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| Intention  Data, Recovery programme, resources, staffing including pedagogy, innovation | Implementation | Implementation Time frame/ Staff involved | Proposed Impact | Evidence towards proposed impact |
| Monitor curriculum delivery, including sequential lessons  (Lesson Observations and book trawls)  *Monitor assessments knowledge and working scientifically in all year groups*  *Staff to continue to use formative and summative assessments to monitor groups of learners within each year group- identifying PP EAL, SEN, boys, girls and GD*  *Key Knowledge organisers are used to assist with knowledge and spelling of key vocabulary*  *Stock audit*  *Class scientist plus an additional scientist on the pupils’ choice.*  *Liaise with link governor, sharing the intent, implementation and proposed impact for science* | *Teacher’s will use…*  *Developing Experts as a tool to plan and deliver lessons, beginning each lesson with the skills and enquiry that the children will learn throughout that lesson so that knowledge will be embedded as the lesson progresses.*  *-Continue to engage enthusiasm for science through the use of science investigations with opportunities to have “Hands on” experiences.*  *Collect pupil voice on the engagement of activities and their scientific knowledge*  *Foster good home/school links for learning by continuing to invite parents in to support the curriculum*  Use Developing Experts to track enquiry and skills each term and a topic assessment to check knowledge at the end of each topic  Teacher’s will use…  Assessments from lessons and Developing Experts to identify next steps to move learning forward  *key knowledge organisers to support gaps in learning. (In books)*  *Key knowledge organisers include relevant knowledge to support learning (Developing Experts KKO’s)*  *Collect pupil voice/monitoring to ensure KKO’s are being implemented*  *Ensure the science area is well equipped to enable staff to deliver the curriculum.*  *Purchase new resources and sorted for easy access*  *Liaise with the pupils and find out what they want more of.*  *Each class will have a scientist that pupils will learn their life stories, linked with science topics to help further embed scientific knowledge*  *Pupil voice on class scientist and evidence of role*  *Meet with the governors and share the action plan so that the vision for science is known by all stakeholders* | Spring/Summer 2025  SS/EF  Teaching staff  Autumn, Spring Summer  SS/EF  Teaching staff  Autumn, Spring Summer  SS/EF  Teaching staff  *Ongoing from Autumn 2024*  *SS/EF*  *Teaching Staff*  *Spring 2025*  SS/EF  Spring/Summer 2025  SS/EF  Teaching staff  Ongoing from Autumn 2024 | * Children will be embedding knowledge further as lesson will be taught in a sequential order and lesson starters are implemented through the use of Developing Experts. * Vocabulary will be extended, enriched and embedded – aided by the scheme * Science extravaganza in each class, showcasing excellent scientific skills through science work where the parents will be invited. * *Pupils written work will be of the same standard as their English books.* * Pupils will have access to a variety of resources, enhancing knowledge. * Pupils will remember more. * Pupil voice – children sharing knowledge * Evidence of assessment results * Progress can be tracked showing the progression through each year group and phase. * Underachieving pupils can quickly and easily be identified and support measures/interventions can be addressed, enabling pupils to achieve to their full potential * Through the use of updated knowledge organisers, gaps in learning will be reduced, enabling pupils to embed prior knowledge * Greater depth children can independently use KKO’s to support independence and ownership of learning. * Parents are well informed * Pupils will have access to a variety of resources enabling them to be successful in science * Pupils will be actively involved in suggesting resources/books they want for their class libraries. * Pupils will engage in non-taxing, fun activities to help them to learn about their scientist and this will assist in embedding knowledge with the links to relevant topics. * Pupils will have an insight to aspirational people * Governors are well informed of science, how it is taught, progress in working scientifically, assessment and areas to be addressed. * Governors will have knowledge of the Developing Experts scheme |  |

**Discussion notes from APU across the year**