autumn 1	n/a	
<b>To review Science resources</b>	<ul style="list-style-type: none"> <li>- to maintain science resource space and ensure labelling is maintained</li> <li>- ensure that all areas of Science can be taught from resources</li> <li>- to updated and share inventory of Science resources with staff</li> </ul>	J. Walker	Autumn and continuous	n/a	
<b>To regularly attend Science network meetings</b>	<ul style="list-style-type: none"> <li>- to discuss SC1 skills</li> <li>- to develop assessment</li> <li>- to deliver (March) assessment SC1 within network</li> </ul>	D.Roberts/YPO  J.Walker	<b>TBC</b>  Autumn  Spring  Summer	<b>TBC</b>	
<b>To continue to develop knowledge and embed SC1 skills CPD and for staff new to year groups</b>	<ul style="list-style-type: none"> <li>- to review and support planning with new staff and staff within new year groups</li> <li>- attend CPD to keep up to date</li> <li>- encourage staff to use CQ resources and planning</li> </ul>	J. Walker	Autumn  Spring  Summer	n/a	

	<ul style="list-style-type: none"> <li>- support staff with providing resources to aid their knowledge when new to year group</li> <li>- deliver training through allocated staff meetings</li> </ul>				
<b>To ensure SC1 is consistent across school through planning, teaching and assessment.</b>	<ul style="list-style-type: none"> <li>- book monitoring</li> <li>- pupil questionnaires</li> <li>- lessons drop-ins</li> <li>- monitor SC1 assessment</li> </ul>	J. Walker	Autumn Spring Summer	n/a	
<b>To monitor assessment for science related to Milestones (focus on SC1)</b>	<ul style="list-style-type: none"> <li>- Reintroduce SC1 Science assessment with staff (staff meeting A1)</li> <li>- support staff with completing assessments</li> </ul>	J. Walker	Autumn	n/a	
<b>To deliver a science day/week</b>	<ul style="list-style-type: none"> <li>- 11<sup>th</sup> - 20<sup>th</sup> March 2021 (S2 W3)</li> <li>- use British Science week resources to support</li> <li>- Whole school project/competition</li> <li>- Invite parents to a presentation/assembly of projects</li> <li>- Children become 'Scientists'</li> <li>- complete Science display</li> <li>- Scientist of the week award</li> </ul>	J. Walker	Spring	£30 – for prizes	