
Science Policy

September 2014

To be reviewed
May 2016

Science Policy

Introduction

This policy outlines the teaching, management and organisation of science at St. Nicholas-at-Wade CE Primary School.

Science is:

“the intellectual and practical activity encompassing the systematic study of the structure and behaviour of the physical and natural world through observation and experiment” Definition from Oxford English Dictionary.

Mission Statement

At St. Nicholas –at – Wade we believe that all pupils deserve and need a fully rounded curriculum to become confident, independent lifelong learners. Science has a crucial role in this and is considered a vital part of our pupil’s experience in school. As such, all pupils are given opportunities to participate in activities across the disciplines of biology, chemistry and physics during their time in school in line with the National curriculum 2014.

Key Aims and Objectives

Aims	Objectives
1. To use a variety of teaching strategies to give pupils an increasingly secure understanding of the concepts and knowledge of science.	<ul style="list-style-type: none">❖ To plan for whole class/small group and individual learning activities during science lessons❖ To use research, practical activities and demonstration to further scientific knowledge.
2. To ensure all pupils develop and use the skills of science	<ul style="list-style-type: none">❖ Activities will be planned for pupils to ensure they learn and use the skills of observing, identifying, classifying, comparing, predicting, estimating, measuring, testing, experimenting, fair testing communicating and drawing conclusions.
3. To stimulate pupils’ interest and curiosity in the world around them by creating awe and wonder.	<ul style="list-style-type: none">❖ Plan for practical, hands-on science activities where possible.❖ Use the TASC approach to encourage questioning.❖ Take pupils out of the classroom on a regular basis to experience science activities in the real world.❖ Provide children with opportunities to experience the work of professional scientists through visits to organisations/museums, workshops

	with scientists and other partnerships at least twice at each key stage
4. To help pupils understand the language and specialist vocabulary of science and to use technical terminology accurately and precisely.	<ul style="list-style-type: none"> ❖ Ensure that pupils are taught specific science vocabulary associated with each topic and that a word bank is provided to scaffold learning. ❖ Expect pupils to use taught vocabulary in their recording of their scientific learning.
5. To give pupils the opportunities to develop methods of systematic enquiry	<ul style="list-style-type: none"> ❖ Use the TASC approach whenever possible.
6. To track pupil progress in science to inform future learning opportunities.	<ul style="list-style-type: none"> ❖ Use teacher assessment to track pupil progress. ❖ Use informative feedback following assessment and allow pupils time to respond to this feedback to ensure progress.
7. To celebrate pupils scientific work and achievements.	<ul style="list-style-type: none"> ❖ To use examples of science work to celebrate in assembly ❖ Each classroom will have a display or working wall dedicated to science activities. ❖ To have a science fair for parents biannually.

Curriculum

The school has adopted the Kent scheme of work written by Andrew Berry as the basis of our science curriculum in school. Skills, concepts and knowledge will always relate to the scheme of work but teachers may alter the context in which these are taught to enable cross curricular links to be made.

A cross curricular approach is encouraged where possible so pupils will experience science through literacy(reporting and recording), history(the work of influential scientists over time), geography (science of geology, habitats and other earth sciences), mathematics (accurate measuring, and data recording) and Computing.

Assessment

Formative: Teachers will continually assess pupil's progress and understanding during and after lessons, this will be through observation, discussion with pupils and marking of work. Pupils will have opportunities to respond to marking in their books.

Summative: Teachers may devise an end of unit quiz/test to ascertain pupils understanding. At the end of each unit the Andrew Berry record sheets will be used to show pupils understanding

and progress. On an annual basis pupils attainment in science will be recorded on Essex Target Tracker.

Resources

All the main practical science resources are based in the resource room. These resources should be kept neat and tidy. Any missing or damaged resources should be reported to the subject leader. The Kent Scheme provides resource lists for each unit of study.

Health and Safety

Pupils will be taught to use scientific equipment safely when using it during practical activities. Class Teachers, Teaching Assistants should report any damage to the subject leader and defective equipment should be taken out of action. The school has adopted the ASE book 'Be Safe' as its model risk assessment and therefore this should be consulted when necessary. If an activity is not covered by 'Be Safe' then we will contact CLEAPSS (School Science Service Helpline 01895251496) for further advice.

Equal opportunities

All pupils will have an equality of access to a broad and balanced science curriculum irrespective of gender, ethnicity or special educational needs.

Additional Educational Needs/Special Educational Needs

All pupils will have access to the full National Curriculum for science. Pupils with specific learning difficulties and disabled pupils will be provided with modified learning programmes, resources and equipment appropriate to their needs. For most pupils curriculum access will be enabled through the use of modified teaching methods and the deployment of learning support assistants.

This policy should be read in line with our Teaching and Learning policy and Subject leader job description.

Written By: Heather Kemp Sept 2014

Approved by governors:

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