



**St James' Catholic Primary school - Self-Evaluation and Subject Action Plan for Science**  
**Autumn 2024**

**Self-evaluation:**

Strengths	Intent	Implementation
<ul style="list-style-type: none"> <li>We have unit plans that outline the knowledge, skills and assessment opportunities for each topic to ensure knowledge and skills are progressive throughout the school.</li> <li>Staff creating engaging lessons and resources to make lessons fun and children can use Knowledge Organisers to discuss what they have learnt.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure all children, including those in vulnerable groups (EAL, Summer born, PP, SEN, Ever 6, FSM and CLA), are making progress in Science.</li> </ul>	<ul style="list-style-type: none"> <li>Keep a record of vulnerable groups within in each class.</li> <li>Support staff in assessing children and making accurate judgements.</li> <li>Ensure staff complete the colour coded assessment grids for each topic.</li> <li>Identify topic areas / individuals/groups who require intervention.</li> <li>Plan for appropriate support /future intervention or consolidation opportunities to take place.</li> </ul>
<ul style="list-style-type: none"> <li>Pupils have positive attitudes towards Science can relate this to the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that the Science Curriculum includes opportunities for visual, kinaesthetic, auditory and holistic learning to address sensory needs of all learners.</li> </ul>	<ul style="list-style-type: none"> <li>Use of our unit plans for each topic which include practical investigation and recorded activities.</li> <li>Use of photographs and class web pages to evidence varied learning opportunities.</li> <li>Lesson observations</li> <li>Educational Visits</li> </ul>



	<ul style="list-style-type: none"> <li>To develop a wider understanding of the opportunities for Science immersion within the EYFS curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>- Use photographs, 'Floor Books' and lesson observations of practical activities to gain information about the varied learning opportunities.</li> <li>- Evidence of activities and pupil involvement on dojo and the school website</li> </ul>
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**Action Plan:**

Priorities							
Objective	Lead Person	Other personnel	Timescale	Resources	Success Criteria	Monitoring	Progress and Impact
To ensure all children, including those in vulnerable groups (EAL, Summer born, PP, SEN, Ever 6, FSM and CLA), are making progress in Science.	J.Purcell	Teachers Teaching assistants	Autumn 2022, Spring 2023 and Summer 2023	Record of whole class including vulnerable groups  Monitoring proforma document	<ul style="list-style-type: none"> <li>- Keep a record of who these children are in each class.</li> <li>- Support staff in assessing children and making accurate judgements.</li> <li>- Ensure staff complete the monitoring proforma document each term.</li> <li>- Identify individuals/groups who require intervention.</li> <li>- Plan for appropriate interventions and consolidations to take place.</li> </ul>	Termly monitoring meetings Book scrutiny Pupil interviews	
To ensure that the Science Curriculum and the investigation activities include opportunities for visual, kinaesthetic, auditory	J.Purcell	Teachers Teaching assistants		Schedule of when topics will be revisited.  ASE moderation	<ul style="list-style-type: none"> <li>- Use of our unit plans for each topic which include practical investigation and recorded activities.</li> <li>- Use of photographs and class web pages to evidence varied learning opportunities.</li> </ul>	Termly monitoring meetings Book scrutiny Pupil interviews	



and holistic learning to address sensory needs of all learners.				PowerPoints and TAPs assessment materials	<ul style="list-style-type: none"> <li>- Lesson observations</li> <li>- Educational Visits / visitors/ virtual opportunities (e.g Science week)</li> </ul>		
Monitor the opportunities for Science immersion within the EYFS curriculum.	J.Purcell	Teachers Teaching assistants		Resources required for activities led by each class	<ul style="list-style-type: none"> <li>- Using the EYFS Progression in Working Scientifically Programme- application of Development Matters statements in relation to working in a science context</li> <li>- Use photographs, 'Floor Books' and lesson observations of practical activities to gain information about the varied learning opportunities.</li> <li>- Taking part in some Science activities in EYFS- discussions with pupils and staff.</li> <li>- Evidence of activities and pupil involvement on dojo and the school website</li> <li>-</li> </ul>	Taking part in Science Activities Floor Books Discussions with staff & pupils Online evidence- dojo/website	