



SCIENCE POLICY

Rationale

To develop in pupils, curiosity, enjoyment, skills and a growing understanding of science knowledge, through an approach in which pupils raise questions and investigate the world in which they live.

Aims

- 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.
- Children learn to ask scientific questions and begin to appreciate the way in which science will affect the future on a personal, national, and global level.
- To promote learning through a wide variety of teaching and learning styles.
- To develop investigational skills through relevant practical tasks.
- To promote positive attitudes to the learning of science.

Guidelines

- Long term planning for science will be based around our Topics, with a check having been made that there is coverage of all the main Science objectives and is cross referenced with the National Curriculum. Any objectives not covered through topics will be taught as separate units.
- Medium term planning of topics will make explicitly clear where science objectives are being taught.
- Discrete science units not taught through topics will have a medium term plan in place.
- Differentiation of activities will be made in the weekly planning as appropriate to the pupils being taught based upon their prior knowledge, understanding and skills.
- The strong practical mathematical links with investigations will be seen as an opportunity for teaching and should be explored at the planning stage.
- The assessment of knowledge and skills will be planned for as part of the teaching process. (See assessment policy).
- The North Yorkshire guidelines for safety - ASE 'Be Safe' 3rd Edition are a **minimum** requirement of health and safety standards. Teachers should notify the science co-ordinator of any suggested amendments. Free advice is available from CLEAPSS hotline 01895 251496
- Pupils will often be organised into small groups and encouraged to work co-operatively for science work.
- Resource boxes are kept along the shelves of the KS1 corridor, boxed according to area of science.

Teaching and Learning of Science

Foundation Stage

At this phase children are:

- Developing the crucial knowledge, skills and understanding that help them make sense of the world;
- Involved in activities based on first-hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking and decision-making and discussion;
- Experiencing a wide range of activities, indoors and outdoors, including adult focused, child-initiated and independent play;
- Stimulated, interested and curious;
- Observed by adults and learning is recorded in a variety of ways.

Key Stage 1 and 2

At this phase children are:

- Learning through a science process skill-based approach; Undertaking practical enquiries;
- Working collaboratively and independently;
- Developing high quality, purposeful talk for science;
- Recording findings in a variety of stimulating and purposeful ways;
- Building upon prior science learning, both skill and knowledge based;
- Beginning to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts;
- Evaluating their own science learning;
- Using ICT to support and extend their learning in science;
- Making links across subjects;
- Experiencing a variety of teaching styles and strategies that promote positive science learning;
- Learning that science promotes the concept of positive citizenship;
- Learning through science, to raise social and moral questions, to understand differences between people and to have respect for others including those with disabilities.

The role of the Science Subject Leader is to:

- be responsible for the development of science in school.
- monitor the effectiveness of science in school.
- support teachers in their planning and strategies for classroom management.
- disseminate new information.
- provide or organise staff training.
- be responsible for providing appropriate science resources

REVISED: Feb 2018 Mrs S Collier

TO BE REVIEWED: 2020