

St. John's C of E Primary School (VA), Cliviger

Science Action Plan 2025-2026

<u>Priority2: Curriculum</u>	Year 2025-2026 Senior Leader: Olivia Stockwell Governor: Claire Holgate	Finance Plan - How much will the plan cost -
Success criteria/Intent:	Focus on outcomes. Specific, measurable impact on pupils. • Teachers and teaching assistants are clear about what they want pupils to learn within a lesson and this is articulated and understood by teachers. • Teachers and teaching assistants are able to break this down into crisp, clear core knowledge. Pupils are enabled to achieve this core knowledge. • Teachers and teaching assistants are able to harness attention (cold calling, probing questions, think pair share). • Pupils are challenged to be Active Learners within lessons will become more adept at demonstrating their understanding through a range of choral responses, partner talk and catch (ask a pupil to repeat an answer that has already been said) • Assessment for learning of all pupils occurs at regular intervals throughout the lesson. Feedback is timely including live feedback marking for teachers and teaching assistants. • Teachers and teaching assistants will have clear, unified expectations around agreed non-negotiable, such as letter formation and punctuation. • The coaching model will be established throughout school as a vehicle for implementing and driving change within Science. • To serve our community through planting, sustainability and climate change. Measurable Targets: Pupils will be able to demonstrate the key learning through whiteboard work, articulating what their partner has said and others in the classroom, thereby evidencing their engagement and attentiveness within science. There will be a clear correlation between the training provided and classroom practise with teachers and teaching assistants supporting one another in implementing the approaches to harnessing attention. Pupil's development from feedback within Science lessons will demonstrate the effectiveness of the feedback provided. A range of feedback strategies will be evident both in books and in lessons including use of mini whiteboards, cold calling, probing questions, live marking and exit tickets. The quality of the work within every child's book will show development across the year, with specific regard to letter formation, correct use of punctuation and self-editing. It will be part of everyday classroom practice for previous learning to be reviewed and discussed in order to aid pupils' long term memories. Each teacher will give and receive coaching linked to harnessing attention over the course of the academic year	

Implement			Lead person accountable for the action (IMPLEMENTATION)	Time Scale Start and End dates	Training/CPD needs	Resources/ Costs/Time
Subject leader will deliver CPD to all members of staff who lead and support science across school.			OS	Autumn term	Science Updates	
Subject leader will provide guidance on the use of choral responses and guided partner talk and how this can be used within science			OS	Autumn term – ongoing	PDM	
End Goals for each topic provided to support teachers in the sequence and planning of lessons.			OS	Sep - ongoing	PDM	?
All children will have access to the full Science curriculum and will be flourishing.			Teachers and TAs	Sep - ongoing	PDM	?
Pupil interviews each half term will include questions regarding end goals and mistakes in lesson times.			OS	Sep – ongoing	PDM for feedback	Dependant on findings/outcomes e.g. training needed, resources purchased etc.
Teachers will ensure there are high standards of written and spoken english across all science work.			Teachers	Ongoing		
Subject leader time will be used to team teach with other members of staff to share knowledge and expertise within science.			OS Teachers	Ongoing	PDM	
Monitoring – to feed into the weekly timetable						
Who	What	Where	When		External Validation	
OS	Pupil Interviews PDMs Team Teaching Walkthroughs	KS Meetings PDMs Courses/training Across School During Lessons	Ongoing		Subject Governor – Claire Holgate School Advisor – Nick Broome	
Impact: <i>What will the outcomes be?</i>			Update <i>How close are you to the stated outcomes?</i>		Final Evaluation <i>Have the intended outcomes been achieved?</i>	
All children including those that are pupil premium and or have special educational needs or disabilities will make good or better progress. Teachers and teaching assistants develop skills and a range of techniques to harness the attention of all pupils.						

'Love one another as Jesus loved us' John 13 v 34-35

The coaching model becomes more effective as teachers become more adept at delivering feedback through the coaching model leading to clearly identified next steps, which will further impact on pupils' learning. Feedback will be purposeful and effective, addressing errors, misconceptions and enforcing higher standards for pupils. Pupils will develop their speaking and listening skills making them more active learners and ensuring participation from all. Children will know more and remember more over time. Pupils will apply their learning in different contexts and link their learning across the curriculum. Pupils will be able to talk about the impact planting, sustainability and climate change has on their local community.		
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Reporting to Senior Leaders and Governors on the impact of SIP

Evaluation of impact of the School Improvement Plan 2025-2026 For the Head teacher's report to Governors		Staff Member Responsible for the plan: Olivia Stockwell
Actions and impact		Next Steps
Autumn 2025	•	•
Spring 2026	•	•
Summer 2026	•	