

# Science Policy



## Aims

1. Science should provide a challenge and a sense of achievement for all pupils.
2. All pupils must be extended, but not so far as to constantly experience failure.
3. As teachers we aim to enable pupils to gain confidence and to be able to tackle scientific tasks without anxiety or apprehension.
4. Pupils should derive pleasure and enjoyment from science.
5. Children should be encouraged to work co-operatively within a group involved in investigational tasks. This encourages thinking, discussion and sharing ideas.
6. We aim to give children experience and confidence in using a range of resources and equipment.
7. Pupils should be encouraged to work in an independent way:
  - to decide what equipment to use;
  - to decide what strategies to use;
  - to design their own investigations;
  - to consider how to work in a safe and careful way.
8. We aim to develop in children an awareness of the role and importance of science in every day life.
9. As teachers we aim to ensure a structured and progressive study of science that provides relevant experiences according to the ages and interests of the children.

## Objectives

1. To raise standards of scientific skills, knowledge and concepts throughout the school;
2. To ensure full coverage of the National Curriculum Programmes of Study;

3. To secure progress across the full range of ability, by recognising the needs of all the pupils;

### **Expectations**

By the end of Key Stage 1, the performance of the great majority of the pupils should be within the range of age related expectations.

By the end of Key Stage 2, the performance of the great majority of the pupils should be within the range of age related expectation.

### **Equal opportunities**

All children should have equal access to all areas of the science curriculum and to the resources available for its implementation.

### **Curriculum**

Science is taught as a discrete subject unless there are links to the thematic curriculum for that term. The programme of study is covered in units of work taken from the National Curriculum. In Foundation Stage pupils study science as part of the area of learning "Knowledge and Understanding of the World".

### **Planning**

- Long term planning: An overview of coverage is provided to each teacher.
- Medium term and weekly planning: This identifies the learning objective and outcome for each lesson. It also includes the science activities, the national curriculum references, assessment opportunities, the vocabulary to be taught and used, any safety issues and the differentiation required. The weekly planning for science is done by the class teacher. It is placed on the main foundation planning for each year group.

### **Assessment, Reporting and Record keeping**

This is an important aspect of our work as teachers and helps to ensure continuity in pupils' work.

Within the cover of each science book an individual pupil science assessment record sheet will be placed. This will have I can statement for each of the topic for the year group that the children are within focusing on key skills. Teachers will assess pupils' learning throughout each topic by highlighting the statements when children are working towards, achieving and exceeding targets using the school colour key code for each term.

At the beginning and end of each topic pupils' will be self-assessing themselves on the unit. This will assess children's own understanding at the start and then at the end of the topic.

On going observations are made as part of teacher's every day work and medium term planning should be annotated accordingly to reflect this.

Teacher assessments should be inputted every termly on the Science teacher assessment spreadsheets.

## **Marking**

On completion of a piece of work, the teacher marks the work and comments as necessary in accordance with the school marking policy. There should also be think pink and next steps present to consolidate and extend learning.

If a practical or speaking and listening activity is undertaken a note is to be made of this in the pupils' books and photographic evidence may be used to reflect the learning in that lesson.

## **The learning environment**

Classrooms should have displays of the current science topic. Its profile should reflect its place as a core subject. All classrooms should display prominently the relevant scientific vocabulary being introduced in current units of work.

## **Resources**

We have a large number of science resources.

Resources for units are stored in each classroom for easy accessibility. General science resources are stored in the resource room and is easy accessible by all staff.

Teachers are responsible for collecting the resources they require and then replacing them neatly in the correct place once they have finished with them.

If there are no consumables left then the science coordinator should be informed so that she can replace them as soon as possible.

Each year group will also be given a folder with all relevant documents to help with planning for their year (e.g. key skills, programme of study, pupil assessment sheets).

## **Use of other adults**

If HLTAs are to be teaching the subject of Science, they should be supplied with the overview of Science coverage for that particular year group. This so that lessons can be planned in line to the National Curriculum.

Teaching assistants should be given the plan a week in advance so they may prepare how to support their allocated pupils.

## **Health and safety**

Staff should be aware of any potential risks involved with the activities and equipment that are used in science lessons. Staff should make pupils aware of these risks and make suitable decisions for the organisation of children and equipment.

When working with tools, equipment and materials in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- a. about risk and risk control
- b. to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- c. to use information to assess the immediate and cumulative risks
- d. to manage their environment to ensure the health and safety of themselves and others
- e. to explain the steps they take to control risks”

The National Curriculum for England (Science)

## **Monitoring and review**

Monitoring of work, planning and pupil standards is the responsibility of the Science Coordinator. This will be carried out on a regular basis and feedback given to the staff and Governing Body.