Teaching and learning cycle – Science Toolkit Intent What do we do when pupils are not learning or reach What do I want my pupils to learn? mastery before expectation? Teacher collaborate with Pupil data informs next steps colleagues and share curriculum ICE screening **Identify** ideas Intervention (tutor, home, Shanghai trends) Reflection needs CPD - key points from training Data scrutiny (HoF to scrutinise data looking at any implemented in faculty/ school pupil wo is underachieving, overachieving and Develop key skills vulnerable groups *Implementation* Toolkit How will my pupils get there? Where are my pupils now? Plan personalised, sequential What evidence of learning have my **Planning** curriculum informed by **Assessment** pupils demonstrated? individual learning needs from • Teachers assess and record pupils EHPC/TIS/IEP progress: B₂, ELC and GCSE Share MTP and LTP Data drop (current attainment Provide individual pathway termly) Work scrutiny (twice a year: book **Facilitate** scrutiny, learning walks/ Learning observations/ governors visit action points made/ implemented) **Impact** Evisense How do I know when my students get there? How do I support pupils learning? • Teach and differentiate effectively using toolkit resources to ensure all pupils are learning implementing retrieval practice to enhance long-term memory MAD (half termly giving pupils opportunity to improve work) Data dashboard