

		PSQM award	PSQM GILT award	
ESSENTIAL	SUBJECT LEADERSHIP	SL1 There is a clear vision for the teaching and learning of science	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> establishing a clear vision for science; the development of school principles for science teaching and learning by teachers and children? 	<ul style="list-style-type: none"> 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 understanding of the importance and value of science	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> the school community's developing understanding of the importance and value of science? 	<ul style="list-style-type: none"> the school community's shared understanding of the importance and value of science?
		SL3 There are appropriate and active goals for developing science	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> effective support of the subject leader's development of science through school strategic planning processes? 	<ul style="list-style-type: none"> effective support for the development of science through embedded school strategic planning processes; the subject leader's contribution to whole school leadership and strategy?
		SL4 There is a commitment to the professional development of subject leadership in science	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> the subject leader's engagement with professional development and learning; the subject leader's interest in science, which is communicated to others? 	<ul style="list-style-type: none"> the subject leader's engagement with sustained professional development and learning; the subject leader's engagement with the primary science education community, which is shared with others?
		SL5 There are monitoring processes to inform the development of science teaching and learning	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> the subject leader using a range of processes to monitor science teaching and learning; the subject leader ensuring that pupil voice is valued and responded to; the subject leader sharing outcomes with colleagues and implementing appropriate actions? 	<ul style="list-style-type: none"> 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; school development priorities which are informed by monitoring and evaluation processes?
	SCIENCE TEACHING	T1 There is engagement with professional development to improve science teaching and learning.	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> staff engagement with relevant internal or external professional development; the subject leader's provision of professional support for colleagues in response to development needs? 	<ul style="list-style-type: none"> staff engagement with a sustained programme of relevant internal or external professional development; the subject leader's provision of regular, sustained support for colleagues in response to development needs?
		T2 There is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children.	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> teachers using a range of effective strategies for teaching science which challenge and support the learning needs of all children; the subject leader introducing new strategies for teaching science in response to development needs? 	<ul style="list-style-type: none"> teachers using and evaluating a range of evidenced based strategies for teaching science which challenge and support the learning needs of all children; the subject leader developing existing strategies and introducing new ideas for teaching science in response to development needs?
		T3 There is range of up-to-date, quality resources for teaching and learning science which are used regularly and safely.	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> resources that are audited annually, well-organised and accessible; children regularly and safely using appropriate practical and digital resources, information texts and the outdoor environment? 	<ul style="list-style-type: none"> resources that are audited in line with development planning for 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 environment; links teachers make with outside agencies to borrow or source additional equipment where necessary?
	SCIENCE LEARNING	L1 There is a shared understanding of the purpose and process of science enquiry.	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> children using different enquiry types to answer scientific questions about the world around them; children developing independence in: <ul style="list-style-type: none"> asking scientific questions planning how to investigate them, carrying out and evaluating investigations? 	<ul style="list-style-type: none"> children using a range of enquiry types to answer scientific questions about the world around them; children independently: <ul style="list-style-type: none"> asking scientific questions, planning how to investigate them carrying out and evaluating investigations?
		L2 There is a shared understanding of the purposes of science assessment and current best practice.	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> teachers using a range of strategies and processes for formative, summative and statutory assessment, which reflect the school understanding of the purposes of assessment in science and current best practice; the subject leader developing assessment practice? 	<ul style="list-style-type: none"> regular evaluation of practice and processes for formative, summative and statutory assessment which ensure that they reflect the shared understanding of the purposes of assessment in science and current best practice; a school wide commitment to continually improving assessment practice?
		L3 There is a commitment to developing all children's science capital	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> the subject leader promoting initiatives that encourage all children to think that science is relevant and important to their lives, now and in the future? 	<ul style="list-style-type: none"> the school community supporting and promoting initiatives that encourage all children to think that science is relevant and important to their lives, now and in the future?
	WIDER OPPORTUNITIES	WO1 There are appropriate links between science and other learning.	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> curriculum planning that links science to other areas of learning? 	<ul style="list-style-type: none"> 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?
		WO2 There are appropriate links with families, other schools, communities and outside organisations to enrich science learning.	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> children taking part in some initiatives supported by other organisations to enrich science learning; children's science learning including topical science events; children carrying out science activities with their families? 	<ul style="list-style-type: none"> children taking part in a range of initiatives supported by other organisations to enrich science learning; children's science learning including topical science events; children regularly carrying out science activities with their families?

PSQM OUTREACH award			
ESSENTIAL	SUBJECT LEADERSHIP	SL1 There is a clear vision for the teaching and learning of science	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> 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 understanding of the importance and value of science	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> the school community's shared understanding of the importance and value of science?
		SL3 There are appropriate and active goals for developing science	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> effective support for the development of science through embedded school strategic planning processes; the subject leader's contribution to whole school leadership and strategy?
		SL4 There is a commitment to the professional development of subject leadership in science	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> the subject leader's engagement with sustained professional development and learning; the subject leader's engagement with the primary science education community, which is shared with others?
		SL5 There are monitoring processes to inform the development of science teaching and learning	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> 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; school development priorities which are informed by monitoring and evaluation processes?
	SCIENCE TEACHING	T1 There is engagement with professional development to improve science teaching and learning.	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> staff engagement with a sustained programme of relevant internal or external professional development; the subject leader's provision of regular, sustained support for colleagues in response to development needs.
		T2 There is a range of effective strategies for teaching and learning science which challenge and support the learning needs of all children.	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> teachers using and evaluating a range of evidenced based strategies for teaching science which challenge and support the learning needs of all children; the subject leader developing existing strategies and introducing new ideas for teaching science in response to development needs?
		T3 There is range of up-to-date, quality resources for teaching and learning science which are used regularly and safely.	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> resources that are audited in line with development planning for 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 environment; teachers making links with outside agencies to borrow or source additional equipment where necessary?
	SCIENCE LEARNING	L1 There is a shared understanding of the purpose and process of science enquiry.	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> children using a range of enquiry types to answer scientific questions about the world around them; children independently: <ul style="list-style-type: none"> asking questions, planning how to investigate them carrying out and evaluating investigations?
		L2 There is a shared understanding of the purposes of science assessment and current best practice.	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> regular evaluation of practice and processes for formative, summative and statutory assessment which ensure that they reflect the shared understanding of the purposes of assessment in science and current best practice; a school wide commitment to continually improving assessment practice?
		L3 There is a commitment to developing all children's science capital	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> the school community supporting and promoting initiatives that encourage all children to think that science is relevant and important to their lives, now and in the future?
	WIDER OPPORTUNITIES	WO1 There are appropriate links between science and other learning.	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> 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?
		WO2 There are appropriate links with families, other schools, communities and outside organisations to enrich science learning.	What is the impact on science teaching and learning of: <ul style="list-style-type: none"> children taking part in a range of initiatives supported by other organisations to enrich science learning; children's science learning including topical science events; children regularly carrying out science activities with their families?
	PROFESSIONAL DEVELOPMENT	O1. There is a commitment to leading professional development and learning in science in other schools	What is the impact on science teaching and learning in other schools of: <ul style="list-style-type: none"> the subject leader regularly sharing good practice beyond their own school; the planning and evaluation of science outreach initiatives; effective cross phase links within and/or between schools?
	EITHER OR/AND	LOCAL ACTIVITY	O2. There is a commitment to working with other community groups and organisations to develop their science teaching and learning
WIDER ACTIVITY		O3. There is a commitment to sharing expertise in science teaching and learning beyond the immediate community	What is the impact on science teaching and learning of one or more of: <ul style="list-style-type: none"> training people in industry to work in schools? reciprocal global links? working with colleagues in Initial Teacher Training? sharing expertise through : <ul style="list-style-type: none"> writing for journals e.g. ASE, Phizzi News TES? regular online blogging? contributing to published resources? presenting at conferences? contributing to policy level activity? <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> In the case of publications, conferences and consultations, evidence of impact may be limited so evidence of activity will be acceptable. </div>