

The Ryde School SDP 2025-2026

Domain: Science

Domain Leader: Mrs Tabitha Sutton

| Objectives for Science | |
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| Objective 1 | To continue to embed new planning expectations ensuring that planning matches Long term aims and objectives. |
| Objective 2 | To develop the use of outside space to enhance the teaching and learning of sciences (Planning in use of nature area, science wild flower meadow). |
| Objective 3 | To ensure quality first teaching in science (staff cpd including understanding progress within the working scientifically skills and alternative ways results can be recorded). |

| Objective 1 | To continue to embed new planning expectations ensuring that planning matches long term aims and objectives. | | | | | |
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| Action | Timescale | Person responsible | Budget/resource implications | Monitoring (who by and how often) | Success criteria | SEF reference |
| To ensure all planning reflects long-term aims/objectives and progression. | Autumn Term – establish; Spring/Summer – refine | Subject Leader Class Teachers | Subject leader time | | Planning is consistent, progressive, and clearly linked to long-term aims; pupils build systematically on prior knowledge | Aut 1 – Reminders about MTP planning documents shared (including using new format) |
| To build teacher confidence and consistency in using new planning expectations. E.g: <ul style="list-style-type: none"> • Provide CPD on planning • Provide progression documents • Run collaborative planning sessions • Share exemplar plans. • Offer coaching/peer review | Ongoing | Subject lead | Training or CPD times INSET / Staff meeting time | Subject lead ongoing | Teachers adopt expectations with confidence; workload is manageable; lessons follow a clear, sequenced journey | Aut 1 – whole school progression map produced to clearly outline what should be taught and when. Shared with staff and placed in PPA room. |
| To monitor, review, and refine planning format. | Once embedded fully – spring/summer. | Subject lead | Subject leader time | Review termly by subject leader | Improved outcomes for pupils; staff feel supported and workload is balanced Lesson visits, children’s books and pupil feedback show | |

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| | | | | | expectations embedded in practice. | |
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| Objective 2 | | To develop the use of outside space to enhance the teaching and learning of sciences (Planning in use of nature area, science wild flower meadow). | | | | |
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| Action | Timescale | Person responsible | Budget/resource implications | Monitoring (who by and how often) | Success criteria | SEF reference |
| To audit current use of outdoor spaces and map opportunities for science curriculum links. | Autumn term | Subject lead Class teachers | None Staff time | SLT | Clear map and progression overview produced and shared with staff. | LOTG (including outdoor use) opportunities identified on LTP for staff. |
| To ensure outdoor science opportunities embedded in medium-term planning. | By Spring term | Class teachers | Teacher planning time | Subject lead termly planning/book scrutiny by Science Lead; reported to SLT. | Outdoor learning evident in all year groups' science planning and books. | |
| To review current resources for outdoor investigations. Purchase/create resource boxes/kits for outdoor | Autumn term | Science lead with class teacher input | Science budget for new resources as needed. | Science lead | Kits available and used in at least one science unit per year group. | |

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| investigations as needed (e.g. bug pots, magnifiers, quadrats, soil testers, weather station). | | | | | | |
| To evaluate any need for CPD for staff on outdoor enquiry-based science. Use pupil Eco reps/Science Club to help maintain meadow and lead projects. | Ongoing | Class Teachers; overseen by Science Lead. | None | | Outdoor learning evident in all year groups' science planning and books. | |
| To collect pupil voice and work samples to review how outdoor science enhances engagement, knowledge and enquiry skills. | Summer term | Subject lead | Subject leader time | Annual review by subject lead Report to governors after 1 st year or as appropriate | Evidence shows improved engagement/attainment in science, especially in working scientifically strand. | |

| Objective 3 | To ensure quality first teaching in science (staff cpd including understanding progress within the working scientifically skills and alternative ways results can be recorded). | | | | | |
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| Action | Timescale | Person responsible | Budget/resource implications | Monitoring (who by and how often) | Success criteria | SEF reference |
| Deliver focused CPD on progression in Working Scientifically skills and alternative ways results can be recorded. | Autumn term | Subject lead. SLT support | Training time or staff meeting time as needed | SLT / science lead | All staff attend; staff voice shows increased confidence. | Aut 1 – Working scientifically blocks re-shared for classroom displays. |
| Teachers to trial alternative result-recording methods (e.g., digital tools, diagrams, practical displays) in at least one science unit per term. | End of Autumn term 1 | Class teachers | Possibly digital tools if need to be purchased. | Science lead to monitor termly. Science lead to use staff meeting to get staff to bring good practice to share. | Planning evidences progression; books show a variety of recording approaches. | |
| Review impact of CPD and practice on teaching and pupil outcomes; share best practice through moderation and staff meetings. | Summer term | Subject lead | None Subject lead | Subject lead termly planning monitoring | Share good practice through staff meetings and moderation. Evidence of improved pupil outcomes in <i>Working Scientifically</i> strand; wider range of result-recording evident across school. | |

Objectives for Science review (End of 2023-2024)

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| Achievement gap issues | |
| Objective 1 | |
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| Objective 2 | |
| | <ul style="list-style-type: none">• |
| Objective 3 | |
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