



Science Policy

Introduction

“Pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. Science provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics.”

National Curriculum, 2014.

Aims

1. to promote children’s curiosity, spirit of inquiry and enthusiasm for science
2. to promote children’s understanding of the essential nature of science
3. to develop children’s understanding of what it means to work scientifically

Objectives

1. to engage children in activities that extend knowledge and deepen understanding
2. to promote children’s development as independent learners through various approaches to tackling tasks, generating and recording data, then communicating findings
3. to promote children’s understanding of the contribution that science makes to society, e.g. technological and medical advances
4. to develop children’s awareness and respect for the local and global environment

Activities

The Science curriculum will be principally linked to the school’s thematic approach but may be taught as discrete units where appropriate. In the Foundation Stage, Understanding the World is delivered through the EYFS. In Key Stage 1 and 2 the curriculum is derived directly from the National Curriculum Programmes of Study for Science (2014).

Teaching Approaches

There will be emphasis on the provision of first-hand experiences and investigative activities for the children, where safety considerations and resources allow. Children will be given frequent opportunities to develop their understanding of the concept of the ‘fair test’ in science experiments.

Use of ICT e.g. VR headsets, internet, visualisers, Tuff Cams, computers or I-Pads is particularly appropriate when safety issues, or lack of resources, preclude the first-hand approach. Classroom display will be used at staff’s discretion as a way of supporting the learning of key concepts and skills, while celebrating learning. Staff will consider any available opportunities for educational visits that will offer first-hand scientific experiences for the children, particularly when such experiences cannot be provided within school.

Resources

Practical resources for experiments are stored centrally. For safety reasons, Science resources should be returned to the central store when not in use. Teachers are responsible for ensuring equipment is

returned in working order and stored tidily. Staff also have use of the resource library at Saddleworth School, where additional resources can be loaned for specific topics. Access to details of resources on offer at Saddleworth School is through staff LabLogger accounts.

Health and Safety

Children should be taught about the correct and safe use of scientific equipment and apparatus. This should be consistent with advice given in the “Be Safe!” A.S.E. guide.

Equal Opportunities/Inclusion

All children should have fair and equal access to the curriculum and to the resources needed to complete scientific activities. Staff should ensure that their planning for Science meets the specific needs of individuals and groups of children.

Role of Science Leader

Working collaboratively alongside the Headteacher, Governors and whole staff:

1. to take the lead in policy and ensure continuity and progression throughout the school
2. to help monitor and evaluate teaching and learning, subject development and the implementation of the policy across the school
3. to keep up-to-date with current views in terms of good practice, including attending Inset courses and then disseminating this to colleagues
4. to demonstrate good practice within own Science lessons
5. to be responsible for the purchase, acquisition and organisation of Science resources

Role of Governors

To participate in the development and review of this policy, monitoring its effectiveness across the school. Questions might include: Is the policy being implemented across the school? Are the Science National Curriculum (2014) objectives being met? Are pupils actively engaged in science investigations? Do children understand fair testing? Are children taught to use equipment and resources safely and appropriately?

Assessment and Recording

Teacher assessment takes place as appropriate during and at the end of each Science unit using the National Curriculum (2014) objectives which notes attainment and progress. Assessment may include discussion, observations, concept maps and written assessment. Pupil progress should be assessed by using National Curriculum (2014) yearly objectives. This takes place formally at the end of each Year, in the form of Teacher Assessments. Assessments of overall pupil progress are recorded on the Delph School Progress Tracking Tool.

Monitoring and Evaluation

This will be carried out by the subject leader, the Governor’s Curriculum Committee, informally by the Headteacher and by the Science Link Governor. Questions might include: Is the policy being implemented across school? Are children actively engaged in scientific investigations? How are the children assessed at the end of a Science topic? Science monitoring will take place on at least three occasions annually and will include: planning and work scrutiny, lesson observations and pupil voice interviews.

Approved by:	Curriculum & Standards Committee	Date: 18/03/22
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