



Milton Road Primary School - Subject Leader Action Plan 2024-25

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| Development plan for: Science | | | Date: 04.06.24 | | | |
| Review of Impact of Subject Leader Action Plan for year 23-24: Curriculum and Assessment All year groups following Hamilton scheme. Vocabulary progression document created and followed by all staff. Clear curriculum map on website. CPD PSQM (Primary Science Quality Mark) course and project complete waiting on result. Lots of CPD for Subject lead and passed down to other staff members through staff meetings, training days. Assessment Vocabulary trackers are in place for the start of topics. Assessment has been identified as a Key need to be developed 24-25 in PSQM process. Monitoring Full PSQM report with development log, Reflection planner and Portfolio with all actions detailed. To be shown to link governor. Subject specific objectives All achieved. Website updated with relevant documents. Constant monitoring as part of the PSQM process. Lots of additional Science going on- see Portfolio of PSQM for detail and evidence. | | | | | | |
| OBJECTIVES FROM THE SCHOOL DEVELOPMENT PLAN | SUBJECT SPECIFIC ACTIONS | PERSONNEL | RESOURCES/COSTS | TIMESCALES AND MILESTONES | MONITORING PROGRESS | SUCCESS CRITERIA |
| Curriculum and Assessment Ensure that there is a well-developed approach to teaching, learning and assessment for all subjects. This includes a well-mapped, ambitious knowledge- | Policy update- renew with new school vision | CS | Release time of SL | Autumn term 24 | Book look-throughout year. Plan to complete once a half term-leadership release dependant. | Up to date Policy on website. |
| | Update school handbook with what a Science lesson looks like as well as expectations. | CS | None | Summer term 24 | | Lessons in all your groups look the same-book. |
| | Plan out enquiry type coverage across the year | All staff | Time on September training days | In place for start of the year. | | |

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| rich programme of study and an ambitious vocabulary continuum that is followed with fidelity for each subject. | Science capital planned- highlighted medium term planning as well as cross curricular links | All staff | Time on September training days | In place for start of the year- ongoing throughout the year. | | Children regard Science highly important in their education and understand the importance. |
| CPD Undertake training to ensure that subject leaders are confident in monitoring, reviewing and reporting the quality of the educational offer for their subject. | CS to plan out sessions to be covered according to action plan and key needs identified in PSQM. | Charlotte Spelzini Rosie Burns (STEM ambassador) | 6 x twilight training @ £100 Total £600 for year- CPD for all staff. | Every half term | | Informed and confident staff. Excellent teaching and learning across the school. |
| Assessment Subject leaders document the way in which their subject will be assessed and the ways their subject will be monitored, evaluated, reviewed and reported on. This will be published on the school website. | Staff meeting arranged (24/9) PLANS – matrix distributed | CS | See above | Assessment staff meeting 24/9. | Book look at the end of Autumn term and assessments collected. | Teachers aware of where each child is and there is consistency across the school. |
| Monitoring A school wide approach is used by subject leaders to implement | Book look planned in every half term. Pupil voice – every term | CS | Subject release time | Continuous throughout school year. | Assess data collected and compare to previous. | Science books in line with Science expectations. |

| the MERR (Monitoring, evaluation, review and reporting) schedule for each subject to celebrate success, identify areas for improvement and report to Governors on impact. Including lesson observations and book looks. | <p>Planning look- medium term and weekly.</p> <p>Meet with Governors to discuss Science curriculum and ways to move forward.</p> | | | | | Pupils able to feedback on Science going in classrooms and report future requests. |
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| SUBJECT SPECIFIC OBJECTIVES | SUBJECT SPECIFIC ACTIONS | PERSONNEL | RESOURCES | TIMESCALES AND MILESTONES | MONITORING PROGRESS | SUCCESS CRITERIA |
| Outdoor resources | Contact PTA about possible funding. | CS PTA | Hopefully some outside learning boxes. | Initiated- hoping by Summer 25 outdoor learning boxes will be in use. At least for KS1. | | Children enjoying Science outside of the classroom and in their own time. |
| Books for secondary source enquiry | <p>Contact PTA about possible funding.</p> <p>Contact Science Governor- possible funding?</p> | CS PTA Governors | £200- anything to add to resources available. | E mailed waiting on response. | | Secondary sources enquiry type being covered at greater depth and more up to date information. |