Springbank Academy	Area of focus
Action Plan 2025/26	
Actions/tasks columns should be RAG rated at the end of each term to indicate what has been achieved, what has been started but not yet embedded and what has not yet been achieved.	**SCIENCE**

Key priority/focus	To provide Springbank children with sufficient knowledge and skills to access an increasingly scientific world.
Measures of success	- For all children to access the NC objectives for Science - For all children to have their progress monitored across Science using quizzes (google classroom) - For working scientifically skills in Science to be taught consistently across the school. This is an area of weakness for us currently. - Science to be timetabled in two hours by every class teacher. - Teachers to use the planning on google classroom to show the progression of skills throughout each year group. - Teachers to use the new Science sequence consistently focusing on both substantive and disciplinary knowledge. These should be both equally weighted. - Flashbacks evident in all lessons and make it stick to show understanding of the lesson. - Working Science displays will be displayed in each class and accessed by the children.
Success evaluated by	Governing Body/SLT

Objectives	Action/tasks (What will you do?)	Intended outcome and date objective will be completed (What do you hope it will look like?)	How objective will be monitored	Impact/ evidence (What will the impact be for the children?)
1.Leadership: To ensure that there is full coverage of all Science National Curriculum objectives in all year groups.	Ensure staff have a clear understanding of the objectives they should be teaching from the National Curriculum by providing progression maps/planning/knowledge organisers. These can be accessed on google classroom. Staff to teach objectives for their topic. EL to provide support where needed.	**Autumn** There will be clear evidence in books of planning being followed in both science content and the working scientifically skills. Teachers are creating a sequence of science lessons using the science planning provided. Knowledge organisers are being accessed by children and staff to help build science coverage across the school. Quizzes used as a way to assess children. These are available on google classroom.	Book scrutinies- Lesson visits **Autumn/Summer** Pupil interviews- **Spring** Moderation staff meeting Lesson visits (LV)	I: Children will be taught an exciting and interesting curriculum and will be engaged in lessons to reach their full learning potential. Evidence: Lesson Visit will evidence engagement. Evidence: Books will evidence coverage and progression. School science planning will be evidenced in books.

		Quantity of time spent teaching Science will be evident in books/planning and will match stated curriculum time.		
	Analyse termly data and establish areas for development-share with staff. ==Staff to use quizzes as a way to assess children. These are available on google classroom.==	**Summer** Staff will be confident in their assessments of children's work throughout school. ==There will be evidence of progression both within a class and within year groups.==		
2.Teaching and learning: Teachers provide adequate time for practice to embed pupils' knowledge, understanding and skills securely ensuring progression especially in the working scientifically skills.	Ensure that quality first teaching is taking place.	**Autumn** ==Evidence of a well-balanced science curriculum from looking in books. There should be evidence of clear progression in all year groups. Teaching will be engaging and make effective use of resources. (Phiz lab resources, knowledge organisers, quizzes and science planning are being used correctly) Effective support and challenge is evident. Science planning is being adapted and extended where needed. Pupil progress will be evident.==	Pupil interviews- **Spring** Book scrutinies-**Autumn** LV-**Autumn** Summary report to Science link Governor	Evidence: A higher number of children in school will be ARE by summer 2026 Evidence: Learning Visit document Ogden trust quizzes
	Monitor that staff plan topics with clear progression in skills. Monitor that pupils know, understand and remember more Science.	**Spring/summer** Interviews will demonstrate the children's level of interest in their learning and that the curriculum meets their needs. Pupil progress will be evident in books		Evidence: Pupil voice
3.CPD: Ensure that teachers' skills are well developed and impact positively on pupil	Prepare and lead CPD on assessment of Science by sharing assessment criteria and examples of pupil's work.	**Spring** Examples of work and judgments will be shared ==Staff will be kept up to date with any changes or ideas for teaching==	Attendance of staff – answer any staff questions either in meeting or afterwards. ==Provide extra CPD on a 1-1 basis if needed.==	==I: Staff will be up to date with the Science curriculum== and be confident in using resource bank (knowledge organisers,

| outcomes through meaningful CPD | CPD on working scientifically skills.
EL to lead staff meeting on the new Science sequence based on the new OFSTED science subject paperwork. | <mark>Science. EL to send any relevant information.</mark>
<mark>Staff will be able to access the Science resource bank to enhance their teaching.</mark>
Staff are adding to these on google classroom as we are redesigning and adding to our curriculum. | Assessments are accurate. | progressive planning to enhance learning for pupils.

I: Staff are confident understanding what 'at expected and 'working at greater depth' looks like for their year group

New Science books will evidence that children are improving in their disciplinary skills (working scientifically). New books will also demonstrate that the new sequence is being followed.

E: Assessments are moderated by EL |

Evaluation (SLT)	Autumn			Spring			Summer		
Rag rating	1.	2.	3.	1.	2.	3.	1.	2.	3.
Next steps (SLT)									