

<p style="text-align: center;"><b>Washacre Primary School Autumn 2019</b></p>		<p style="text-align: center;"><b>Science Policy</b></p>
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### 1. Introduction

This policy outlines the teaching and management of the Science taught and learnt at Washacre Primary School. The school's policy for Science is based on the Curriculum brought into schools in September 2014. Staff are required to follow the statutory and non-statutory guidance set out in the new curriculum document.

Science in our school is about developing ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills.

### 2. Aims and Objectives

- To develop pupils' enjoyment and interest in Science.
- To use a range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of Science.
- To develop pupil's use of the language and vocabulary of Science, including the correct spelling of scientific vocabulary.
- To develop pupils' practical skills and their ability to make accurate and appropriate measurements, predictions, planning, analysis and evaluation.
- To develop pupils' use of computing in Science e.g. data logging.
- To encourage pupils' to understand the importance of a fair test along with each of the other 4 lines of enquiry outlined in the 2014 curriculum.
- To develop ability to record the results of findings in a variety of ways including tables, charts and diagrams.
- To enable children to become effective communicators of scientific ideas through collaborative learning.

### 3. Teaching and Learning

At Washacre, we use a variety of teaching and learning styles in science lessons. Our main aim is to develop children's knowledge, skills and understanding. Sometimes this is done through whole-class teaching, while at other times the children are engaged in an enquiry-based activity. They will experience science through investigations, topic work, structured play and in other areas of the curriculum. Children are encouraged to ask, as well as answer, scientific questions. They use computing in science lessons where it enhances their learning. Children have many different scientific abilities in all classes and as teachers we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

*Teaching Science to children with special needs:*

Science is a practical subject which draws upon a child's knowledge and understanding of the world around him/her. The children are provided with learning opportunities to identify and solve problems and communicate through appropriate visual, verbal and numerical methods, at a level which is suited to the individual. We also provide a range of challenges, through the provision of different resources, for more able children.

#### 4. Planning

Curriculum planning is in 2 phases.

Long-term plan – this plan maps the units of work to be studied each half term during the year for Key Stages One and Two. Science is taught as a discrete subject in Key Stage 1 and Key Stage 2. It is also taught through 'The World' strand of Knowledge and Understanding of the World in EYFS.

Medium-term plan – this plan maps out the objectives for each unit of work for each half term and how the objectives are going to be achieved through each lesson. Teachers have been provided with planning matrices from ASE to support medium term planning.

Topics are planned in science so that they build upon prior learning. Opportunities are given to all children to ensure that they all develop their skills and knowledge in each unit of work. Programmes of study for the long-term overview need to be checked on a yearly basis to ensure all children cover all units of work, especially if they are working in a mixed age class.

Progression is built into the science scheme of work based on the objectives outlined in the 2014 National Curriculum with support from other schemes of work.

#### 5. The Foundation Stage

Science teaching in the Foundation Stage is based on the EYFS curriculum. The Knowledge and Understanding of the World area of learning follows a set of objectives which are generally cross-curricular and give the children the skills required to access Science when they come into the main school.

#### 6. Investigations (working scientifically)

Pupils' scientific skills and knowledge gained during the Foundation Stage and Key Stage 1 will be consolidated and developed through Key Stage 2. Pupils in Key Stage 1 will be introduced to Science through focussed observations and explorations of the world around them. These will be further developed through supportive investigations into more independent work in Key Stage 2. Working scientifically is a key strand of the science curriculum and ideas to support this are provided in the ASE planning matrices.

#### 7. Assessment, Recording and Reporting

At Washacre Primary School we assess children's ability in Science on a half termly basis using concept maps. Concept maps are completed at the start of the unit in order for each child to show what they already know. Teachers will then use this information to support their planning. The concept maps will be revisited at the end of the unit for the children to update with their new knowledge and therefore will provide excellent evidence of the progress that they have made. The online tracking system, Educator, will need to be updated half termly with data information and this will be used to monitor the progress they are making on a termly basis.

Progress made by the children is reported to parents at the end of each term.

8. Health and Safety

All staff must know how to use all resources correctly and safely and if unfamiliar, they must discuss these with the co-ordinator. It is the class teacher's responsibility to discuss concerns with the co-ordinator prior to teaching. Teachers should be aware of the potential risks of the resources in all the topics taught.

It is the duty of all staff to take reasonable care for the health and safety of themselves and other may be affected by their actions or omissions. The staff are able to refer to CLEAPSS ([www.cleapss.org.uk](http://www.cleapss.org.uk)) for the purpose of obtaining risk assessments and for general advice on health and safety matters in Science.

9. Role of the Co-ordinator

It is the responsibility of the science co-ordinator to monitor the standards of the children's work and the quality of teaching in science. The science co-ordinator is also responsible for supporting colleagues in the teaching of science, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in school.

The co-ordinator will make sure that there are sufficient resources and that they are in good working condition to allow investigations, observations and measurements to be carried out in small groups. Resource boxes are labelled and stored in the cupboard in the Group Room 1. All teachers are responsible for keeping the equipment tidy; returning all resources to the correct place and informing the co-ordinator when resources are damaged or supplies are running low.

SIGNED CHAIR OF THE JOINT EXECUTIVE BOARD:

UPDATED:

TO BE REVIEWED: AUTUMN TERM 2021