



Croft Church of England Primary School

**Science policy
March 2019-March 2022**

Our Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We embrace Christian values and ensure all children are ready for their next steps. It is important that children are given the opportunity to explore and understand the world in which they live. The main aspects of science to be studied will be determined by the programmes of study of the National Curriculum 2014. Through science, pupils at Croft C of E primary will continue to deepen their respect, care and appreciation for the natural world and all its phenomena.

Aims

- To introduce pupils to the language and vocabulary of science.
- To develop pupils' enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life.
- To build on pupils' curiosity and sense of awe of the natural world.
- To extend the learning environment for our pupils via our environmental areas and the locality
- To promote a 'healthy lifestyle' in our pupils.

Skills

- To develop working scientific skills.
- To develop the skill of investigation- including observing, questioning, null hypothesis, devising tools and experiments to probe the issue, measuring, predicting, communicating, interpreting, explaining, evaluating and suggesting what the next steps might be.
- To allow children to experience all types of scientific enquiry- fair test, comparative test, observation over time, pattern seeking and research.

Statutory requirements

Statutory requirements for the teaching and learning of science are laid out in the National Curriculum in England framework Document for teaching, September 2014. The statutory framework for the early years Foundation stage, September 2014.

Structure of science in school:

Science is taught for two hours each week. Some classes chose to do this for a whole afternoon, while others split the time across 2 days. Science planning is completed in

half termly blocks, allowing the teacher to plan progression. Planning may be adapted dependant on children's learning and understanding. To ensure full coverage of the National Curriculum, science is planned on a 2 year rolling programme created by the Science Coordinator and Head teacher.

Continuity and Progression

Foundation Stage pupils investigate science as part of Understanding of the World. Children are encouraged to investigate through practical experience; teachers guide the children and plan opportunities that allow the children to experience and learn whilst experimenting for themselves. By careful planning, pupils' scientific skills and knowledge gained at Key Stage 1 will be consolidated and developed during Key Stage 2.

Pupils in Key Stage 1 will be introduced to science through focused observations and explorations of the world around them. These will be further developed through supportive investigations into more independent work at Key Stage 2. The knowledge and content described in the National Curriculum will be introduced throughout both key stages in a progressive and coherent way.

Cross-curricular skills and links

Science underpins every aspect of our lives and we will relate it to all areas of the curriculum. We will also ensure that pupils realise the positive personal contribution of women and men have made to science and that this spans all cultures through time. We will not only emphasise the positive effects of science on the world but also include problems it may engender, through human activities.

Equality of Opportunity

All children have equal access to the science curriculum and its associated practical activities. The SLT, Class Teachers and TAs at Croft C of E School are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

All children have equal access to the Science Curriculum, its teaching and learning, throughout any one year. This is being monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Assessment for Learning, recording and reporting

Formative assessment is the basis for assessment in Science. Science work, where appropriate, will be recorded in pupils' science books; evidence will also be photographic and evident on classroom displays and in joint work (floor books). Attainment in science is recorded on the Target Tracker system where each child's progress can be monitored. For further details see the school's Assessment Policy.

Throughout the school, teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. Progress and attainment is reported to parents through parents' evenings and end of year reports.

Marking for Improvement (see policy)

Much of the work done in science lessons is of a practical or oral nature and, as such, recording will take many varied forms thus making marking different. It is, however, important that written work is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work.

Marking for improvement comments in a child's book must be relevant to the learning objective to help children to better focus on future targets.

Role of the Science Coordinator

The Science Co-ordinator and class teacher is responsible for monitoring the standard of the children's work and the quality of teaching in Science. The Science Co-ordinator is 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 the school. Science staff meetings will be held across the year providing training and support from the Science Coordinator.

This policy will be reviewed every three years or in the light of changes to requirements.

Health and safety

Pupils will be taught to use scientific equipment safely when using it during practical activities. Class Teachers and Teaching Assistants will check equipment regularly and report any damage, taking defective equipment out of action. A simple risk assessment will be carried out for all practical activities any perceived hazards will be reported to the Head teacher who will determine the appropriateness of said activity.

Resourcing

Science resources are held in a central location where staff can access when required. An inventory list of resources that we currently hold will be emailed out to all staff and a copy with the resources. When we get new science equipment it is the Science Coordinator to update the inventory list and distribute accordingly. There will be an aim to enrich the curriculum with visits and focus days, and visits working scientists from a range of disciplines.