

Champions: Jade Smith & Kajal Jethwa Link leader: Jo Hill

Intelligence already gathered	Previous M&E indicated that: Previous monitoring and evaluation indicated that staff were using the national curriculum to plan sequences of lessons. This was taught once a week in most year groups. Each year group was trying to build upon some of the previous knowledge, although this was not always being done effectively. Staff were using the floor books more frequently however, there were some inconsistencies across year groups. There was little evidence of challenge for all, and we needed to ensure that all pupils voice was being recorded in floor book lessons. There was a limited amount of work in individual science books, and as a school we needed to include more retrieval practices to ensure knowledge was being recorded in mind maps.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	<i>Deliver CPD on different aspects of science across the year, to develop staff subject knowledge, and them it will be shared amongst students</i>	Autumn 1 and 2 JS and KJ	CPD was delivered to whole school during the Autumn term to help develop staff knowledge, around working scientifically (both the enquiry types and how students can work scientifically by planning their own investigations), assessment, launch of the scientist of the topic and the PowerPoint was updated. The impact of this should be seen within pupil books, and planning scrutinies, where staff are sharing their knowledge, and should help improve pupil voice.	Students will be able to plan own investigations, and this will be seen in their science books. Children will also be able to talk about working scientifically, and this will be evidence in staff and pupil interviews.	Subject champions are going to monitor how the CPD cycle has been implemented with staff and reflect on how well this has been embedded and we will interview the children about the 5 enquiry types and how well they understand investigating in science.  Subject champions will send reminders through bulletin and phase.
	<i>Subject champions will make and launch the outline of science units document and staff to use the document to plan effective lessons and cover the key learning in each year group.</i>	Autumn 2 JS and JH	Subject champions will have ordered books for science by the end of January, through own subject development and through the use of Peters Books. These books will then be used in planning and will hopefully act as an aid and support to children, but also to engage students in science.	Science deep dives	We will know these are being used, from staff interviews and planning deep dives.
	<i>Subject champions to improve subject knowledge around science and literacy and put in an order for books to be used in all years. This will then be implemented in a staff bulletin.</i>	Spring 1 JS and KJ	Subject champions have completed book scrutinties and pupil interviews, to ensure science is consistently taught across both sites. In January, the subject champions will share feedback and observations of good practice, of support and challenge.		Once books have arrived, a bulletin message will be sent on how they can be incorporated within the lessons.  Science day to launch story books with working scientifically objectives.
	<i>Subject chamipons will share good practice from their monitoring, which will look at supporting and challenging all learners.</i>	Throughout the year JS and KJ	Pupil voice has demonstrated that because of CPD provided, children can share knowledge of the five enquiry types. Through learning walks, champions have identified an increase in teachers planning opportunities for specific teaching of the working scientifically objectives. Children have begun to make real-life connections to scientists.  Book checks have shown that more supports are in place for SEND and LA children, particularly through the use of QR codes and presenting their learning in a variety of ways.	Staff bulletin will evidence this, as will staff emails. There should then be a rise in “challenge for all” in floor books, science books and planning.	Subject champions will share examples of good practice, for both challenge and support in Spring 1.  Challenge in science to be developed.

6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<i>Subject champions will attend TMET Science Network meetings and link meetings with subject leader.</i>	Different points throughout the year JS and KJ	Both subject champions attended TMET science networking meetings, and link meetings with the subject leader. From this, Subject champions were able to draw upon the knowledge of others, and started to prepare for OFSTED, as other school in the trust had just had inspections.	Minute notes. Sharing good practice to other staff and schools.	Subject champions will continue to share good practice to other staff and schools.  Subject champions will continue to monitor and evaluate how assessment has been impacted.  Assessment- Action point for the next academic year.  Subject champions will alert staff when cupboards have been restocked.  Through monitoring we know that some year groups have started developing the use of mind maps however we will ensure these are being used consistently throughout the school.  Discussions with SLT to formalise science data inputting in line with English and maths.  Ensure teachers are referring to the prior learning for that topic before. This needs to be referred to at the start of each topic. Continued monitoring and unpick the reasons behind this.
	<i>Subject Champions to refine assessment, and monitor the impact of this</i>	Autumn 2 JS and KJ	New assessment has been launched in Autumn 2. All teachers are aware of the new assessment proforma, to track the children not quite at their year group targets.	Changes to assessment will be evident in books/ planning/ and monitoring. Subjects champions will reflect on assessment and see what the next steps should be.	
	<i>Subject champions to audit current resources in both buildings and restock necessities (such as batteries). When new stock has arrived, we will distribute and inform staff</i>	Autumn 2 JS and KJ	Science cupboards have been audited, and tidied. Stock will be ordered by the end of January. The tidying of the cupboards has allowed ease of access and has been helpful to staff in finding resources. We know this from staff interviews.	Science cupboards will be restocked. We will know this from invoices, and pictures sent out on staff bulletin.	
	<i>Subject champions to ensure retrieval activities are happening and is being evidenced in most lessons.</i>	Throughout the year JS and KJ	Retrieval activities were launched at the start of the year. This has impacted children's mind maps in some year groups. Children can recall more detail from their learning, and some year groups have moved to a double page spread.  Assessment system has been launched, however the impact of this needs further monitoring. Teacher voice has identified an overload of science assessment formats.  Books have been purchased to improve links across the curriculum, however this has not yet been launched. Reorganisation of the science resources cupboard has meant that teachers are now using a wider variety of resources in their practical lessons.  Retrieval activities are being used but are stronger in some year groups than others. Mind maps are demonstrating prior learning in some year groups but this needs to be refined for example, some are happening weekly, some are still happening at the end of the topic.	Through monitoring, we will hopefully see larger mind maps being created by pupils in their science books.	

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