Rodbourne Cheney Primary School

Subject Development Plan 2025-2026

Subject Area: Science

AIMS:
• To unify the use of the vocabulary starters across the school.   • To embed the use of assessment in Science and regularly analyse Science data in order to check pupil progress and improve outcomes.

Intent
In conjunction with the 2014 National curriculum we aim to offer a high-quality science education, which provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics.   Through teaching science at Rodbourne Cheney we aim to: • Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics   • Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them   • Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Implementation					
No.	Objectives	Lead	Start & Duration	Monitored by	RAG (Fill cell, red, amber or green)
1	**To unify the use of vocabulary starts across the school.** • Design a template which can be used and adapted for vocabulary starters for KS1 and KS2 • Consider how we can best support SEN learners • Design approach for vocabulary starters, considering all ages and abilities • Ensure coverage of vocabulary from all areas of the Science curriculum • Introduce template and approach to teachers • Monitor the use of vocabulary starters across the school	GS	September- July	GS	Autumn Spring Summer
2	**To embed the use of assessment in Science and regularly analyse Science data in order to check pupil progress and improve outcomes.** • All teachers to complete Headstart assessments at the end of each term • Teachers to input Science end of year predictions in excel spreadsheet • Teachers to input Headstart assessment data in excel spreadsheet • Monitor implementation of assessments across the school • Analyse data at the end of each full term • Use assessment to monitor pupil progress and outcomes in Science, including analyzing key groups eg PP, girls/boys, SEN • Support teachers with planning and delivery if there are any areas where data trends do not improve sufficiently • Research ways of assessing 'Working Scientifically' skills and implement across the school	GS	September-July	GS	Autumn Spring Summer

Monitoring Schedule					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Working walls and Science displays Book monitoring- vocabulary starters	Pupil and staff voice- Science/Vocabulary starters **Data analysis**	Medium term plans Book monitoring- samples	Pupil and staff voice- assessment **Data analysis**	Learning walk Book monitoring- samples	Pupil and staff voice- Science **Data analysis**

Impact **(Broken down with milestones – how will you know you are on track?)**		
Impact	Autumn Term	Spring Term	Summer Term
To unify the use of vocabulary starts across the school.			

To embed the use of assessment in Science and regularly analyse Science data in order to check pupil progress and improve outcomes.			