GREAT CHART PRIMARY SCHOOL

SCIENCE POLICY

September 2018

Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain. It is our belief that children come to Great Chart Primary School to be happy, successful and to be the best they can be. Our core values are: Respect, Aspiration, Responsibility, Resilience, Independence and Kindness.

Introduction

This policy outlines the teaching, organisation and management of science taught and learnt at Great Chart Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the science co-ordinators.

Science Policy

1. AIMS

To develop pupil's enjoyment and interest in science, their outdoor environment and health

To develop pupil's understanding of key scientific concepts and scientific skills

To enable pupils to effectively communicate scientific ideas by using scientific vocabulary

To develop positive attitudes which encourage collaborative learning and perseverance

To develop pupil's awareness of how science influences and affects our everyday lives.

2. THE SCIENCE CURRICULUM

Foundation Stage
Science is taught in the EYFS according to the Statutory Framework for Early Years Foundation Stage. It is incorporated in one of the four specific areas within 'Understanding the World' in which pupils develop the crucial knowledge, skills and understanding that helps them make sense of their world.

Key Stages 1 and 2

The knowledge and skills within the new National Curriculum Programme of Study are met using The Kent Scheme of Work for Primary Science and appropriate cross curricular opportunities. (See coordinator folder)
In Key stages 1 and 2, a unit of work for science is covered each term with some topics covering multiple terms. (see coordinator folder for plans)

3. APPROACHES TO TEACHING & LEARNING

Scientific Enquiry
Science is taught with an emphasis on the pupils engaging in practical enquiry to support/develop their understanding of scientific concepts and skills. Teachers use a range of strategies including: exploration, investigative enquiry and illustrative enquiry. Teachers try to ensure that some of the children's ideas are used as a basis for enquiry.
Science investigation days will provide opportunities for children
ICT
Pupils are taught to use a range of ICT equipment to enhance their scientific learning. E.g. cameras to record investigations, data loggers for accurate measurements of temperature and digital microscopes for close observation. Programmes such as Excel are used to create graphs and charts to record results.
Recording pupils work
Pupils are taught and encouraged to use a range of recording strategies to communicate their ideas and scientific findings.
PE
Pupil are taught that a healthy attitude to life is important and are given opportunities to engage in healthy activities and education.

4. THE MONITORING OF STANDARDS

Responsibility of the Class teacher
Teachers assess pupils according to the Key Skills and Knowledge Levelled Outcomes.
This information is used to inform Teaching & Learning.
Summative assessments are made by class teachers at the end of each unit of work. Assess all children using target tracker against statements.
Marking is used to acknowledge achievements and to show the pupils what they need to do in order to improve. Scientific spellings are modelled and corrected.
A written report in respect of pupil's progress in science is provided annually.

Responsibility of the Science Leader

To develop and undertake, in conjunction with the head teacher, a monitoring schedule for each academic year. Including: work scrutiny, planning scrutiny, pupil interviews, lesson observations, Monitor and analyse year groups using Target Tracker.

Information from monitoring is shared with staff and a report made to the governing body.

5. RESOURCES

Class teachers are responsible for informing the Science Leader and Finance Officer of resources which are required in order to deliver their planned curriculum.
Shared Science resources are stored (in the labelled drawer boxes on the top of the ramp outside the large hall.).
A range of non fiction texts relating to science topics are available in classrooms and as part of the guided reading resources within the school.
Science based workshops and organisations are regular features of the school year.
The whole school environment is used to maximum potential in order to support delivery of the science curriculum.
School visits are planned regularly to enhance learning and help the pupils to relate scientific enquiry to the real world.

6. HEALTH AND SAFETY

The safe use of equipment and materials is promoted at all times. Risk Assessments will be completed when necessary with advice from the Science Co-ordinator and H&S Manager.
All accidents and incidents are reported to the Health and Safety Officer who makes a decision as to appropriate action.

7. ADDITIONAL EDUCATIONAL NEEDS

The study of science is planned and differentiated to provide pupils with a suitable range of activities and support appropriate to their abilities and needs.
Curriculum planning ensures that all pupils have an equal opportunity to take part in every aspect of the science curriculum.
Gender, disability and cultural differences are reflected positively in the school.

8. THE ROLE OF THE SUBJECT LEADER

- To undertake monitoring of standards in science and use this to inform the science action plan.
- Provide leadership and management of their subject to secure high quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff, including the organisation and presentation of School INSET. Take a lead in policy development and review
- To liaise with outside agencies and attend subject specific courses.
- To report to the Head teacher and Governing Body on science related issues. To plan and organise the allocation and purchase of resources in accordance with available budget.
- To implement the Eco schools project working towards Gold standard.

Date of next review: July 2019