



Jerry Clay Academy Subject Leader Action Plan

Subject: Science	Leader: J Karlsson	Date: October 2019
-------------------------	---------------------------	---------------------------

<p>Target 1 Priority 1: Leadership and management</p>	<p>What will success look like?</p> <ul style="list-style-type: none"> Teachers will plan for skills and knowledge and know where to go for support with this. Work produced should show a range of investigations and evidence across Science books and school. (eg: photos, videos, post it notes, range of assessment). Ensure to collect GD examples of this. Ensure school has resources available for staff if needed to teach Science units to a high standard. Share outstanding practice across the school. 			
Action	Who?	When?	Resource	✓
Display monitoring – what do these look like? Good examples?	JK	Autumn 1 Continue this throughout Autumn 2	Cameras	
Monitor planning across year groups	JK	Autumn 1 onward	-	
Book scrutiny	JK	Autumn 1 onward	Year group topic books	
Subject evidence folder	JK	Ongoing	-	
Collect feedback on visits throughout the year and rebook/book new for next year.	JK	Autumn 2 onward		
Feedback given to governors at end of year meeting.	JK	Summer 2		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

Target 2**Priority 2:** Quality of Education**What will success look like?**

- Ensure units are being taught fully and build upon progressively. Ensure learning objectives and success criteria in lessons show use of skills to support learning
- Further development of vocabulary across the school strengthening our work on tier 2 words every week
- Staff will have a clear understanding of how to teach the subject in an interesting and engaging way to allow more children to work at 'Greater Depth' within the subject. S/M to cascade this.
- Science work visible in classrooms, books, evidence. Investigations with full purpose or linked to storytelling.
- Concept cartoons or other to advance learning and understanding
Photographic evidence of any resources or artefacts used, workshops carried out or trips to show how they have supported current learning and to contribute towards non written assessments.
- Teacher feedback and marking will be specific to skills
- How do teachers know they are working at GD? Use *simple* assessment system that outlines skills from Below Standard to Greater Depth.
- Ensure that Science is linked well to real life or storytelling and embedded in the curriculum.

Action	Who?	When?	Resource	✓
Staff meeting	JK/ Staff	Autumn 1 onwards		
Concept cartoon books	JK	JK / staff	Books	
Science storytelling books	JK	JK/staff	Books	
Monitor planning	JK	Autumn 1 onwards		
Develop vocabulary document for staff to use	JK	Autumn term onwards		
Observations	JK	Spring		
Book looks	JK	Autumn 1 onwards		
Pupil voice to assess enjoyment and understanding	JK	Spring 1		

Evaluation (impact on learning and progress) (Who? How? Reported to?)

Target 3 Behaviour and attitudes	What will success look like? <ul style="list-style-type: none"> • Analyse and assess self, peer and critiquing to ensure children are making progress towards next steps in Science. Concept cartoons / questions good for this. • Use of a range of formative assessment in lessons to challenge and extend children's learning – pre planning may support this and guide direction of coming lessons. • 			
Action	Who?	When?	Resource	✓
Monitor planning	JK	Autumn 1 onwards		
Develop vocabulary document for staff to use	JK	Autumn term onwards		
Observations	JK	Spring		
Book looks	JK	Autumn 1 onwards		
Pupil voice to assess enjoyment and understanding	JK	Spring 1		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				

Target 4 4 Personal Development	What will success look like? <ul style="list-style-type: none"> • Children know the importance of Science and know careers possible . They understand how it helps them learn about the world. • Ensure that Science is linked well to real life or storytelling and embedded in the curriculum. • Strengthen links within the community – make links with visitors into school. Scientists/ engineers? 			
Action	Who?	When?	Resource	✓
Create links with visitors for year ahead – look at class topics to see where this would fit.	JK	Autumn 1 and onwards		
Heighten Science on Twitter	JK/Staff	Autumn 1 onwards		
Ensure this is happening through book looks, observation, staff meeting and coordinator notices.	JK	Autumn 1 onwards		
Pupil voice	JK	Spring onwards		
Evaluation (impact on learning and progress) (Who? How? Reported to?)				