



To develop a broad, balanced and vocabulary rich curriculum,
that is ambitious and gives pupils the knowledge that they
need to succeed in life

2021-2022

Strategic Direction and Development of Science

Actions	Timescale	Success Criteria	Cost & Staff	Termly Review for Governors and SEF (Autumn, Spring, Summer)
INTENT				
To ensure that Science is coherently planned from F1-Yr2 so that key knowledge, vocabulary and skills are taught in a logical order and children make progress year on year.	Autumn	Science is planned effectively in each year group with clear progression.	CY	
Ensure that the content is sequential and builds upon prior knowledge in each subject. Can you demonstrate it?	Autumn	Science is planned effectively in each year group with clear progression.	CY	
To review the planned curriculum to ensure coverage of the National and EYFS Curriculum.	Autumn (KS1) Summer (EYFS)	There is complete coverage of the NC in the Year 2 and Year 1 planning as well as in the EYFS	CY	
To review subject planning so that it is accessible for SEN and disadvantaged pupils .	Spring	Planning is accessible for SEN and disadvantaged pupils .	CY	
To produce a long term overview for Science which outlines provision from F1-Yr2.	Autumn	A long-term overview outlines Science across the school.	CY	
To produce a vocabulary overview for <i>Science</i>	Spring	To produce a vocabulary overview for <i>Science</i>	CY	

To review and update the curriculum policy related to Science so that it reflects current practice in school.	Summer	Review and update the curriculum policy related to Science so that it reflects current practice in school	CY	
To ensure that the website information is up-to-date for Science	Ongoing	The website information is up-to-date for Science	CY	
IMPLEMENTATION				
To ensure that the planned curriculum is delivered in each year group by: <ul style="list-style-type: none"> a. Observing lessons and providing feedback. b. Termly book scrutiny c. Interviewing pupils 	Spring - Summer	The planned curriculum is delivered in each year group evidenced by lesson observations, book scrutiny and pupil voice.	CY	
Have scrutinised teaching and learning so that you can show the curriculum produces an increasing amount of knowledge that is built year on year and that the knowledge is 'sticky.' (ask the children what they know) Is there sufficient re-visiting of subject knowledge planned in the schemes of work?	Spring - Summer		CY	
To audit staff expertise in Science and to provide staff training to further develop subject knowledge.	Spring - Summer	Staff are confident with the curriculum they teach and subject knowledge and have a range of resources to support them and improve their teaching.	CY	
Identify best practise in Science by attending relevant training and liaising with other schools in our networks e.g. Infant Heads, Deeside Collaboration	Autumn and ongoing	Share relevant information with colleagues and support them to add this to their planning	CY	
Review experiences on offer for pupils in Science and suggest opportunities for each year groups.	Ongoing	Science club preferably ran by third party- Summer Continue to work with the Eco-Council to meet objectives and reach the Green		

		Flag Award (this includes building a garden in the school grounds).		
To conduct an audit of school environment to identify if Science is reflected positively.	Ongoing	Science is reflected positively in the school environment – Eco council and school garden.	CY	
IMPACT				
To produce a termly report for governors which will form part of the HT report to governors.	Termly Review	To produce a termly report for governors which will form part of the HT report to governors. X 3	CY	-
To have a face to face/phone meeting with the link governor for your subject	Each Term	To have a face to face/phone meeting with the link governor for your subject	CY	-
Conduct deep dive of Science	Summer	Leaders have an accurate evaluation of current practice and how it can continue to progress	CY & JM(?)	-