

Driver Diagram – STEM (19/20)

Aim – states what is to be achieved, how good and by when.

Primary drivers – needed for the aim to be achieved.

Secondary Drivers – our theory about what needs to be in place to deliver the primary drivers.

Ideas: what could be tried out in practice: **PDSA tests**

By June 2020, 100% of teaching staff will feel more confident in teaching science.

By June 2020, 100% of pupils will feel more confident in demonstrating their ability to discuss, question and investigate a range of STEM based problems through our Wonder and Inquiry zones.

Staff

With support from Education Scotland (Gayle Duffus) staff will explore L&T approaches, initially around Science building confidence and capacity.

Pedagogy

There will be evidence of STEM being developed as an **enquiry based and collaborative approach** to learning; encouraging independence, resilience, problem solving and thinking skills (analysis, creativity, evaluating etc.)

Curriculum

Our STEM curriculum will focus on skills development, creating opportunities for children to explore, investigate and create.

Engagement in professional learning (sharing practice, making learning visible)

- With Education Scotland
- With colleagues

Collaboration with parents and children

- Family STEM week in term 3
- Home learning

Develop approaches to planning and assessment and explore approaches to learning and teaching through a more flexible approach

Building on the Creativity RACI evaluations from session 18/19, how can we use STEM as a vehicle to continue to develop children’s confidence, resilience, creativity etc.

2.2. Self-evaluation procedures

From our recent visit to Corsehill Primary School 22.5.19, adopt and adapt ideas for zones and planning.

Building on from our self-evaluation session with Ed Scotland in March 2019:

- Supported CPD with Gayle Duffus.

Continue to explore and develop the whole school environment (zones) for most effective learning e.g. create STEM areas/outdoor classroom (mezzanines, classroom, outdoors etc.) Reach out to parent body and wider community for volunteers to support our Zone developments. In addition relook at how we deploy support staff to facilitate this.

Continue to develop links with world of work – ‘STEM’ parents, local industry etc.

Develop the use of focus week(s) e.g. Women in Science, specific topics that require experimentation.

Family STEM week in Term 3 in line with Cluster DYW week in March 2019. Audit current resources: make links with GHS and FVC & local businesses to develop our resources.

Make links with whole school gardening project and through Play is the Way.

In the ELCC staff, parents and children will be developing the under 3 garden area, linking to STEM.

Build on the ‘risky play’ developments in the nursery, taking this into P1 to P3.

Named staff to continue with the Primary engineering project (INEOS) & share practice with colleagues. Names staff to lead planning with colleagues.

STEM pedagogy will be linked to our aspirations and vision for children in our school and ELCC (enquiring, collaborative and creative thinkers)