



Tonacliffe Primary School Improvement Plan 2024-2025

Prioritised Areas for Development
Focus 1: Science
Overview of Key Priorities 1
<ul style="list-style-type: none"> • To ensure the LTP is fit for purpose and is being followed correctly.
Current Situation/ Critical Analysis
<ol style="list-style-type: none"> 1. The science long term plan has been planned out by a coordinator who has now retired. It needs checking to ensure all aspects of the national curriculum are being covered and we have themes running throughout the school. 2. Big books are currently used along side of individual science books. Book moderations need to be carried out to ensure high quality teaching and that we are using over-arching questions, with learning and topics building year on year. 3. Teachers assess each child based on their knowledge through the unit taught. 4. EYFS follow their own curriculum – do KS1 know what this is and do they build on this learning?
Supporting Evidence
<ol style="list-style-type: none"> 1. Long Term Plans. 2. Big books and individual science books. 3. Data. 4. LTPs and book moderations.
Required Changes
<ol style="list-style-type: none"> 1. The Long Term Plans have themes running through school. 2. Over-arching scientific enquiry questions are posed at the beginning of each topic with mini questions used throughout the topic. 3. Children demonstrate sticky knowledge. 4. Teachers use the matrices and the working scientifically matrix to aid assessment. After each lesson, children add to a learning journal to write up what they have learnt. Teachers can check knowledge and understanding by children answering the mini questions and big questions. Teachers ask children to reflect back on prior learning to reinforce concepts. 5. KS1 know what EYFS cover and build on this.
Proposed Outcomes
<ol style="list-style-type: none"> 1. The Long Term Plans have themes running through school and covers all aspects of the national curriculum. 2. Children can answer scientific questions (which build up year on year). 3. Children can demonstrate sticky knowledge. 4. Assessment is less subjective and constant across the school. Children can remember prior learning and can demonstrate knowledge.



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5. KS1 build on EYFS learning.								
Priority Developments	Actions	Monitoring/ Quality Assurance (with dates)	Milestone/ Success Criteria	Resources and Costs	Personnel		Timescale	
					Lead	Other Personnel	Start	End
The Long Term Plan is checked for coverage and themes.	LS to check LTP for cycles A and B with the science lead for Lancashire.	Oct 2024	LTP is covering all aspects of the national curriculum.	NA	LS		Ongoing	Ongoing
Each topic has an over-arching question which is answered throughout the topic through mini questions. This is built upon year on year. Children can demonstrate sticky knowledge.	This is explained to teachers in staff meeting time at the beginning of the year to ensure that teachers incorporate this into teaching. Book moderations. Interviews with children.	September 2024 2024-2025	Book moderations show scientific enquiry. Children can demonstrate knowledge learnt.	NA	LS	Teachers	Sept 2024	Ongoing
Assessment across the school is consistent.	Teachers use the matrices and the working scientifically matrix to aid assessment. Teachers can check knowledge and understanding by children answering the mini	September 2024 2024-2025	Children can remember and reflect on prior learning.	NA	LS	Teachers	Ongoing	Ongoing



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Children can remember and reflect on prior learning.	questions and big questions. Teachers ask children to reflect back on prior learning to reinforce concepts.							
KS1 build on EYFS teaching.	EYFS programme of study is shared with KS1. KS1 ensure they look at the prior learning on the matrices to ensure that children have required this knowledge in EYFS.	Sept 2024	EYFS science curriculum is built upon in KS1.	NA	LS	EYFS/KS1 staff	Sept 2024	
Evaluation								