



Hurst Park School – School Development Plan 2020-2021

Outcomes for Pupils – Science

Key Priority: Pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills.

Objective	Action	Start date/lead	Milestones	Success Criteria	Monitoring and Evaluation (Progress and Impact)	Resources
To identify visual impression of the value placed on science across the school	On a termly basis, move around the school and classrooms, capturing evidence of science outdoors and indoors. Invite y6 school council to attend and give opinions	Term 1, November 2020 Term 2 March 2021 Term 3 July 2021	Evidence of science in classrooms and around school Outdoor learning	Classrooms and display boards show evidence of science learning Evidence of science learning outdoors		
To identify how planning addresses the learning experiences of the children Planning scrutiny -	Planning scrutiny every term to review <ul style="list-style-type: none"> • Curriculum coverage • Continuity and progression • Afl • Levels of challenge • Use of outdoors • Development of skills and vocabulary 	Term 1, December 2020 T2, March 2021 T3, July 2021	Curriculum coverage matches national curriculum objectives Continuity and progression of topics and tasks Assessment Differentiation Use of outdoor garden Evidence of skills being used	Curriculum coverage matches national curriculum objectives Continuity and progression of topics and tasks are adequate for children age/year groups Teacher and child assessment Differentiation of work and activities Use of outdoor garden – KS1 Evidence of skills being used across the topic/s		

<p>To find out what impact science teaching has had on children's learning as evidenced by their work.</p>	<p>Book scrutiny every term to determine</p> <ul style="list-style-type: none"> • Continuity of activities • Levels of challenge • Scientific vocabulary • Scientific skills • Differentiation • Feedback • Children acting on feedback • Self assessment • Application of other curriculum areas • improvement 	<p>Term 1, December 2020 T2, March 2021 T3, July 2021 To coincide with planning scrutiny</p>	<p>Good coverage of NC</p> <p>Clear differentiation, levels of challenge and support Scientific skills being developed progressively Marking consistent, use of questioning and next steps, children's response to marking Children assess their understanding and record them It is clear that other curriculum areas are being used Children's books show progress of learning</p>	<p>Good coverage of NC throughout projects Differentiation and support where needed Range of scientific skills being used and understood Marking is consistent with good responses from children Children are self assessing Evidence of other curriculum areas being merged Books show clear development and learning</p>		
<p>Observe the process of teaching and learning in action</p>	<p>Formal lesson observations to establish</p> <ul style="list-style-type: none"> • Use of questioning 		<p>Hands up hands down questioning Questioning range of pupils Talk partners Sharing viewpoints Probing thinking Using prior knowledge Correcting misconceptions Evidence of children explaining, interpreting, analyzing, justifying, discussing and identifying</p>	<p>Children will be able to answer questions and ask questions in various domains</p>		
<p>How do we make questioning better?</p>	<p>Go through Blooms Taxonomy and how it can help teachers to improve their questioning.</p> <p>lead staff meeting on Blooms Taxonomy and questioning.</p>					