Science Policy

Aims:

At Southfield Primary School, we aim to:
• Nurture children’s enjoyment of science through practical tasks
• Instill creativity within the curriculum through interactive and engaging lessons (including the use of ICT)
• Teach and develop skills, knowledge and understanding
• Make learning meaningful
• Develop understanding of different types of investigation and how to set them up
• Develop mathematical skills through data handling and interpretation of results
• Develop reasoning and problem solving skills
• Develop teamwork through investigation work

The Philosophy and Ethos:
Children enter education curious and inquisitive and we want to encourage and sustain this curiosity. We aim to do this through hands on learning and developing an investigation rich curriculum. Science is considered to be very important in preparing children for their adult life. Studying this subject will provide them with essential knowledge and skills to be a well-rounded person. By making cross-curricular links through a topic based curriculum we will enable children to put knowledge, skills and understanding into a meaningful context.

Equal Opportunities and Inclusion:
All children will have the same opportunities where possible regardless of attainment levels or background. Work will be differentiated to provide for the individual needs of children in each class. Inclusion will be managed in line with the expectations and policies set out by the Inclusion manager (see Inclusion Policy).

Health and Safety:
In circumstances where hazardous materials are used, it may be appropriate to run Teacher-led investigations. Any visits should have been planned with due regard to the school policy on taking children on outings – this will included in a Risk Assessment. LA guidance may need to be sought on trips involving farms etc.

Teaching:
Nursery and Reception follow the Early Years Foundation Stage curriculum which encompasses Science skills, knowledge and understanding through ‘The World’.

KS1 and KS2 operate a topic curriculum (As of Sept 2011) that teaches subjects as part of a half termly theme. The topics are developed from the National Curriculum and follow the Science Programmes of Study alongside
those of other subjects. Teachers follow a whole school skills plan set out by the Science coordinator. This plan maps out the progression of skills from Years 1 to 6.

Assessment and Record Keeping:
Books should be marked after every lesson and should include a target, hint or challenge to move the child on in their understanding.

We are developing a tracking system to ensure children make appropriate progress in line with the 2014 National Curriculum. Children should be involved in self-assessing against learning objectives and setting their own targets.

Monitoring and Evaluation:
Books and plans will be scrutinised regularly to monitor differentiation of work and the sequences of units of work. Assessment procedures will be revisited during INSET and staff will track the progress of their pupils annually. This information will be scrutinised by year group teams and put into progress reports each year.

The fulfillment of the science curriculum will be monitored through display work and children’s work, for example, the use of photographs and children’s observations. Lessons will be observed annually or as the Head Teacher deems necessary and coordinators will be available to help staff work towards their professional development targets.

Resources:
Resources are regularly audited and replenished. Although the Science coordinators take responsibility for this, it is expected that staff will report damages or used consumables to the Science Coordinators. Most resources are organised into topic boxes in the resource areas and classrooms.