



## **Burton Leonard Church of England (VC) Primary School**

### **Science Policy**

#### **Aims and Objectives**

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.

- All pupils to be introduced to a wide range of scientific experiences from the North Yorkshire scheme of work for science and New Curriculum.
- All pupils to receive experiences which achieve a balance between gaining knowledge and learning and using skills.
- To draw upon every day and first-hand experiences.
- To teach in a way which emphasises learning through first-hand, practical activities.
- To promote positive attitudes to the learning of science.
- Learning experiences to be matched to the abilities and needs of all of the pupils.
- To build upon past experiences of science.
- To give progressively deeper knowledge, understanding and skills
- To have effective assessment procedures in place, about 'feed-back' and 'feed-forward' to inform the next stage of the curriculum as well as formal reporting
- To consider and minimise risks for all activities and systematically teach pupils to take responsibility for determining the risks to themselves and others.
- To ensure that all pupils have access to sufficient and appropriate resources to support their work and enhance their learning.
- To use our local environment and school grounds as an investigative approach to scientific thinking and learning
- To promote positive female and male science role models

#### **Teaching and Learning Style**

A wide range of multi-sensory teaching and learning styles are used, including practical work, with an emphasis on investigative, rather than illustrative, practical activities. Where appropriate we use a cross-curricular approach to science teaching.

Pupils will normally be organised into small groups and encouraged to work co-operatively for science work. The group size is determined by the task, age and ability of the pupils.

A wide range of appropriate recording methods are used, including big books, graphs and ICT.

Displays of science work are used to emphasise the importance of science in the school.

### **Science Curriculum Planning**

Long term planning for science is based on the North Yorkshire Science Topics, in two yearly cycles of access and builds in the New Curriculum.

Medium term planning takes place for each unit and is constructed using the appropriate North Yorkshire Science Topics and Teaching and Assessment Sheets.

Differentiation of activities is made in the unit planning as appropriate to the pupils being taught, based upon their prior knowledge, understanding and skills.

Where appropriate, science teaching is built into our Creative Curriculum planning.

### **Early Years Foundation Stage**

Science teaching is an integral part of the topic work covered during the year. The scientific aspects of the children's work are related to the objectives set out in the Early Years Foundation Stage Early Learning Goals, particular reference to ELG 14 - The World. We believe science makes a significant contribution to developing a child's knowledge and understanding of the world and learning experiences are planned using both indoor and outdoor environments.

### **Inclusion**

At our school we teach science to all children, meeting ability and individual needs. We are a 'dyslexia friendly' school, providing a broad and balanced education to all children. Through our science teaching we provide learning opportunities that enable all pupils to make at least good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities or those with special gifts and talents. Equal opportunities in science are given to all pupils.

## **Assessment for Learning**

The assessment of knowledge and skills is planned for as part of the teaching process. The Primary Science Teaching and Assessment Framework Sheets are used throughout the school to assess each unit of work.

At the end of KS1 and KS2 a level is attained based on teacher assessment.

The Subject Leader and class teachers attend science moderation meetings.

Children demonstrate their ability in science in a variety of different ways. Clear success criteria enables all children to evaluate their own work. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

## **Monitoring and Evaluation**

The subject leader is responsible for monitoring the standards of children's work and the quality of teaching in science. She supports teachers in their planning and strategies for classroom management and disseminates new information. The Subject Leader evaluates strengths and weaknesses in science and indicates areas for improvement through an Annual Action Plan. The Subject leader is responsible for providing appropriate science resources and has time allocated to review samples of children's work and observe science teaching in school.

Subject Leader – Mrs Whild  
Adopted Summer Term 2016  
Next review Summer 2019

*Amanda Tounson*

