



Rudston Primary School

Science Policy

Date: September 2018

Subject Lead: Mr. T. Carney

This policy and all school policies are produced in accordance to guidance set out in our school legislation and guidance policy.

Approved By Governors: September 2018

Review Autumn Term 2019

Our Mission Statement:

To develop a love of learning,
enabling all children
to reach their full potential.

* Respect * Resilience *
* Responsibility * Enjoyment *
* Challenge *

Safeguarding Statement:

“Rudston Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.”

1 Aims and objectives

1.1 Science teaches an understanding of natural phenomena. It aims to stimulate a child's curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation to stimulate creative thought. Science changes as human understanding and experience changes. It is an ongoing process as our ideas about the world around us are constantly developed and revised. Children learn to ask scientific questions and begin to appreciate the way science will affect their future on a personal, national, and global level.

The aims of science are to enable children to:

- ask and answer scientific questions;
- develop skills which may not be developed to the same degree in other areas of the curriculum.
- plan and carry out scientific investigations, using equipment, including computers, correctly;
- know and understand the life processes of living things;
- know and understand the physical processes of materials, electricity, light, sound and natural forces;
- know about the nature of the solar system, including the earth;
- evaluate evidence and present their conclusions clearly and accurately.

2 Teaching and learning style

2.1 We use a variety of teaching and learning styles in science lessons. Our principal aim is to develop children's knowledge, skills, and understanding, as well as a sense of enjoyment in science. Sometimes we do this through whole-class and small group teaching, while at other times we engage the children through our learning challenge curriculum where we encourage the children to ask, as well as answer, scientific questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs. They use Computing skills in science lessons where it enhances their learning. They take part in role-play and discussions and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in practical activities as these increase enthusiasm and motivation and provide first-hand experience. Opportunities for developing the range of intelligences are presented to the children and staff teach to visual, auditory and kinesthetic learning styles.

Practical activities provide the children with a range of contexts allowing safe exploration of the world without the need to master facts and theories. By taking part in practical activities children with special educational needs are given the opportunity to develop fine motor skills and co-ordination. Knowledge and skills can be developed

in small steps through practical work. Sequencing of written work becomes easier after practical experiences.

All children have teaching from a Science specialist during the year to ensure high quality teaching, challenging experiences and ongoing CPD for all staff through lesson observations.

2.2 We recognise that there are children of widely different scientific abilities in all classes and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- on occasion, grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity, matched to the ability of the child;
- where possible, using learning support practitioners to support the work of individual children or groups of children.
- mixed ability groups in which pupils plan and work together but record their work separately.

3 Science curriculum planning

3.1 We deliver the national Science scheme of work through the learning challenge curriculum and standalone topics. This allows us to adapt the national scheme to the local circumstances of the school in that we make use of the local environment in our fieldwork and we choose a locality where the physical environment differs from that which predominates in our immediate surroundings.

3.2 We carry out our curriculum planning in science in three phases (long-term, medium-term and short-term). The long-term plan maps the scientific topics studied in each term during the key stage. The science subject leader works this out in conjunction with teaching colleagues in each year group. In some cases we combine the scientific study with work in other subject areas, at other times the children study science as a discrete subject.

3.3 Our medium-term plans give details of each unit of work for each term. The science subject leader keeps and reviews these plans. In this way we ensure complete coverage of the National Curriculum without repeating topics.

3.4 The class teacher is responsible for writing the lesson plans for each lesson (short-term plans). These plans list the specific learning objectives of each lesson. Learning objectives for each lesson are made explicit to pupils at the start of each lesson.

3.5 We have planned the topics in science so that they build upon prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we also build progression into the science scheme of work, so that the children are increasingly challenged as they move up through the school.

3.6 The Science lead works alongside teaching staff to plan a whole school science themed topic to deepen learning and scientific investigation skills while developing high levels of motivation and enjoyment of science and generating an interest in application through STEM based learning.

3.7 Staff use the 'Explorify' online tool to support planning and to stimulate scientific thought and discussion during lessons; encouraging children to pose questions and develop theories and hypothesis to investigate..

4 The contribution of science to teaching in other curriculum areas

4.1 English

Science contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that the children study in Literacy are of a scientific nature. The children develop oral skills in science lessons through discussions (for example of the environment) and through recounting their observations of scientific experiments. They develop their writing skills through writing reports and projects and by recording information. Where possible, a creative curriculum is delivered and links are made between Science and Literacy skills.

4.2 Mathematics

Science contributes to the teaching of mathematics in a number of ways. The children use weights and measures and learn to use and apply number. Through working on investigations they learn to estimate and predict. They develop the skills of accurate observation and recording of events. They use numbers in many of their answers and conclusions. They also produce diagrams, charts and graphs using the data from real investigations.

4.3 Computing

Children use Computing skills in science lessons where appropriate. They use it to support their work in science by learning how to find, select, and analyse information on the Internet and on CD- ROMs. Children use computing (computer, I pads and camera) to record, present and interpret data and to review, modify and evaluate their work and improve its presentation.

4.4 Personal, social and health education (PSHE) and citizenship

Science makes a significant contribution to the teaching of personal, social and health education. This is mainly in two areas. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people recycle material and how environments are changed for better or worse. Secondly, children benefit from the nature of the subject in that it gives them opportunities to take part in debates and discussions. Science promotes the concept of positive citizenship.

4.5 Spiritual, moral, social and cultural development

Science teaching offers children many opportunities to examine some of the fundamental questions in life, for example, the evolution of living things and how the world was created. Through many of the amazing processes that affect living things, children develop a sense of awe and wonder regarding the nature of our world. Science raises many social and moral questions. Through the teaching of science, children have the opportunity to discuss, for example, the effects of smoking and the moral questions involved in this issue. We give them the chance to reflect on the way people care for the planet and how science can contribute to the way we manage the earth's resources. Science teaches children about the reasons why people are different and, by developing the children's knowledge and understanding of physical and environmental factors, it promotes respect for other people.

5 Teaching science to children with special needs

5.1. We teach science to all children, whatever their ability. Science forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in science takes into account the children's abilities in Mathematics and English.

6 Assessment and recording

6.1 We assess children's work in science by making informal judgments as we observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. Where applicable, the teacher gives advice on the next steps for learning. Formal observations and completion of work is used to assess children within Key Stage 1 and 2. For some of the units, a more creative approach can be used for assessing knowledge and understanding. For example – children create a project or report about what they have learnt. This gives the children an opportunity to make decisions as to how they show what they have learnt. We use these grades as the basis for assessing the progress of each child against age related expectations and we pass this information on to the next teacher at the end of the year. Science is recorded in the Learning Challenge Curriculum books either through the topic or interweaving with a clearly labelled page for the discrete Science session. Discrete Science could also be recorded through a book art or scrapbook for each individual child.

6.2 Progress over the course of the year is to be recorded and tracked through the O Track system. O Track is a tool that allows teachers to clearly see the areas of need for their class. Here, the individual year groups have their specific objectives available and should be covered over the course of the year through the Learning Challenge Curriculum or Standalone sessions. Using this information, we are then able to report progress in Science to parents at the end of the year.

7 Resources

7.1 We have sufficient resources for all science teaching units in the school. We keep these in a central store located upstairs in the Science room. The library contains a good supply of science topic books and the ICT suite has a range of computer software to support children's individual research. Staff inform the Science Lead of any requirements for new apparatus. With the development of the Science space in the Infant building, there is a growing stock available on both sides of the school site.

8 Monitoring and review

- 1.1. It is the responsibility of the science subject leader to monitor the standards of children's work and the quality of teaching in science. The science subject leader is also 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. The science subject leader gives the senior management team an annual summary report in which she evaluates strengths and weaknesses in the subject and indicates areas for further improvement. The science subject leader has specially-allocated time for fulfilling the vital task of reviewing samples of children's work, looking at planning and carrying pupil interviews.

Date agreed by Governing Body:

Date presented to staff: September 2018

Date to be reviewed: September 2019

Signed: T. Carney

