Subject Leader's Annual Summary Statement for SDP

Subject / aspect of the curriculum: Science

Date of review: July 2020

Review of previous year's priorities & targets, evaluation of successes and areas for development:

Target	Review at end of school year 2019-2020
• To have a clear and consistent Science curriculum that shows progression across the years.	• Coverage matrix created to record each of the NC objectives per age group in relation to Science. Some gaps still remain as not all MTPs are available on the network. • All children are taught science although the frequency differs per class. Within Hawthorn, Juniper and Ash there is evidence to show Science taught on a weekly basis. • Hawthorn and Juniper have clear working walls for science showing topic, progression within the topic and scientific vocab. • Hawthorn and Juniper use lesson objectives for each science lesson with success criteria shaped to show working towards, age related and greater depth. Books are then marked and the relevant criteria highlighted showing a child's progress in that lesson. • Due to lockdown, no observations of teaching have been undertaken. • Book scrutiny completed in Beech, Hawthorn and Juniper. Ash does not use books so need to talk to Teacher about use of Tapestry and how evidence of Science learning is recorded. Willow Science books were not available on day of scrutiny. **Areas to develop:** **1. Complete the coverage matrix and review to ensure that it shows progression.** **2. Ensure that each class has a working wall showing topic, what comes before, what comes next and scientific vocab**

	3. **For EYFS/KS1 make sure that any continuous provision areas include science resources and science activities for children** 4. **Ensure that all classes use LO for each science lesson which Teacher either records evidence again in Tapestry, or marks book against.** 5. **SL to observe Science teaching in other classes.** 6. **SL to complete book scrutiny across all classes.**
• Build a knowledge base for staff who are less confident in teaching Science	• Some feedback gathered at the science staff meeting in February 2020. Mostly people are relatively comfortable. • SL has provided a list of useful Science websites to staff. • Go back through previous SL CPD and ensure the information has been shared with staff. • Still work to be done in this area. **Areas to develop:** 1. **Implement a SharePoint (Intranet)page for Science which lists all useful websites so staff can get helpful information/websites/associations etc.** 2. **Share the previous CPD highlights with staff at the next Science meeting.**
• Improve use of scientific vocabulary	• Willow class provides a list of scientific vocab during a topic, although this has not been seen in books yet due to books not available for scrutiny. • Hawthorn and Juniper put vocab on Science working walls. **Areas to develop:** 1. **Look at how EYFS/KS1 can improve use of scientific vocab** 2. **More consistent use of working walls** 3. **Scientific vocab lists to be introduced per topic to support pupils.**
• Ensure a consistent approach to science assessment throughout the school	• Downloaded Science exemplification documents and emailed round staff. **Areas to develop:**

	1. Investigate to see if there is anything else we can do to make science assessment more consistent across classes.
• Improve delivery of the working scientifically elements of the NC	• Activities planned gave the opportunity for staff and children to understand more about working scientifically. • Some child voice gathered and evidenced – see Science Week Display. **Areas to develop** 1. **Need to consider how to build on this progress.**
• Improve visibility of science to the external community	• The school science policy has been re-written. • Significant amount of work has been put into provision of Science information on the school website with a number of different pages. • Science board has been created in the main corridor opposite the Hawthorn pegs. • Science week 2020 was organised across the whole school with a central theme of Working Scientifically. • List of possible partnership organisations who lend materials/resources identified and approaches made – Dyson, RMS org, STEM, Whizz Bang Pop, Popcorn Science. Some equipment loaned but had to be returned unused due to lockdown. **Areas to develop** **1. Keep science website up to date** **2. Continue to investigate partnership organisations, science trips etc.**
Key findings from monitoring and evaluation: [scrutiny of plans, pupils' work, teaching, analysis of pupils performance with reference to Ofsted Subject Specific Guidance]	
Curriculum and Planning	Whilst all teachers are teaching science, it differs between classes as to frequency and level of planning. In addition, not all MTPs are on the network so it is difficult to determine planning and teaching against the NC requirements.
Science around the school	There is an inconsistency across classes and around the school: ● Use of working walls showing science vocab and progression within a topic ● Science activities in the playgrounds and outdoor areas ● Making more of our surroundings and outdoor spaces

	See above actions
Book Scrutiny/Pupil Outcome	There is a wide variety of difference in the following items: ● layout of work with KS2 having separate Science books, whilst KS1 using a combined book for topic and science ● the use of Lesson Objectives ● the marking and assessment of work ● not all books have been in school for book scrutiny ***See above actions***
Assessment	There is some difference in assessment approaches and a requirement to provide additional staff development using the Science Exemplification documents. ***See above actions.***
Courses Attended	SL has attended 1 network meetings and has disseminated information to all staff. Remaining courses were cancelled due to lockdown. SL was invited to present at the network meetings.
Staff Meeting	SL has hosted one Science Subject Lead Staff meetings which focussed on working scientifically, the types of skills required and to gather feedback about what staff thought about Science.
Targets and actions for the next year: [note any whole school issues]	***Continue with the actions set this academic year.***
Resources, training needs and other costs:	● SL to continue to attend network meetings as a valuable resource. Future sessions include responding to Ofsted Deep Dive, Assessment and raising attainment of boys in Science. ● Look at fundraising or other sources of income for Science as a significant amount of our Science resources need replacing.
Long-term plans and proposed developments:	***Nothing yet***
Discussion with head, staff and governors:	● Ongoing staff meetings to share Science information ● Meetings with Science Governor, Helen Evans
Monitoring timetable:	Book scrutiny: On going at least twice a year

	● Curriculum and planning scrutiny: On going ● Lesson observations/learning walk: Subject Leader to complete at least one observation with Science Governor plus 3 annual learning walks to review against Science plan. ● Pupil conference: Complete a series of Pupil Voice surveys annually across the Key Stages ● Analysis of data: TBD