



Policy for Science

Written by:

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Approved by staff and governors:

To be reviewed:

West Melton Primary School

Policy for Science

Rationale

At West Melton Primary School, we believe that science is a body of knowledge built up through experimental testing of ideas. Science is also methodology, a practical way of finding reliable answers to questions we may ask about the world around us. Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. We believe that a broad and balanced science education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

Aims and Objectives:

- To provide a broad and balanced range of science activities
- To develop an interest in and enjoyment of science.
- To develop their use of scientific vocabulary and the ability to use this to express, explain and extend their ideas.
- To develop and use their scientific skills to solve problems and investigate the world around us.

Teaching and Learning in Science

Science is taught on a weekly basis from Foundation to Y6 and supported and enhanced through other curriculum areas. In Foundation stage, science forms the basis of one of the seven areas of learning. KS1 and KS2 use the Rising Stars resource as a basis for planning within the subject. Learning is mainly in ability groups within their class differentiated tasks and support and will also include independent and partner work. Teachers use a variety of interactive teaching methods to deliver the curriculum and achieve set learning objectives.

The programmes of study for Science are set out year-by-year for Key Stages 1 and 2. We are however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, school has the

flexibility to introduce content earlier or later than set out in the programme of study and may introduce key stage content during an earlier key stage if appropriate. Teachers will base their planning on the programmes of study for their relevant year groups.

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of Science, including collecting, presenting and analysing data. Specific age appropriate formats for recording investigations and used.

Programmes of study:

Rising Stars Switched on Science.

The Learning Environment

Classrooms will have displays of current science, including relevant vocabulary. The profile of science should reflect its place as a core subject. Resources for the unit of work being covered should be appropriately accessible.

Assessment

We use formative assessment as a tool to enhance children's learning. We explain clear learning objectives to the children at the beginning of each lesson. The children can use these objectives to self-evaluate their work and progress through the lesson. The objectives are the teacher's focus for marking and feedback. Teachers make notes from these to inform their future planning. The school has been using Rising Stars Science Assessment which is topic based -

these assessments are carried out every half term. We also use PAM Science assessments and these are based on the whole Science curriculum. Assessments will be recorded and progress monitored using OTrack.

Monitoring and Evaluation

It is the responsibility of the science subject leader to monitor standards of children's work and the quality of teaching and learning. The 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 will have time allocated for visiting classrooms to observe teaching and learning and to review planning and children's work.