

# SUBJECT LEADER SELF-EVALUATION TOOL

Working towards excellent teaching of science

## WHOLE SCHOOL APPROACH

### 1. Timetable

- Is science taught weekly? ✓
- How much time is allocated? ✓

### 2. Curriculum

- What are the statutory requirements? ✓
- Do long and medium term plans show progression in both subject knowledge and enquiry skills? ✓
- Are effective cross-curricular links made? ✓

### 3. Scientific literacy

- Are children using scientific vocabulary with understanding? ✓
- Are children learning to reason and to explain their ideas? ✓

### 4. Science enquiry

- Are children taught enquiry skills? ✓
- Do children regularly carry out practical investigations using a range of enquiry types? ✓

### 5. Differentiation

- Is every child's prior knowledge considered when teachers plan units of work? ✓
- Do teachers adapt the pace, challenge and content of activities for pupils, including SEND and EAL? ✓
- Are all children able to demonstrate their science skills and knowledge in an appropriate way? ✓

### 6. Assessment

- Are teachers using formative assessment to ensure children make progress with their subject knowledge and enquiry skills? ✓
- Is summative teacher assessment reliable? ✓

### 7. Safe science

- Does the school have access to informed advice and consider safety guidance and risk assessments? ✓

### 8. Outdoor learning

- Are the school's outdoor spaces and the local environment being used as a learning resource for all science topics? ✓

## ROLE OF THE SUBJECT LEADER

### 1. Subject Leader development

- Does the subject leader have time allocated to the role? ✓
- Does the subject leader have access to relevant CPD? ✓
- Has the subject leader taken part in the PSQM CPD programme? ✓
- Is the subject leader aware of PSTT Fellows and any science clusters in their locality? ✓

### 2. Supporting colleagues

- Do teachers have access to advice from the subject leader and to relevant CPD? ✓

### 3. Monitoring teaching and learning

- Does the subject leader review teaching and pupil progress across the school? ✓

### 4. Resourcing science

- Do children have a range of suitable equipment for practical science? ✓
- Does the subject leader access funding from external sources to support science? ✓

### 5. Curriculum enrichment

- Does the curriculum link science to real world applications? ✓
- Does the curriculum link science to your locality? ✓
- Do children learn about the nature of science and the way scientists work? ✓
- Does the curriculum support the development of science capital? ✓

## RAISING THE PROFILE OF SCIENCE

### 1. Science clubs

- Do children have the opportunity to join a science club? ✓

### 2. Science competitions

- Do children take part in local and national science competitions and citizen science surveys? ✓

### 3. Science visits

- Do children experience science outside school? ✓

### 4. Science events

- Do children take part in school, local or national science events? ✓

### 5. Wider community

- Do children share science with parents, e.g. family learning nights, interactive homework? ✓
- Do children work with community groups, e.g. in local parks? ✓
- Does the school publicise its science, e.g. on its website or email newsletters? ✓