



Subject Action Plan Science and Technologies

Objectives	Actions and Personnel	Resources/ Responsibly (Who)	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring and Evaluation
<p>Monitoring</p> <p>Monitoring of teaching and learning in Science and DT throughout the year.</p> <p>3 deep dives at different points in the year.</p>	<p>Science Deep Dive- Autumn 2. KL to look at work in all year groups so far. Look in particular at the skills being used and the working scientifically objectives.</p> <p>Science Deep Dive- Summer 1. KL to look to see if year groups have covered everything so far and whether children are retaining knowledge. Pupil interviews. Look at scientific skills and see if any need tweaking for next academic year.</p> <p>Deep Dive- Summer 2. KL to look at the work completed in DT week 1 and complete a learning walk during DT week 2. Pupil interviews. Look at DT skills being used and tweak for next year.</p> <p>KL to check in with each year group once every half term with an informal drop in.</p>	<p>KL responsible for monitoring</p>	<p>Each class should have covered the Autumn term topics from the long-term overview. WW should be following the non-negotiable document. Books should be following the marking policy.</p> <p>DT week completed and evidenced in books. Moved to Spring term.</p>	<p>Each class should have covered the Spring term topics from the long-term overview. Evidence of working scientifically/ scientific skills in books and through pupil interviews.</p>	<p>Each class should have covered the Summer term topics from the long-term overview. Children should be able to say what they have learnt in Science this year and what skills they have used.</p> <p>DT week 2 completed and evidence in books.</p> <p>Children should be able to say what they have learnt in DT this year and what skills they have used.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Coverage and Progression</p> <p>Check coverage of NC skills in each year group after each term.</p> <p>Ensure skills are</p>	<p>Use long term plan overview with NC objectives on.</p> <p>Skills progression document to show skills to be covered.</p> <p>Ensure must knows are being used as a working document.</p> <p>Long-term plan created to show progression in each year group. Highlight each half term during</p>	<p>KL responsible for monitoring coverage each term.</p> <p>Must knows for each unit to be shared at the beginning of the unit in books to be used as a working document and on Seesaw.</p>	<p>NC objectives covered for Autumn term.</p> <p>Begin to cover working scientifically objectives.</p>	<p>NC objectives covered for Spring term.</p> <p>More working scientifically objectives to be covered.</p>	<p>NC objectives covered for summer term.</p> <p>Ensure year 2,4 and 6 have covered working scientifically objectives and years 1, 3 and 5 have informed next year teachers of the scientific skills to be</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>



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<p>being taught in every year group. (Progression of skills document)</p>	<p>coverage checks.</p>				<p>covered. DT objectives and skills covered during week 2.</p>	
<p>Assessment</p> <p>Use TT half termly to access each child against the NC for Science.</p> <p>Children complete half termly assessment on units.</p> <p>Teachers to use TT to tick off statements for DT after DT weeks but also when covered throughout the year.</p>	<p>Each half term, teachers to update TT statements and steps for Science.</p> <p>Children to complete Science assessment at the end of each unit. Children to use must knows as a working document to self assess each unit.</p> <p>Twice a year and throughout when needed, teachers to update TT statements for DT.</p> <p>KL to use TT for gap analysis to inform teachers.</p> <p>Teachers to highlight skills of progression to update for next year.</p>	<p>KL to look at TT each half term to update whole school Science data.</p> <p>KL to look at statements on TT to see what gaps there are.</p> <p>KL inform/show teachers the gaps and the working scientifically objectives that should be integrated into the teaching of science.</p>	<p>Majority of children to be at expected standard for objectives taught- if not, see what catch up is in place.</p> <p>Check children's self-assessment of must knows. Are they confident with the areas they have covered?</p>	<p>Majority of children to be at expected standard for objectives taught- if not, see what catch up is in place.</p> <p>Check children's self-assessment of must knows. Are they confident with the areas they have covered?</p> <p>Check children's understanding of working scientifically is on track.</p>	<p>Majority of children to be at expected standard for objectives taught- if not, see what catch up is in place.</p> <p>Check children's self-assessment of must knows. Are they confident with the areas they have covered?</p> <p>Check children's understanding of working scientifically.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Culture capital</p> <p>Each class have one trip/visitor linked to Science during the year.</p> <p>2x DT weeks.</p> <p>Science visitor (whole school)</p> <p>Science Week / Days</p>	<p>Long term plan detailing at least one trip relating to Science within the year.</p> <p>DT weeks to incorporate a theme/visit/visitor to promote the love of DT. Work with trust.</p> <p>A visitor to visit the whole school (assembly/workshop) to promote love of Science. Focus on a weak area or an area with gaps.</p> <p>Science week/days incorporate a theme/visit/visitor. Work with trust.</p>	<p>KL to share LTP/trip coverage.</p> <p>KL to share DT/Science weeks plan.</p> <p>KL to sort/organise a visitor. £200+</p>	<p>World Ozone Day (Sep)</p> <p>World Habitat Day (Oct)</p> <p>World Food Day (Oct)</p> <p>KL to share LTP with all teachers so they are aware of trips or visits.</p> <p>KL to share DT week plan. Moved to Spring term.</p>	<p>KL to share Science week plan. (March)</p> <p>KL to organise a visitor in school.</p>	<p>Earth Day (April)</p> <p>KL to share DT week plan.</p> <p>Cooking competition</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>



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Competitions	Run a cooking competition.					
CPD	<p>KL to lead 5x staff meetings throughout the year on:</p> <ul style="list-style-type: none"> - Expectations in Science (books & WW) Use of TT for data analysis. - Retention of skills (laminated must knows) - Share CPD/good practise/ideas etc. - How to incorporate working scientifically into their lessons. - DT x2 meeting on DT week and incorporating DT into the curriculum elsewhere. <p>Share CPD with staff – creating a list for all.</p>	<p>KL to research using BSquared</p> <p>KL to research CPD and share with all.</p> <p>KL to create 5x staff meetings for staff. 5 hours throughout the year.</p> <p>KL to research courses for leadership and attend then share back with staff. £50</p>	<p>KL lead DT staff meeting incorporate SEND BSquared.</p> <p>KL lead Science staff meeting incorporate SEND BSquared.</p> <p>Share list of CPD for Science and DT.</p>	<p>KL lead Science staff meeting.</p> <p>Share good practise, examples, resources etc. with staff.</p>	<p>KL lead DT staff meeting.</p> <p>KL lead Science staff meeting.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
SEND Provision	<p>Teachers to use BSquared to meet the needs of all children in their Science and DT planning/teaching.</p> <p>Teachers to use progression of skills document to see whether they need to use the previous years' skills to plan for children with SEND.</p> <p>Monitor SEND children during deep dives to ensure they are challenged at their level.</p>	<p>KL to support teachers in using BSquared.</p> <p>KL monitor SEND children throughout the year during deep dives/drop ins.</p>	<p>SEND children to be accessing lessons at the appropriate level.</p>	<p>SEND children to be making progress in line with their abilities</p>	<p>SEND children to have completed all units at their level</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>BSquared for SEND pupils in Science.</p> <p>Remind staff of ReachoutCPD.</p> <p>List of online website for Science and DT.</p> <p>Staff meetings x5 throughout the year.</p> <p>Share Science CPD from courses, research or other Science leaders.</p> <p>Share good practise, examples, resources etc. with staff.</p>						



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Working at depth	Teachers to use assessment/TT to see which children are showing signs of working at GD. Teachers ensure challenge is provided in lessons for these children to exceed.	KL to monitor GD on TT and during deep dives to see if these children are being challenged.	Teachers to assess more able children and challenge them in lessons.	Children at GD to continue making progress. Evidence in books to show GD children are being challenged.	Evidence on TT and in books to show GD children have been challenged.	Milestone 1: Milestone 2: Milestone 3:
Work differentiated to challenge children working at depth. Opportunities available for children working at depth in Science & DT.						
Creating a portfolio / showcase for subject	WW in all classrooms. Whole school displays. Science books/DT book per class. Website will have LTP, intent, policy, action plan and a science blog to display science work in school.	KL to use WW non negotiables to monitor WW. KL to create whole school displays. KL to monitor books. KL to create blog for website and update policy, intent and LTP.	Science WW up to date DT display Books up to date Blog up to date.	Science WW up to date Books up to date Blog up to date.	Science WW up to date Books up to date Blog up to date.	Milestone 1: Milestone 2: Milestone 3:
WW in all classrooms in green to display Science. Whole school DT display to show DT/Science week. Science books used weekly and DT weeks evidence in big black books. Blog on website.						
Retention	Must knows in place for each unit in each year group. Must knows in place for each year	KL monitor must knows. KL create DT must knows.	Must knows shared with each class. Regular must knows	Must knows shared with each class.	Must knows shared with each class. Regular must knows	Milestone 1: Milestone 2:
Must knows for each unit.						



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<p>DT must know for each year group.</p> <p>Use of progression of skills.</p> <p>Science week to go over retention.</p> <p>Regular quizzes in class.</p>	<p>group for DT.</p> <p>Teachers use progression of skills to cover prior learning and revisit.</p> <p>Science week planned to go over retention of previous taught units.</p> <p>Must know laminated to go over whole class/quizzes.</p>	<p>KL monitor retention during deep dives and pupil interviews.</p>	<p>recap/quizzes in class.</p>	<p>Science week retention focused.</p> <p>Regular must know recap/quizzes in class.</p>	<p>recap/quizzes in class.</p>	<p>Milestone 3:</p>
<p>Resourcing</p> <p>Check resource cupboard.</p> <p>Ask teachers what needs purchasing.</p>	<p>Ensure cupboard is organised/labelled for accessibility.</p> <p>Ask teachers which resources are needed for both Science and DT.</p> <p>Purchase books linked to both subjects.</p>	<p>KL to organise resource cupboards.</p> <p>KL to purchase resources needed. £150.</p>	<p>Purchases resources needed.</p>	<p>Purchases resources needed.</p>	<p>Purchases resources needed.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Loss of Learning</p> <p>Ensure coverage of lost learning is taught due to Covid-19 school closure.</p> <p>Use TT gap analysis for gaps.</p> <p>DT week rescheduled.</p>	<p>Create a new whole school overview with coverage of the missed NC objectives.</p> <p>Inform teachers of which topics their new class have missed out on and the skills they may not have acquired.</p> <p>Use TT to see gaps using gap analysis.</p> <p>Reschedule a third DT week during the year to cover the NC objectives and skills missed out.</p>	<p>KL to distribute and discuss new overview.</p> <p>KL to use TT to see gaps in learning using the gap analysis and share with staff.</p>	<p>Ensure teachers are following new overview and support them in teaching the NC objectives from the previous year using LTP and skills progression.</p> <p>Monitor DT week – ensure previous years teaching is being taught using LTP and skills progression.</p> <p>Moved to Spring term.</p>	<p>Ensure gaps are closing and children are still making progress in Science.</p> <p>DT day/interventions for skills/objectives still not taught.</p>	<p>Ensure children have caught up/exposed to last years teaching.</p> <p>Science day/interventions for skills/objectives still not taught.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Projected to be spent:</p>	<p>£</p>					
<p>Total Budget Allocated:</p>	<p>£</p>					



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