		PSQM award	PSQM GILT award
	SL1 There is a clear	What is the impact on science teaching and learning of:	
	vision for the teaching and learning of science	 establishing a clear vision for science; the development of school principles for science teaching and learning by teachers and children? 	 a clear vision for science, which is embedded and regularly reviewed; school principles for science teaching and learning, which have been developed by the whole school community and are reviewed regularly?
	SL2 There is a shared	What is the impact on science teaching and learning of:	
₫	understanding of the importance and value of science	 the school community's developing understanding of the importance and value of science? 	 the school community's shared understanding of the importance and value of science?
SH	SL3 There are	What is the impact on science teaching and learning of:	a ffeating and the development of a transition
SUBJECT LEADERSHIP	appropriate and active goals for developing science	 effective support of the subject leader's development of science through school strategic planning processes? 	 effective support for the development of science through embedded school strategic planning processes; the subject leader's contribution to whole school leadership and strategy?
EC	SL4 There is a	What is the impact on science teaching and learning of:	0.00000
SUBJ	commitment to the professional	 the subject leader's engagement with professional development and learning; the subject leader's interest in science, which is communicated to 	 the subject leader's engagement with sustained professional development and learning; the subject leader's engagement with the primary science
	development of subject leadership in science	others?	education community, which is shared with others?
	SL5 There are	What is the impact on science teaching and learning of:	
	monitoring processes	• the subject leader using a range of processes to monitor science	• school wide processes to monitor, evaluate and develop science
	to inform the development of science teaching and learning	 teaching and learning; the subject leader ensuring that pupil voice is valued and responded to; 	 teaching and learning, which are rigorous and embedded; monitoring and evaluation processes which use evidence and views from all stakeholders and sources;
		• the subject leader sharing outcomes with colleagues and	school development priorities which are informed by monitoring
	T1 There is engagement	implementing appropriate actions? What is the impact on science teaching and learning of:	and evaluation processes?
	with professional development to	 staff engagement with relevant internal or external professional development; 	 staff engagement with a sustained programme of relevant internal or external professional development;
	improve science teaching and learning.	• the subject leader's provision of professional support for colleagues in response to development needs?	• the subject leader's provision of regular, sustained support for colleagues in response to development needs?
	T2 There is a range of	What is the impact on science teaching and learning of:	
DNIH	effective strategies for teaching and learning	• teachers using a range of effective strategies for teaching science which challenge and support the learning needs of all children;	• teachers using and evaluating a range of evidenced based strategies for teaching science which challenge and support the
EAC	science which challenge	 the subject leader introducing new strategies for teaching science is newscare to development people? 	learning needs of all children;
SCIENCE TEACHING	and support the learning needs of all children.	in response to development needs?	 the subject leader developing existing strategies and introducing new ideas for teaching science in response to development needs?
SCIENCE .	T3 There is range of up-	What is the impact on science teaching and learning of:	
	to-date, quality	resources that are audited annually, well-organised and	resources that are audited in line with development planning for
	resources for teaching and learning science	 accessible; children regularly and safely using appropriate practical and digital resources, information texts and the outdoor 	 science, are well-organised and accessible; children regularly and safely using a wide range of appropriate practical and digital resources, information texts and the outdoor
	which are used regularly and safely.	environment?	environment;links teachers make with outside agencies to borrow or source
			additional equipment where necessary?
	L1 There is a shared understanding of the	 What is the impact on science teaching and learning of: children using different enquiry types to answer scientific 	• children using a range of enquiry types to answer scientific
	purpose and process of	questions about the world around them;	questions about the world around them;
	science enquiry.	children developing independence in:	children independently:
		 asking scientific questions planning how to investigate them, 	 asking scientific questions, planning how to investigate them
D Z		 carrying out and evaluating investigations? 	 carrying out and evaluating investigations?
N	L2 There is a shared	What is the impact on science teaching and learning of:	
EA.	understanding of the purposes of science	 teachers using a range of strategies and processes for formative, summative and statutory assessment, which reflect the school 	 regular evaluation of practice and processes for formative, summative and statutory assessment which ensure that they
CEL	assessment and current	understanding of the purposes of assessment in science and	reflect the shared understanding of the purposes of assessment
SCIENCE LEARNING	best practice.	current best practice;the subject leader developing assessment practice?	 in science and current best practice; a school wide commitment to continually improving assessment
SC			practice?
	L3 There is a	What is the impact on science teaching and learning of:	
	commitment to	• the subject leader promoting initiatives that encourage all children to think that science is relevant and important to their	 the school community supporting and promoting initiatives that encourage all children to think that science is relevant and
	developing all children's science capital	lives, now and in the future?	important to their lives, now and in the future?
	WO1 There are	What is the impact on science teaching and learning of:	
WIDER OPPORTUNITIES	appropriate links between science and	• curriculum planning that links science to other areas of learning?	 whole school planning that links science to other areas of learning including specific links with other core subjects; science being part of whole school initiatives?
	other learning.		science being part of whole school initiatives?
RTI	WO2 There are appropriate links with	 What is the impact on science teaching and learning of: children taking part in some initiatives supported by other 	• children taking part in a range of initiatives supported by other
PO 04	families, other schools,	organisations to enrich science learning;	organisations to enrich science learning;
ОР	communities and	children's science learning including topical science events;	children's science learning including topical science events;
2	outside organisations	children carrying out science activities with their families?	 children regularly carrying out science activities with their families?

PSQM OUTREACH award				
	SL1 There is a clear vision for the	What is the impact on science teaching and learning of:		
	teaching and learning of science	 a clear vision for science, which is embedded and regularly reviewed; school's principles for science teaching and learning, which have been developed by the whole school community and are reviewed regularly? 		
	SL2 There is a shared	What is the impact on science teaching and learning of:		
٩	understanding of the importance	 the school community's shared understanding of the importance and value of science? 		
SH	and value of science			
DER	SL3 There are appropriate and	What is the impact on science teaching and learning of:		
EAC	active goals for developing science	 effective support for the development of science through embedded school strategic planning processes; 		
	Science	 the subject leader's contribution to whole school leadership and strategy? 		
EC.	ConstraintConstraintConstraintand value of scienceSL3 There are appropriate and active goals for developing scienceSL4 There is a commitment to the professional development of 	What is the impact on science teaching and learning of:		
UBJ	the professional development of	the subject leader's engagement with sustained professional development and learning;		
S	subject leadership in science	the subject leader's engagement with the primary science education community, which is shared with others?		
	SL5 There are monitoring	What is the impact on science teaching and learning of:		
	processes to inform the	 school wide processes to monitor, evaluate and develop science teaching and learning, which are rigorous and embedded; monitoring and evaluation processes which use evidence and views from all stakeholders and sources; 		
	development of science teaching and learning	 school development priorities which are informed by monitoring and evaluation processes? 		
		school development priorities which are informed by monitoring and evaluation processes.		
	T1 There is engagement with	What is the impact on science teaching and learning of:		
	professional development to	staff engagement with a sustained programme of relevant internal or external professional development;		
	improve science teaching and	• the subject leader's provision of regular, sustained support for colleagues in response to development needs.		
U J	learning.			
H	T2 There is a range of effective	What is the impact on science teaching and learning of:		
AC	strategies for teaching and	 teachers using and evaluating a range of evidenced based strategies for teaching science which challenge and support the learning needs of all children; 		
Ë	learning science which challenge	 the subject leader developing existing strategies and introducing new ideas for teaching science in response to development 		
NCE	and support the learning needs of all children.	needs?		
SCIENCE TEACHING	T3 There is range of up-to-date,	What is the impact on science teaching and learning of:		
SC	quality resources for teaching	 resources that are audited in line with development planning for science, are well-organised and accessible; 		
	and learning science which are	• children regularly and safely using a wide range of appropriate practical and digital resources, information texts and the		
	used regularly and safely.	outdoor environment;		
	14 There is a should	 teachers making links with outside agencies to borrow or source additional equipment where necessary? 		
	L1 There is a shared understanding of the purpose	 What is the impact on science teaching and learning of: children using a range of enquiry types to answer scientific questions about the world around them; 		
	and process of science enquiry.	 children independently: 		
U Z		 asking questions, 		
IZ		 planning how to investigate them 		
EAF	L2 There is a shared	 carrying out and evaluating investigations? What is the impact on science teaching and learning of: 		
SCIENCE LEARNING	understanding of the purposes of	 regular evaluation of practice and processes for formative, summative and statutory assessment which ensure that they 		
Z Z	science assessment and current	reflect the shared understanding of the purposes of assessment in science and current best practice;		
CIE	best practice.	a school wide commitment to continually improving assessment practice?		
S	L3 There is a commitment to	What is the impact on science teaching and learning of:		
	developing all children's science	• the school community supporting and promoting initiatives that encourage all children to think that science is relevant and		
	capital	important to their lives, now and in the future?		
	WO1 There are appropriate links	What is the impact on science teaching and learning of:		
ES	between science and other	 whole school planning that links science to other areas of learning including specific links with other core subjects; science being part of whole school initiatives? 		
2 F	learning. WO2 There are appropriate links	What is the impact on science teaching and learning of:		
WIDER	with families, other schools,			
WIDER	communities and outside	children taking part in a range of initiatives supported by other organisations to enrich science learning;		
PP(organisations to enrich science	children's science learning including topical science events;		
0	learning.	children regularly carrying out science activities with their families?		
4 A	O1. There is a commitment to	What is the impact on science teaching and learning in other schools of:		
UN, VE	leading professional	the subject leader regularly sharing good practice beyond their own school;		
SSIC	development and learning in science in other schools	 the planning and evaluation of science outreach initiatives; 		
PROFESSIONAL DEVELOPMENT		 effective cross phase links within and/or between schools? 		
RO EV				

		O2. There is a commitment to	What is the impact on community engagement in science or one or more of:	
	T	working with other community	 developing a resource for others e.g. pond at public nature reserve? 	
	АСТІVITY	groups and organisations to	 collaboration with local science activity e.g. industry, environment, astronomy? 	
	L L	develop their science teaching	 science shared beyond the school community (beyond informing parents and governors)? 	
	ΓA	and learning	projects to develop science capital?	
0	CA	6		
OR/AND	LOC			
۲Þ	_			
<u> </u>		O3. There is a commitment to	What is the impact on science teaching and learning of one or more of:	
R		sharing expertise in science	training people in industry to work in schools?	
H		teaching and learning beyond	reciprocal global links?	
EITHER	Σ	the immediate community	working with colleagues in Initial Teacher Training?	
_	АСТІVІТҮ		• sharing expertise through :	
	CT		 writing for journals e.g. ASE, Phizzi News TES? 	
			 regular online blogging? 	
	WIDER		• contributing to published resources? In the case of publications, conferences and consultations, evidence of	
	VIC		• presenting at conferences? impact may be limited so evidence of activity will be acceptable.	
	5		 contributing to policy level activity? 	