

## **Science Policy 2010-2013**

### **Introduction**

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.

### **Aims**

- To deliver the science programme of study in a Creative curriculum, keeping the science units assigned, wherever possible.
- To promote learning through a wide variety of teaching and learning styles.
- To develop investigational skills progressively through relevant practical tasks, especially AT1, otherwise APP assessment will not be being assessed appropriately.
- To promote positive attitudes to the learning of science.

### **Curriculum Coverage**

All pupils will be introduced to a wide range of scientific experiences from the national curriculum programme of study. We will use the QCA scheme of work for our long term planning.

Each individual unit is to be our medium term planning. For short term planning these documents can be customised as to what resources are needed, how it is to be taught, differentiation and date taught. These are to be given completed to the Science coordinator at the end of each unit.

### **Differentiation**

The demands of the learning experience should be matched to the abilities and the needs of all the pupils. This will be through differentiated work, different amounts of TA support and final outcome.

### **Continuity**

Each teacher will have a folder in which to keep their assessments. One piece of assessed work per term will be given to the Science co-ordinator, based on the AT1 skills ladder and APP.

### **Assessment**

Summative assessment will take place at the end of each term in Key Stage 2, based on teacher assessment supported by "The Rising Stars" assessment test.

Effective assessment is about 'feedback' and 'feed forward' to inform the next stage of the curriculum as well as formative reporting.

Easi-speak recording devices to assess speaking and listening skills in Science, along with supporting SEN children who find it challenging writing science down.

### **Health and Safety**

During planning teachers need to consider and minimise risks for all activities and systematically teach pupils to take responsibility for determining the risk to themselves and others. QCA units highlight particular risks and a copy of 'Be Safe' will be displayed in the classroom.

Any science trips undertaken should be planned with due regard to the school policy on taking children on outings.

### **Organisation**

The class teacher will normally be responsible for delivering Science. The single aged class will be organised into small groups and encouraged to work co-operatively for science work. This will be determined by the age, task and ability of the pupils.

A wide range of teaching and learning styles will be used, with an emphasis on investigative activities (AT1). Teachers are encouraged to teach science in creative ways using different teaching styles to cater for different ways of learning. A big book has been introduced to KS1 and KS2 to clearly show AT1 within their classes, through photography and other means. Another idea could be to incorporate videoing of investigations to also back up evidence of AT1.

### **Links with other subjects:**

Pupils will be taught to use a wide range of appropriate recording methods which will include the use of ICT.

The strong practical mathematical links will be seen as an opportunity for teaching and should be explored at the planning stage.

Wherever possible, Science will be linked into the Creative Curriculum topic.

Spiritual development is encouraged by reminding children of the wonder of science and the effect of scientific discoveries of the modern world.

### **Links with the outside world:**

Science will be linked with the outside world through relevant trips, visitors and a Crest Science after school club.

The school are to become a member of The Association of Science Education (ASE).

**Resources:**

Science resources are kept in drawers on shelves labelled individually, with teacher and teaching assistant access only.

LCP, Primary Viewpoint, Espresso and ASE Primary Upd8, will be used to support the QCA Scheme.

**Equal Opportunities:**

Equal opportunity will be given to every pupil.

**Monitoring and Evaluation:**

The role of the subject leader is to:

- Co-ordinate the teaching of science within the school.
- Be responsible for the development for science in school.
- Monitor the effectiveness of science in school.
- Support teachers in their planning and strategies for classroom management.
- Disseminate new information.
- Provide or organise staff training.
- Be responsible for providing appropriate science resources.

REVISED: 11<sup>TH</sup> June 2010

TO BE REVIEWED: