

Belthorn Academy Primary School



Science Policy

January 2017

Review Date September 2018

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Science Policy

Mission Statement

To provide a safe, stimulating and caring environment in which every child is encouraged to recognise and achieve their fullest potential in order that they can make their best contribution to society.

Key Aim of Science

At Belthorn Academy Primary School, our aim is to help children make greater sense of the world around them. We provide a hands-on approach to Science, encouraging children to ask questions and follow their own lines of enquiry.

Practical investigations are carefully planned so as to develop children's scientific skills, including - observing, measuring, predicting, hypothesising, recording, interpreting and communicating.

Science Objectives

Our Science Policy follows The National Curriculum 2014 for Science Guidelines and aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

In teaching science we are developing in our children:

- a positive attitude towards science and an awareness of its fascination;
- an understanding of science through a process of enquiry and investigation;
- confidence and competence in scientific knowledge, concepts and skills;
- an ability to reason, predict, think logically and to work systematically and accurately;
- an ability to communicate scientifically;
- the initiative to work both independently and in co-operation with others;
- the ability and meaning to use and apply science across the curriculum and real life.
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Learning Across the National Curriculum

The National Curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The teaching of science has the potential to contribute effectively to these areas of learning.

Delivering the Science Curriculum

Science is taught on a weekly basis from Reception to Year 6 and supported and enhanced through other curriculum areas. Years 1-6 will receive discrete science teaching (once weekly) but opportunities for cross curricular learning will be sought, when possible. In Foundation Stage, Science forms the basis of one of the seven areas of learning.

Learning is mainly within ability groups, however, mixed ability groups may also be encouraged, when necessary. Within each class, differentiated tasks will also include independent work and partner work. Teachers use a variety of interactive teaching methods to deliver the curriculum and set achievable learning objectives.

Teaching Approaches

A variety of teaching approaches are presented to children throughout their science lessons.

These include:

- (a) Teacher guided sessions, where information is provided.
- (b) Mixed ability group work where the children discuss problems in small groups.
- (c) Class discussion lessons where members are encouraged to join in with their personal opinions.
- (d) The use of differentiated tasks allowing children of different ability levels to work at their appropriate pace.
- (e) The use of audio visual aids in presenting material to the children.
- (f) The use of fieldwork where possible so that children gain first hand experience of local and contrasting environments.
- (g) The integrated use of ICT within science lessons.

Support Staff

Teaching assistants and Support assistants within the class play an important role in the delivery of the subject. They are involved in preparation before lessons and look at plans to enable them to be aware of the content of the lesson and their role within it.

Recording

Scientific work should be recorded by the children in a variety of ways e.g. drawings, scribed or verbal, recordings in floor books, graphs, photographs, diagrams and should suit the requirements of the task.

Assessment

- At Belthorn Academy Primary School assessment is used to provide diagnostic information, inform future teaching and learning, provide summative assessment for teachers and provide information for parents.
- Each class teacher is responsible for pupil assessment. Teacher assessment is made throughout Key Stages 1 and 2. It involves children's written work and tasks, teacher observation, discussion and questioning and uses of the 'Knowledge and Understanding' and 'Working Scientifically' as guidelines.
- At the end of each half term, the class teacher will assess against KLIPS for Knowledge and Understanding. For each bigger term, an assessment against Working Scientifically will be made.
- It is necessary to be constantly evaluating what individuals and groups are learning and what they bring to the learning situation. Through evaluation, any difficulties can be identified and specific help can be given.
- Evidence of children's work to be kept for assessment purposes. Feedback to pupils about the progress in science is achieved through the marking of work.

Language

Teachers need to be aware and use the correct scientific vocabulary at all times. Children need to be encouraged to understand and use the appropriate terminology when presenting a scientific justification, argument or proof.

Equal Opportunities

Children irrespective of ability, race or gender are given full access to Science teaching and learning.

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Evaluation-Review-Modification

This policy document will be regularly reviewed (every 2 years) to assess its value as a working document.

Those areas which have not worked particularly well (i.e. sections of the schemes of work) will be modified according to the experiences that have taken place.

Policy written by Jessica Trafford January 2017

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