



## Jerry Clay Academy Subject Leader Action Plan

<b>Subject: Science</b>	<b>Leader: J Karlsson</b>		<b>Date: October 2020</b>
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<b>Target 1</b> <b>Priority 1: Leadership and management</b>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li>1c clear about the projects which I am leading in Science and have a clear outline of this for the whole year.</li> <li>Continue to develop an ethos of excellence where everyone strives to be the best they can be, both adults and children.</li> <li>Continue to share our good practice in order to ensure that our own practice gets stronger.</li> <li>Teachers will plan for skills and knowledge and know where to go for support with this (knowledge organisers)</li> <li>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.</li> <li>2b. Every Subject Leader to have a Twitter account to connect with other Subject Leads in order to be as up to date as possible with their subject and also sharing expertise across the network. Subject leadership is heightened even more so that Subject Leads become absolute specialists in their subjects - Share outstanding practice across the school through staff meetings and sharing good practice on Twitter.</li> <li>1b. Make connections with our values calendar and ensure that it connects more across all subjects and across the curriculum</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Science display – outcomes of good work. Link to retrieval, investigation, concept cartoons and range of Scientists. Change this at least termly.	JK	Autumn ongoing		✓
Display monitoring – what do these look like? Vocabulary and diagrams. Give informal feedback.	JK	Autumn 1 Continue this throughout Autumn 2	Camera	
Monitor planning across year groups- monitor MTP and weekly planning (Smartboards). Ensure planning is following guidance of knowledge organisers.	JK	Autumn 1 onwards. Each term will need some monitoring.		
Book scrutiny	JK	Autumn 1 onward	Year group Science books	
Subject evidence folder. Further evidence of retrieval and greater depth/application.	JK	Ongoing	-	
Collect feedback on visits throughout the year and rebook/book new for next year.	JK	When appropriate – Spring/Summer? (re: Covid 19)		
Heighten own subject knowledge and research through the use of Twitter. Use this to join /create networks.	JK	Autumn 1 onward	Twitter	
Link with governor. Feedback given to governors at end of year meeting.	JK	Summer 2		
World Environment Day assembly – linked to values calendar	JK	Tuesday 1 <sup>st</sup> June		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

<p><b>Target 2</b>  <b>Priority 2:</b> Quality of Education</p>	<p><b>What will success look like?</b></p> <ul style="list-style-type: none"> <li>• Ensure we are constantly reviewing our full curriculum &amp; ensuring cohesion of application from one subject to another. 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</li> <li>• Development of Teaching and Learning in Science, with a particular focus on developing effective retrieval practices (Knowing more, remembering more and being able to do more) 3b. Retrieval implemented across Science</li> <li>• Develop reading across school – applied to non -fiction (Science)</li> <li>• Teaching sequences developed and presented by all Subject Leaders  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.</li> <li>• 6c.Retrieval practices developed across the Science curriculum</li> <li>• Science work visible in classrooms, books, evidence. Investigations with full purpose and ownership.</li> <li>• Concept cartoons or other to advance learning and understanding or uncover misconceptions.</li> <li>• Teachers able to assess children in Science . Have knowledge of children's abilities across school.</li> </ul>			
Action	Who?	When?	Resource	
<p>Ensure school has resources available for staff if needed to teach Science units to a high standard. Apply for Edina Grant. (Applied October 2020). Use money (if given) for further Convince Me and other resources needed. (See list)</p>	JK	October 2020		<p>✓ ✓</p>
<p>Lead staff meetings throughout the year.  First staff meeting to focus on retrieval and how this links to INSET. (Concept cartoons and Convince Me).  Focus on lesson sequence (knowledge and investigation).</p>	JK	Autumn 1		<p>✓</p>
<p>Staff meeting – focus on what is going well.  Focus on retrieval.  Focus on next steps</p>	JK	Autumn 2		
<p>Staff meeting Revisit later in year and follow up on anything needed. Next step</p>	JK	Spring 1		
<p>Pupil voice to assess enjoyment and understanding</p>	JK	When appropriate – Spring/Summer? (re: Covid 19) Link with JLT subject lead in first instance.		
<p>Science Reading challenge ??</p>	JK	Spring <a href="https://pstt.org.uk/resources/curriculum-materials/science-reading-challenge">https://pstt.org.uk/resources/curriculum-materials/science-reading-challenge</a>	Mixture of Science books	
<p>Use assessment system that outlines skills from Below Standard to Greater Depth (programme of study – front of books)</p>				
<p><b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b></p>				

<b>Target 3</b> <b>Behaviour and attitudes</b>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well-being of each and every individual is a priority.</li> <li>• To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the Academy and the wider community.</li> <li>• Continue to increase the independence of our pupils by further reinforcing AFL/ retrieval methods and critiquing</li> <li>• Analyse and assess self, peer and critiquing to ensure children are making progress towards next steps in Geography.</li> <li>• 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.</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Continue to ensure that teachers are using AFL (formative assessment) to plan and adapt lessons, as necessary. Ensure teachers are using CPD resources (Convince Me, concept cartoons) as well as others, to enable them to do this.	JK	Thought planning and staff meetings  Ongoing	Convince me cards Concept cartoons	
Continue to share good examples of critiquing	JK	Thought planning and staff meetings  Ongoing		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				

<b>Target 4</b> <b>4 Personal Development</b>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li>• 5a. Redevelop the JCA values in the entrance of the school to reinforce the pivotal role that they play to our whole curriculum .Children know the importance of Science and know careers possible . They understand how it helps them learn about the world.</li> <li>• Ensure that Science is linked well to real life or storytelling and embedded in the curriculum.</li> <li>• Strengthen links within the community – make links with visitors into school. Scientists/ engineers?</li> </ul>			
<b>Action</b>	<b>Who?</b>	<b>When?</b>	<b>Resource</b>	<b>✓</b>
Ensure teachers are linking Science work to Scientists (there is a range on the knowledge organisers. Teachers can also add to these.	JK	Autumn 1 and onwards	Knowledge organisers	
Make children aware of diversity in Science , including Scientists from around the world, of different race and skin colours, different genders so that there is a range of representation – continue to add this to Science display.	JK	Autumn 1 ongoing	Science display	
Heighten Science on Twitter	JK/Staff	Autumn 1 onwards		
<b>Evaluation (impact on learning and progress) (Who? How? Reported to?)</b>				