

Secondary Science Department Action Plan including NAP 2018-19

1 STUDENTS	ATTAINMENT, PROGRESS AND LEARNING SKI	LLS (PS1)			Leader: Head of Department and Second In Department Line Manager: Head of Secondary Achievement Governor: LAB member External Evaluator: Vice President-GEMS		
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria		Monitoring & Evaluation	Impact
 To raise Year 7: To improve Knowledge and understanding in Earth Sciences. Emphasis on chemistry topics Opportunities to improve reading skills enhancing scientific literacy skills-explaining phenomenon scientifically Opportunities to improve reasoning skills. Year 8: To improve Knowledge and understanding in: Curriculum content: Biology: Digestive systems Chemistry: Chemical reactions Physics: Changes in seasons Scientific Enquiry: Variables- Deeper understanding of Independent variables Use graph to plot data using variables correctly along axis. 	 Modification of Curriculum Modified SOWs to accommodate the gaps as per PTS, TIMSS, PBTS and PISA. In lessons: Provision in lesson plan through starter/mid-plenaries/plenaries s to enhance students to : Explain phenomena scientifically Evaluate and design scientific enquiry Interpret data and evidence scientifically Enhancing students' mental ability to solve problems Strengthen students extended independent research and enquiry based learning with real life links. Effective questioning to enhance: Critical thinking Reasoning skills of the students Problem solving skills NAP focused Home Learning which includes: PISA/TIMSS styled questions Comprehension based question Planning Enquiry based questions Deepening critical thinking and reasoning skills. 	March 2018 ongoing	 Time for PD/Modelling by outstanding practioners as needed by department /year group. Reviewed SOW, Rubrics, Student IEP, ILP sheet, Data Analysis Time for lesson observations and feedback Team teaching Moderation time and networking across phases in school and other schools 	 of basic scientific kno Students apply knowledg communicate their ur descriptive responses Evaluate and design scie They can plan and co one or more independ context. Most students will eff life thus improving se subject. They can explain an e on elements of procee knowledge. Interpret data and eviden Students interpret infa and pictorial diagram Year 8: Explain phenomena scien Students can use mor content knowledge, v recalled, To construct explana familiar events and pictorial diagram Evaluate and design scien They can conduct exp more independent var context. 	nd apply their understanding wledge in various contexts. ledge and communicate an nalyze information provided ge to practical situations and iderstanding through brief	Science HOD and SID, HOKS HOS, LAB members monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action	End of year data is secure, ongoing lesson observation data is being evaluated. PT scores are improving trends all year groups. Internal Attainment and External examination data trends are also improving for all year groups- including Maths Primary and Science Post -16. In process of ensuring, all teachers have one to one counselling with each child of end of year PT scores and new CAT4 scores. Increased opportunities seen for embedding 1.3.1 and 1.3.3.



Year 9 • They can justify an experimental design, drawing on elements of procedural and epistemic interpret data and evidence scientifically • To improve Knowledge and understanding in: • Enterpret data and evidence scientifically • Students can interpret data and evidence scientifically • Students can interpret data of elements in the concest. • Curriculum content: Biology: Inheritance • Draw appropriate conclusions that go beyond the data and provide justifications for their choices. • Chemistry: Entrit Sciences • Ver 9: • Ver 9: • Chemistry: Entrit Sciences • Ver 9: • Students can use abstruct scientific ideas or complex phenomena scientifically: • Strainfie-Drepting • Students can use abstruct scientific ideas or complex phenomena scientifically: • Students can use abstruct scientific ideas or complex phenomena scientifically is the choices, and use theoretical knowledge to evaluate adframative experimental designs, ustify their choices, and use theoretical knowledge to evaluate adframative experimental designs, ustify their choices, and use theoretical knowledge to interpret information or make predictors. • Strainfie-Drepting • They can apply more sophisticated pistemic knowledge to interpret information experimental designs, ustify their choices, and use theoretical knowledge to interpret information experimental designs, ustify their choices, and use theoretical knowledge to interpret information experimental designs, ustify their choices, and use theoretical knowledge to interpret information or make predictions. • They can appl
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evaluate explanations for a Most students in Phase 2 and 3 make better than
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technological phenomena expected progress from their starting point in
English lessons and overtime.
TIMSS and PISA: Large majority of students in phase 2 achieve above
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standard in Seigner in Jacome and systems
International Benchmark
In addition, From Level knowledge of their starting points through regular
3 and 4 to Level 5 and 6 self-marking using rubrics and reflection of their
in PISA. own PT and CAT4 results along with internal
school assessments.
 Large Majority of students demonstrate strong
• Envice students' enistemic asignific
- Science Attainment
in Post-16 to O. acquisition and application skills with high level of challenge especially in Post -16.
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To embed learning skills consistently across phase 2 and 3 with greater focus or 1.3.1 and 1.3.3.	make connections between areas of learning for deeper meaningful learning.

2. QUALITY OF TEACHING AND ASSESSMENT (PS3)				Leader: Head of Department and Second In Department Line Manager: Head of Secondary Achievement Governor: Parent, Student, and GEMS - LAB members External Evaluator: VP			
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria Monitoring & Impact Evaluation			
 To embed consistency in outstanding teaching and assessment practices across school and raise Phase 4 Teaching to Outstanding. To ensure all teachers across phases have secure understanding of assessment data and use it most effectively for plan and deliver to meet the needs of all students. To enhance personalised support and challenge for all groups of students. 	 Embed systems to share outstanding high quality teaching thus build consistency in high standard of T&L across all phases. Regular practices across all subjects to share outstanding learning in lessons (videos, work samples, peer observations). All teachers across the school to have at least one paired observation with a senior or middle leader to establish clarity on good or better learning in lessons. Ensure that most teachers have secure understanding and effectively use all internal and benchmark data to personalise support and appropriate challenge for all students from their starting points to meet their specific needs and make better than expected progress All identified acceptable teachers to have IPP and timetabled support to raise T&L and effective personalisation based on data in their lessons. Embed outstanding AfL strategies and build rigour in moderation of assessments and measuring progress in lessons through effective use of rubrics and high quality diagnostic feedback. Share the outstanding practices and rigorously monitor provision in lessons to ensure consistent implementation of social model of disability, securing instructional accommodations support and assistive technologies as needed for SEND students. Ensure all assessment data and lesson observation is used most effectively to identify all students who are academically G and T in Phase 2 and 3. Ensure high levels of personalised challenge, enrichment, extension and acceleration opportunities for G and T students in all lessons. 	March 2018 ongoing	Monitoring forms, IPPs Modelling, peer observation, team teaching. PD sessions on effective use of data for impactful personalisation. Regular and rigorous data analysis. PD and sharing best practices on effective personalisation and appropriate challenge IEPs, ALPs, TLPs, ILPs.	 Most teachers confidently and consistently deliver Very good with outstanding features or better lessons with enhanced personalisation and challenge based on effective use of all data enabling excellent progress for all groups of students from their starting point especially in Phase 4. Almost all teachers made progress and achieved their targets identified in IPP and rigorous support in place. All groups of students make outstanding progress in most lessons due to personalised esson due to personalised esson glans, IEPs -termly with prompt action. All groups of students are effectively engaged and challenged in lessons and make progress from their starting points. All G&T students are effectively engaged and challenged in lessons and make progress from their starting points. 	ion with middle f term 1. eedback on anding of lessons k for and g / son. of all data er, data to ariable being put tly. soring and		



			under review again after
			CAT4 assessments and 6
			weeks of induction for all
			students.



3. LEADERSHIP AND M			Leader: Head of Department and Second in Department Line Manager: Head of Secondary Achievement Governor: LAB Governors External Evaluator: VP			ıt	
Prioritised Objectives	Actions	Time Frame	Resources	Success Crit	teria	Monitoring & Evaluation	Impact
To raise Effectiveness of Leadership and Self Evaluation and improvement planning to outstanding.	 To hold teachers accountable for their actions. To embed systematic and rigorous self – evaluation using both internal and external data and all priorities to be accurately identified and analysed. To ensure all action plans are more coherent and focused across school and SEF is more precise and celebratory. School improvement plans to include extensive strategic and operational actions, which promote innovative and creative solutions to National and school priorities. Build rigour and consistency in accurate evaluation and monitoring of actions and priorities of school improvement plan to ensure accurate evaluation of teaching and learning in relation to students' achievements. Innovative and creative solutions to ensure the provision of Art and Music 	March 2018 ongoing	Training for secure and accurate Self Evaluation and writing of SEF- Precise and celebratory, Training for all leaders, sharing outstanding samples of SEF and action plans.	 feedbac Accurat SEF. School 1 areas of well and to ensur Rigorou observa by leade improve all phas Outstar 2018 an over tin PTS res Art and 	nding exam results for June nd continued improvement ne and improving trends of	SLT and MLs	All operational actions almost implemented. Strategic actions like paired observations, Individual progress Plan are ongoing and rigour in monitoring impact and prompt support is enabled. Positive outcomes of all the rigour and monitoring has improved T&L and use of assessment data hence, outstanding student outcomes. Work in progress now for new cohort for 2018- 19 and rigour in place for monitoring highest standards and support in place.