



Abberley Parochial V.C. Primary School

Inspiring Hearts & Minds

Science Policy 2015

“Science is an integral part of modern culture. It stretches the imagination and creativity of young people. Its challenges are quite enormous.”

Prof. Malcolm Longair, Head of Cavendish Lab., Cambridge University

This policy is a statement of the shared views of the staff of Abberley Parochial V. C. Primary School about the aims, objectives and strategies for the teaching and learning of science within our school.

We aim to

- Encourage all the children in our care to be enthusiastic about science
- To retain and develop their natural sense of curiosity about the world
- To develop a set of attitudes which will promote scientific skills and ways of thinking
- To start to build up, through their own interest and understanding, a body of scientific knowledge which will serve as a sound basis for future learning

Objectives

- To develop a positive attitude to science
- To develop knowledge and understanding of key scientific concepts
- To develop the necessary skills enabling them to carry out scientific investigations and solve scientific problems

Opportunities

Children should be given opportunities to:

- Develop their natural sense of curiosity about the environment
- To develop an understand the nature of ‘scientific’ method involving observation, making and testing hypotheses, fair testing and interpreting and evaluating evidence through engaging practical tasks
- Develop attitudes and responsibility and co-operation, safety, open mindedness, perseverance and independence
- Become effective scientific communicators
- Acquire a body of scientific knowledge
- Develop the practical and investigative skills of science

Science in the Curriculum

Science, with Numeracy and Literacy, is a core subject. Science is timetabled in each class, but the thematic approach enables the children to develop scientific skills within other areas of the curriculum.

The Programmes of Study (PoS) for Science in the National Curriculum set out what should be taught at Key Stages 1 and 2. The Knowledge, Skills and Understanding in each PoS are organised into Biology, Physics and Chemistry. Planning and teaching should also ensure that 'Working Scientifically' is taught through the other programmes of study. The notes and guidance for each programme of study in each Key Stage also identifies the contexts that should be used when planning and teaching.

Planning

Teachers at Abberley use the thematic approach to plan their Science curriculum.

- Monitoring planning for Science is the responsibility of the co-ordinator, in collaboration with the head, and Science governor to ensure continuity and progression.
- Medium term planning, carried out by individual teachers, identifies learning objectives and outcomes for each programme of study and activities to be used to achieve these. Basic differentiation is included at this stage.
- Short-term plans build on medium term plans by taking account of individuals and groups of children within the class.

Key Skills

Science lessons and activities should allow and promote children to use and apply their literacy, numeracy, speaking and listening and computing skills. Staff should ensure that the scientific objectives should still always remain clear to children.

Special Educational Needs and Gifted and Talented Pupils

Every child should have the opportunity to learn Science. The first hand, practical experience of Science makes it possible for all children to experience success. Teachers should be aware of the educational needs of their children, as they apply to the skills and subject area being taught, and plan accordingly.

Foundation Stage

Many of the Early Learning Goals and Characteristics of Effective Learning give children opportunities to discover and experience the knowledge and skills upon which further scientific learning can be based. Science is explored through the Understanding of the World strand of the EYFS document. Outdoor Learning sessions also further enhance children's scientific understanding of the natural world.

Assessment and Record Keeping

Assessments are made from the teacher's professional judgements during and at the end of a Science topic using evidence gained through observation, questioning and written work. These assessments are the responsibility of the class teacher to record and use as an overview to aid teacher assessments to be made at the end of the year.

For further information see the Assessment Policy

Resources

Resources are to be found in labelled boxes in the walk-in cupboard in the staffroom. Individual teaching staff are responsible for the safe return of equipment to these boxes and the Science co-ordinator is responsible for re-ordering disposable items. If staff are aware of a shortage or have a special request for equipment they inform the co-ordinator who will order such items as soon as possible.

Health and Safety

The safe use of equipment is promoted at all times. "Be Safe", the Association for Science Education Publication can be found in the staffroom science cupboard to provide staff with information on health and safety during science lessons.

The school's Health and Safety Policy can be found in the School Office

School Environment

The school grounds are a rich source of firsthand experience. We have an enclosed pond area, a wild garden and a greenhouse.

The school's Eco Committee meets regularly to review their work in encouraging an environmentally aware school.

Signed

Date

