

Greenmount Primary School

Science Policy

1 Aims and Objectives

1.1 Science teaches an understanding of natural phenomena. 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 science will affect their future on a personal, national and global level.

1.2 The aims of Science are to enable children to;

- ask and answer scientific questions
- plan and carry out scientific investigations, using equipment, including technology correctly
- know and understand the life processes of living things
- know and understand the physical processes of materials, light, sound and natural forces
- know about the nature of the solar system
- evaluate evidence and present their conclusions clearly and accurately.

2 Teaching and Learning

2.1 We use a variety of teaching and learning styles in our science lessons. Our principal aim is to develop children's knowledge, skills and understanding and stimulate their curiosity. We do this through practical, hands on activities where possible and maximise the outdoor learning environment in all year groups. Children are encouraged to ask, as well as answer, scientific questions. They have the opportunity to use a variety of data, such as graphs, pictures and photographs. ICT is used in lessons where it enhances learning. We regularly welcome Scientists into our classrooms to deliver practical, curriculum based workshops and children visit a variety of local educational sites.

2.2 We recognise that there are children of widely different scientific abilities in all classes and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by;

- setting open-ended tasks that can have a variety of responses where appropriate
- setting tasks of increasing difficulty
- sometimes children are grouped by ability and tasks are appropriately differentiated. At other times, children may be working in a mixed ability group where they are supporting each other.
- providing resources of different complexity, matched to the ability of the child
- using classroom assistants to support the work of individual children or groups of children.

3 Planning and Standards in Science

- 3.1** The school uses the updated national curriculum to form the basis for our planning alongside the ‘Twinkl’ and ‘Inspiring Science’ scheme of work.
- 3.2** We carry out our curriculum planning in science in three phases (long term, medium term and short term). The long term plan maps the scientific topics studied in each term during the key stage, each topic is closely linked to the overall theme for the half term. We predominantly use short term plans from the Inspiring Science Scheme of Work by the Lancashire City Council and Twinkl.
- We assess children’s work in science by making informal judgements as we observe them during lessons. On completion of a piece of work the teacher marks the work and gives feedback as necessary, in line with the schools marking policy. Each child has a ‘Science Assessment’ bookmark which, in discussion with the teacher, identify if they have achieved the learning objective from the national curriculum. This is based on the categories “working towards”, “working at”, “working at greater depth”.
- 3.3** A sample of children of varying abilities across the school are interviewed about their learning in science twice a year. The outcomes from the interviews enable us to identify standards, strengths and areas that need development.
- 3.4** Work scrutinies are held every term. The science leader will look through the evidence in books and class books to identify strengths and areas to develop following the schools work scrutiny feedback form.

4 The contribution of Science to teaching in other curriculum areas.

4.1 Literacy

Science contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that the children use in their literacy lessons are of a scientific nature. Story books relating to the topic are on central displays. The children develop oral skills in science lessons through discussions and through recounting their observations of scientific experiments. Writing skills are developed through report writing, presenting information in a variety of ways and fiction writing where appropriate (eg space stories). Each science table top display shows the key vocabulary they will be using in that topic.

4.2 Mathematics

Science contributes to the teaching of mathematics in a number of ways. The children use weights and measures and learn to use and apply number. Through investigative work, they learn to estimate and predict. They develop accurate observation skills and recording of events.

4.3 Personal, social and health education and Citizenship

Science makes a significant contribution to the teaching of PSHCE. This is mainly in two areas. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children learn how some environments are better than others for food growth and the negative impact of drought and famine. Secondly, children benefit from the nature of the subject in that it gives them opportunities to take part in debates and discussions. They help to organize fundraising activities on matters of concern to them, such as children in the third world.

4.4 Spiritual, moral, social and cultural development

Science offers children many opportunities to examine some of the fundamental questions of life, for example, the evolution of living things and how the world was created. Through many of the amazing processes that affect living things, children develop a sense of awe and wonder regarding the nature of our world. Science raises many social and moral questions. Children have the opportunity to discuss, for example, the effects of smoking and the moral questions involved in the issue.

5 Teaching science to children with special needs

We teach science to all children, whatever their ability. Science forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in science takes into account the targets set in children's IEPs and specific learning objectives are built on year after year from BSquared.

6 Resources

We have sufficient resources for all science teaching units in the school. Each class has a box filled with quality resources for each unit of work. There is a range of computer software to support teaching and independent research.

7 Monitoring and Review

It is the responsibility of the science subject leaders to monitor standards and the quality of teaching in science. S/he does this by regularly collecting children's books for work scrutiny on a rolling program and by chatting informally to colleagues. The science subject leaders are 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 leaders give the head teacher an annual summary report in which s/he evaluates strengths and weaknesses in the subject and indicates areas for further improvement.

Signed: N.Green

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