

WEST PARK CE PRIMARY SCHOOL



SCIENCE POLICY

Original Developed by:	Science Co-ordinator
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Science Policy 2019-20

Intent

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. Science links practical experience with ideas and it engages learners at many levels. Through science, pupils understand how major scientific ideas contribute to technological change - impacting on industry, business, medicine and quality of life. Pupils recognise the cultural significance of science and trace its worldwide development. They learn to question and discuss science -based issues that may effect their own lives, the direction of society and the future of the world.

Scientific studies should help pupils:

- To maintain and/or stimulate pupil curiosity, interest and enjoyment in science to encourage future study.
- To enable pupils to be familiar with a body of scientific knowledge, principles and vocabulary.
- To enable pupils to see science in the context of a wider body of knowledge and skills.
- To enable pupils to understand and use scientific methods, safely by incorporating risk assessment as normal practice.
- To give children the experience to acquire practical skills e.g. using a Thermometer.
- To provide experience of the scientific process skills of 'Working Scientifically', helping children to develop and apply these progressively in meaningful contexts.
- To help children acquire a progressive understanding of scientific knowledge.
- To prepare children for life in an increasingly scientific and technological world so that they can make informed decisions and choices in future life.

Implementation

Teaching:

Most of the Science curriculum is taught through topics. Topics are carefully chosen to enable the children to engage in challenging, motivating and enriching activities which enables all pupils to achieve success. We encourage a sense of wonder of the world around them.

Carefully planned topics enable the teacher to teach the knowledge required by the National Curriculum whilst giving the children a purpose to develop and apply their skills. This ensures that children in our school are given opportunities to learn in cohesive blocks and 'stick' their learning together each year, building on previous knowledge, skills and experiences. The detail of our learning journey for science is contained in the unit plans for each year group.

Curriculum Planning and Organisation

The Science Long Term plan has been organised into different units, which have been designed to cover the knowledge, skills and understanding of Science, whilst at the

same time, using links to other areas of the curriculum where appropriate. This plan is continuously evaluated to meet the needs of the children in our School.

Questioning is a key element in Science. Pupils should be asking the questions *where* and *what*, *how* and *why* in order to help them make sense of the world around them.

Impact

Assessment

Assessment of children's work in Science is ongoing. The assessment will include the children's skills and as well as by outcome. These outcomes are celebrated in the Best of Me books.

- Assessment of the pupil's scientific work is made through oral and written responses.
- The children in Years 1-6 will be assessed on one Scientific Investigation each term related to a unit of work that they are covering and this is recorded in accordance with the School's Assessment, Record Keeping and Reporting Policy document.
- A Band judgement is given at the end of the year which is recorded on Target Tracker.
- The Children in Year R will be assessed using the Base Line Assessment and Early Years Learning Goals.

Resources

The general science resources are kept in the Science Lab.

Health and Safety

Reference should be made to:

- The school's 'Health and Safety' guidelines.
- The Risk Assessment Procedures
- The School Health & Safety Officer.
- The Off Sites Visit policy

Risk Assessments

Due to the range of equipment used and the range of allergies and food intolerances of our children it is essential that thorough risk assessments are completed before any unit of teaching begins. The class teacher must ensure these are completed using current information for the pupils in their class.

The policy should be read in conjunction with the Science National Curriculum which sets out in detail what pupils will be taught in different Key Stages.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>