



Pinehurst Primary School

Science Action Plan 2025-26

'Experience, Excel and Enjoy'

Subject: Science

Subject Leader: Anna MacDiarmid

Brief Evaluation Summary of 2024-25

- New and revised Science plans for 2024-25 implemented and delivered across the school.
- Work continued with Mel Pitt (SIL) to improve standards in Science teaching and learning.
- Staff using mind map **and** Science ABC for assessment (including Thinking Moves metacognition into our assessment process).
- Science cupboard reorganised – July 2025.

Current Position - September 2025

- Review of resources (using School Requisition form) for Science units of work.
- Collection of staff voice from new plans.
- Pupil voice for Science.
- Support for new staff with Science at Pinehurst.

Targets (School Key Priorities)	Actions to be taken	By whom	By when	Resources needed	Success criteria	Monitoring	RAG
Area 1: Curriculum Refinement	<ul style="list-style-type: none"> - Ensure the planned curriculum is progressive and builds upon skills taught in prior year groups. - Review and update long- and medium-term plans to reflect clarity and progression. - Identify and highlight "sticky knowledge" and key concepts per unit. - Ensure planning supports progression from EYFS to Year 6. - Consider adaptations for pupils with SEND and EAL. 	<ul style="list-style-type: none"> - AMac - SLT - Headteacher 	Termly: <ul style="list-style-type: none"> - Aut - Spr - Sum 	<ul style="list-style-type: none"> - Subject-specific National Curriculum guidance. - Medium-term planning templates. - Knowledge organiser templates on front cover/mind map. - Support from Curriculum Lead or SIOs. - Time for planning or curriculum review. 	<ul style="list-style-type: none"> - Subject plans are clear, coherent and show progression. - Sticky knowledge is defined and consistently revisited. - Pupils can articulate key learning across units (through books/pupil voice). - Planning reflects inclusive provision for all learners. - Children with SEND and EAL will show progress in the subject through book looks and pupil voice. - Adaptive teaching will be seen in the classroom during lesson time. 	<ul style="list-style-type: none"> - Pupil voice interviews. - Book looks focused on knowledge retention. - Lesson visits for curriculum coverage (AMac and Curriculum lead). 	

<p>Area 2:</p> <p>Assessment for Learning & Feedback</p>	<ul style="list-style-type: none"> - Ensure Science ABC assessments are used effectively across all year groups. - Use assessment outcomes to inform next steps in planning. - Ensure consistency with whole-school feedback policy. - Take part in internal moderation processes. - Improve outcomes and progress within the subject, tracking assessment data on a termly meeting and identifying targeted intervention, support or changes that are needed. 	<ul style="list-style-type: none"> - AMac & Curriculum Lead - Teaching Staff 	<p>Termly:</p> <ul style="list-style-type: none"> - Aut - Spr - Sum 	<ul style="list-style-type: none"> - Feedback and assessment policy. - Quiz banks or templates. - Exemplar work and success criteria. - Moderation guidance and CPD opportunities. - Time for pupil progress reviews. 	<ul style="list-style-type: none"> - Assessment is used to address gaps and inform teaching. - Feedback enables pupils to improve and reflect. - Pupil outcomes improve over time. - Teachers can make accurate judgments. 	<ul style="list-style-type: none"> - Book looks with a focus on feedback and pupil response. - Learning walks observing use of assessment. - Review of summative and formative assessment data. - Moderation records or outcomes. - INSIGHT data. 	
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<p>Area 3:</p> <p>Strengthening Links with EYFS</p>	<ul style="list-style-type: none"> - Liaise with EYFS staff to understand early learning content. - Map EYFS learning into Year 1 planning and subject intent. - Observe EYFS practice to support continuity. - Reflect EYFS pedagogy in lower KS1 lessons (where appropriate). 	<ul style="list-style-type: none"> - AMac & Curriculum Lead - Teaching Staff 	<p>January 2026</p>	<ul style="list-style-type: none"> - EYFS framework and Development Matters. - EYFS-to-KS1 progression mapping tools. - Planning time with EYFS colleagues. - CPD on early learning and continuous provision. 	<ul style="list-style-type: none"> - Subject planning shows continuity from EYFS into KS1. - EYFS principles are reflected in early KS1 teaching. - Children transition smoothly in subject-specific learning. - Subject leaders can articulate links between EYFS and KS1. 	<ul style="list-style-type: none"> - Joint planning reviews with EYFS and KS1. - Book looks and learning walks across EYFS and Year 1. - Pupil voice focused on transition and engagement. - Reflections from EYFS staff on subject-specific support. 	
<p>Area 4:</p> <p>Enhancing Reading & Vocabulary Within Science</p>	<ul style="list-style-type: none"> - Identify and explicitly teach key vocabulary for each unit. - Link curriculum content to relevant high-quality texts. - Develop word banks, glossaries, and classroom displays. - Promote reading for pleasure within your subject. - Use Science Sentence Stems to further develop oracy skills in Science. 	<ul style="list-style-type: none"> - AMac & Assessment Lead - Teaching Staff 	<p>Termly:</p> <ul style="list-style-type: none"> - Aut - Spr - Sum 	<ul style="list-style-type: none"> - Vocabulary lists and tiered word banks. - Subject-linked reading materials (fiction/non-fiction). - Visual aids and vocabulary display resources. - Guidance from the English Lead or Reading Team. 	<ul style="list-style-type: none"> - Vocabulary is explicitly taught and revisited. - Pupils use subject-specific language confidently. - Pupils engage with reading in the subject. - Improved comprehension in subject-based reading. 	<ul style="list-style-type: none"> - Book looks for vocabulary usage and reading responses. - Learning walks focused on vocabulary and discussion. - Pupil voice around vocabulary and reading in the subject. - Classroom environment checks (displays, word walls). 	