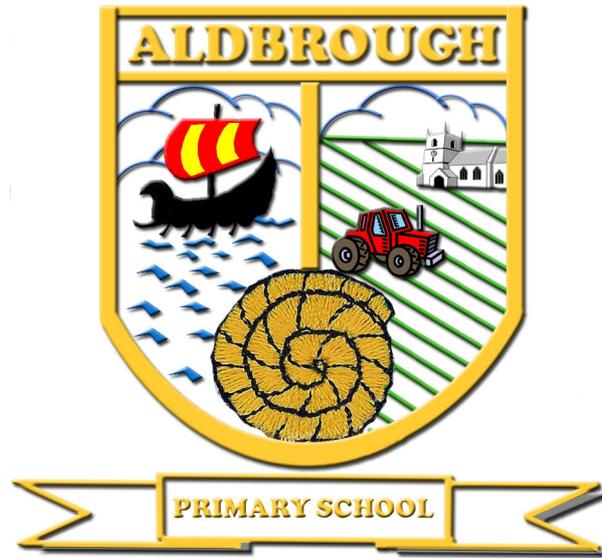


ALDBROUGH PRIMARY SCHOOL



SCIENCE POLICY

DOC-APS-POL-0050

Revision	Amendments	Date	Gov Ratified	
1		13.2.15		

Science Policy

Rational

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. Because science links direct practical experience with ideas it can engage learners at many levels.

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. The way in which we look for evidence is known as the `Scientific Process`, and the knowledge we gain is only as good as the process used to discover it.

Aims

- To develop pupils' enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life.
- To engage pupils as learners through linking ideas with practical experience.
- To help pupils communicate their findings using scientific vocabulary and a wide range of data collection and presentation.
- To develop pupils use of information and communication technology (ICT) in their science studies.
- To extend the learning environment for our pupils by using our environmental areas and the locality.
- To promote a "healthy lifestyle" in our pupils.

Continuity and progression.

The school ensures curriculum continuity by following a 2 year rolling programme of study for Key Stage 1. Key stage 2 is covered over 4 years. The foundation stage will follow the Early Years goals. There is always close liaison between staff at the planning stages.

Planning

Science is a core subject of the national curriculum and children in both key stages follow the new curriculum for science, adapting where necessary to take account of mixed age classes.

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Planning takes into account that the school places a high emphasis on the development of the skills required for working scientifically. Therefore in many lessons these skills are taught alongside the knowledge and understanding of the other programmes of study.

Much of our teaching is planned through themes which are termly based for key stages 1 and 2. In the Foundation stage Science is an integral part of the knowledge and understanding of the world. It is planned that children in key stage 1 will revisit the programmes of study annually. The children in key stage 2 will visit the programmes twice but within a different context and at a higher level to ensure progression. Those areas of science which do not fit neatly into a theme without contriving spurious links can be treated discretely.

Medium term planning follows the 2014 National Curriculum programme of study expectations for each year group. The Hamilton schemes of work are also used as a planning tool and are in line with new curriculum changes. Teachers will differentiate their planning according to the needs of their pupils.

Teaching and learning

Science is a process based subject and should be taught at all stages through first-hand experiences, which emphasise practical, investigative and problem solving approaches. Clearly defined learning objectives should be addressed and shared with the pupils who should be encouraged to be self reliant, both as individuals and in co-operative groups. Pupils have frequent opportunities to develop their skills in, and take responsibility for, planning investigative work, selecting resources, making decisions, carrying out activities safely and communicating results and findings. Classroom organisation should be those which promote effective learning.

Where possible lessons make effective links with other curriculum subjects, especially literacy, numeracy and ICT.

Assessment

Teacher assessment will be on-going and Teachers in both key stages have access to the Science Targeteers stickers; these contain the objectives for each year group's programmes of study, and can be used as on going assessment tool. The main focus will be at the end of each unit of work, noting any attainment and progress that is significantly lower or higher than expected. This information will be used to inform future planning and will be passed on from year group to year group. Teachers analyse pupils progress in the units of work they have completed at the end of each school year to complete the annual report to parents. Where appropriate summative assessments can be made at the end of each unit for KS2 using the Rising Stars tests. Teachers may choose to use these if they wish. Foundation stage children are assessed on the foundation stage profile.

Inclusion

Planning at all levels ensures that the interests of boys and girls are taken into account. Pupils will be given opportunities to work individually, in pairs, as part of a group and as a whole class. They use a variety of methods for communicating and recording their work.

All pupils including those with special needs, undertake the full range of activities. Teacher assessment determines the depth to which individuals and groups progress during each unit of work.

Educational support staff, work as directed by the teacher and should be briefed beforehand.

Health and Safety

Staff are responsible for planning safe activities for science, encouraging a safe working practise. Only authorised pupils should be working on the set task. Make pupils aware of potential hazards and always check any apparatus that is to be used. C.O.S.H sheets are available for any hazardous substances. Risk assessments should be completed where activities are identified as unusual and beyond the scope of normal safety practise.

Resources

The majority of science resources are stored centrally in the resources room. Any worn or expendable stock should be reported to the co-ordinator, so that it might be replaced.