



School Mission Statement
Working together, we aim high to achieve.
through Faith, we care, show respect, and succeed.

Science Policy

Aims

Our aims in teaching science are that all children will:

- retain and develop their natural sense of curiosity about the world around them ;
- develop a set of attitudes which will promote scientific ways of thinking, including open-endedness, perseverance, objectivity and a recognition of the importance of teamwork;
- come to understand the nature of "scientific method" involving: meticulous observation, the making and testing of hypotheses, the design of fair and controlled experiments, the drawing of meaningful conclusions through critical reasoning and the evaluation of evidence;
- become effective communicators of scientific ideas, facts and data;
- begin to build up a body of scientific knowledge and understanding which will serve as a foundation for future enquiry.

Purpose

This document reflects the schools values and philosophy in relation to the teaching and learning of science. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment. This policy should be read in conjunction with the adopted QCA Scheme of Work, which sets out in detail what should be taught.

Audience

This document is intended for the teaching staff, non-teaching staff, governors, parents and LEA representatives and OFSTED inspectors.

Practice

SCIENCE is a body of knowledge which is built up through experimental testing of ideas and which is organised in a way that makes it easy to use. Science is also a methodology, a practical way of finding reliable answers to questions we may ask about the world around us.

Science is important because

- it is a body of knowledge essential to our understanding of the world around us;

- it has built up a methodology for thinking which today forms the basis of most intellectual enquiry;
- the skills and knowledge of science have wide applicability in everyday life;

Curriculum and school organisation, class organisation and teaching skills

Science in Key Stages 1 and 2 is taught as a discrete subject of 1 hour a week.

At Foundation Level, science is an integral part of topic work and should command approximately 30% of the total time allocation.

Links will also be made to other subjects so that pupils can develop and apply their scientific skills.

'Working scientifically' will be carried out at the end of each topic. (half termly)

Classes will be organised by mixed ability with appropriate differentiation, as needed.

Within each year group, Science is taught in an imaginative and largely practical and investigative way. The children benefit from whole class or group teaching as well as being encouraged to work individually: finding out information, practising skills, or thinking scientifically by themselves.

Planning

The planning of Science remains the responsibility of the individual teacher, and teachers are expected to outline how and where Science fits into the curriculum of their year group according to National Curriculum skills. PlanBee units may be used but the teacher must remain responsible for checking all KLIPs are covered.

Assessment and Record Keeping/Reporting

Feedback to pupils about their own progress in science is achieved through the marking of work.

Effective assessment:

- is usually done while a task is being carried out through discussion between children and teacher
- aims to help children learn by encouraging them to think critically about what they have achieved

Formative assessment is used to guide the progress of individual pupils in science. It involves identifying each child's progress in each area of the science curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by teachers in the course of their teaching. Suitable tasks for assessment include

- small group discussions usually in the context of a practical task
- specific assignments for individual pupils
- individual discussions in which children are encouraged to appraise their own work and progress.

Reporting to parents is done three times yearly through interviews and annually through a written report. Reporting in science will focus on each child's attitudes to science
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progress in AT1, the ability to investigate scientifically including understanding of the nature of "scientific method".

Links to other Subjects/Policies

Science contributes to many subjects within the primary curriculum and opportunities will be sought to draw scientific experience out of a wide range of activities. Science is largely taught thematically through a variety of topics that may be based on Science or any other subjects taught in each year group's curriculum. This will allow children to begin to use and apply scientific skills and knowledge in real contexts.

Resources

Science equipment to be used across the age range and resources related to the environment are stored in the double cupboard in the Year 5/6 classroom. DVD resources, teachers' books and activity ideas are also found here.

Equal Opportunities

It is the responsibility of all staff to ensure that all planning is completed and available on request. We are an inclusive school and all areas of the curriculum will be available irrespective of race, gender, gender orientation, ability, ethnicity and social circumstance.

SEN

Work will be differentiated to meet the needs of all pupils and pupils with Special Ed Needs may be given support from other adults. Support will be identified on IEPs.

Health and Safety Issues

At the beginning of a lesson a reminder will be given to children about potential hazards and care of the equipment they are using. This school has a health and safety policy and teachers, or any adult, working with children should consult this.

During experimental and investigative work the appropriate safety equipment (e.g. gloves and eye protection) should be used by both adults and children. The teacher should carry out a risk assessment procedure before the science lesson.

Before any science activity or investigation children should be reminded of the need for sensible behaviour and proper regard for safety at all times.

Any trips should have been planned with due regard to the school policy on taking children on outings. LEA guidance may need to be sought on trips involving farms etc. Life Processes.

Stressing the importance of good hygiene should immediately follow care and handling of small mammals and reptiles. Hands should be washed thoroughly using an anti-bacterial soap.

When examination and observing berries and other autumn fruits make sure to stress the dangers of eating wild/unknown berries and always ensure hands are thoroughly washed afterwards.

Discourage children from plugging/ unplugging plugs into main sockets. Do not allow them to rewire a plug themselves as this may encourage them to try at home.

Do not allow pupils to look directly at the sun or at bright household lights.

Do not allow pupils to listen to very loud sounds.