

Science Policy



This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date Approved: Spring 2024

Date of Review: Spring 2027

Introduction

In accordance with the Education Reform Act 1988, and subsequent Education Acts, school must provide science as part of the National Curriculum for all registered pupils. This policy outlines the teaching, organisation and management of the science taught and learnt at St. Luke's C of E Primary School. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has the full agreement of the governing body. The implementation of the policy is the responsibility of all the teaching staff.

Our vision

To create a caring Christian community in which all individuals feel valued, supported and respected, and where potential is recognised and developed.

Rationale

All school policies form a public and accountable statement of intent. This policy is intended to create an agreed whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. It reflects the essential part that science plays in the education of our children. It is important that a positive attitude towards science is encouraged among all children and staff in order to foster self-confidence and a sense of achievement. The policy also explains how we, as a school, meet our legal requirements in this subject area.

Aims

Our whole-school aims:

- To aim for excellence in learning, teaching and personal achievement and to help each member of the St Luke's community reach their full potential.
- To provide a safe and stimulating environment which will enrich and broaden each child's knowledge, experience and creativity, thereby enabling them to have enquiring minds and become lifelong learners.

- To develop a child's growing respect for themselves and others, irrespective of race, age, gender, faith or ability.
- To build positive partnerships between school, home and the wider community.

Science; The National Curriculum

The national curriculum for science aims to ensure that all pupils:

develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics

develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them

are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Science Curriculum:

Key Stage 1 and Key Stage 2

Cornerstones focuses on 'Big Ideas' and within these there are different 'aspects' as follows:

Humankind- The human body, staying safe and a healthy lifestyle.

Processes- Pattern seeking, changes, earth, phenomena, forces and modelling.

Creativity- report, conclude, gather and record data.

Investigation- Questioning, measurement, investigation and observation.

Materials- Identification, classification, properties and uses.

Nature- Identification, classification, parts, functions, nutrition and survival.

Place- Habitats.

Comparison- Physical things and phenomena.

Change- Living things.

Planning and Resourcing

The school follows a two-year rolling programme of coverage based on the Cornerstones curriculum tool. This ensures that there is a clear progression across year groups and that the delivery of science can be clearly monitored. We plan WOW moments and engage days; these are often experiences that the children cannot access as a normal part of family life outside of school.

Early Years Foundation Stage.

The world: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one to another.

They make observations of animals and plants and explain why some things occur, and talk about changes.

Assessment, Recording and Reporting

Assessment and recording begins in EYFS and continues throughout the school. Reporting on a child's progress in science is a statutory requirement. An annual report relating to their child's progress in science is sent to parents.

Special Educational Needs; Inclusion; Equal Opportunities; Education for a culturally diverse society.

At St. Luke's C of E Primary School we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In science the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- A. sets suitable learning challenges
- B. responds to pupils' diverse learning needs
- C. overcomes potential barriers to learning and assessment for individuals and groups of pupils.

Discrimination Act, 1975; the Race Relations Act 1976; and the Disability Discrimination Act, 1995.

Management and Administration

Role of the subject leads

The science subject lead is responsible for science through the school. This includes:

- preparing policy documents
- ensuring continuity and progression from year group to year group
- providing all members of staff with guidance
- advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Improvement Plan and within the confines of the school budget
- advising and supporting colleagues in the implementation and assessment of science throughout the school
- assisting with requisition and maintenance of resources required for the science teaching. Again this will be within the confines of the school budget.
- monitoring progress over time

Art, design and technology is a driver subject on alternating years, and in that year there will be an identified subject lead.

Role of the class teacher

- To ensure progression in the acquisition of scientific skills with due regard to the new National Curriculum for science.
- To develop and update skills, knowledge and understanding of science.
- To identify inset needs in science and take advantage of training opportunities.
- To identify what resources are needed.