

St Mark's C of E Junior School

"Growing together,
Becoming all that we are created to be."



Science Policy

St Mark's C.E. Junior School is committed to delivering good outcomes for children and young people by providing an outstanding safe learning environment that promotes their welfare and helps them develop socially and emotionally so that they can make the most of their life chances

Science Policy

Vision:

Science provides the foundation for a natural curiosity and awe about the world in which we live. Through scientific enquiry and by building up a body of key foundational knowledge and concepts, this knowledge is expanded and pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.

Aims:

It is our aim to:-

- Be excited about Science and continue their conversations and investigations outside the classroom and at home!
- Give pupils the opportunity to develop methods of systematic enquiry. (Predicting, planning, doing, concluding)
- Enable pupils to consider the ways in which science is relevant to their lives and all living things.
- To allow pupils to work scientifically in all topics and in a year will include all of these methods: pattern seeking, identifying, classifying and grouping, comparative and fair testing (controlled investigations) and researching using secondary sources.
- To allow pupils to explore, analyse, record and present their data in a variety of different formats. (e.g. classification, graphs, tables, surveys, charts, writing)
- Give pupils a broad scientific vocabulary to help explain their findings and understanding.
- Provide pupils with knowledge and understanding through first hand, practical experience.
- Allow children to explore science by devising their own scientific questions.
- Relate their scientific knowledge to understand the uses and implications of science today and for the future.
- Understand that an idea comes from some sort of evidence.
- Recognise hazards and risks when doing scientific activities, realise the importance of following instructions and of using equipment correctly.

Organisation:

Science is a core subject and will be:

- Teachers will identify the key knowledge required for each topic through the curriculum descriptors. They will teach these units through scientific enquiry, using a range of observational and analytical techniques.
- Included in the taught curriculum for each half term and teachers are expected to teach Science practically as much as possible. This helps all children access the curriculum as well as being what the children enjoy, remember and ask for more of in Science.
- Taught within topics and linked to other subjects wherever possible.

Resources:

All resources are kept in labelled trays in the Teachers' resources area.

The subject leader is responsible for ordering materials for each topic and should liaise with staff about quantities needed on annual basis.

Children are encouraged to respect and care for their working environment, selecting, using, cleaning and storing the materials.

Assessment:

As children learn and demonstrate their learning in a variety of ways, they will also be assessed this way.

- Children will be assessed annually against the progressive skills as evidence to make judgements against skill descriptors - working above, at or below age expected skills targets.
- Teachers are encouraged to use practical lessons and experiments to help them assess children against the skill descriptors rather than written tests.
- The class teacher will use observations of clear and precise oral explanations to demonstrate knowledge and understanding.
- As a school, we will also perform school-wide progression task annually to all the children a whole afternoon of inquiry, and to allow the staff to see the progression in scientific understanding across the school as a moderation exercise.

Inclusion:

Lessons and activities are planned to include all children by using a range of approaches. This includes questioning, use of equipment and mixed ability groupings to enable children to offer peer support. Lessons are planned to facilitate the identification of children at either end of the ability range within each class.

We give children of all abilities the opportunity to develop their skills, knowledge and understanding. We also build planned progression into the scheme of work so that children are increasingly challenged as they move through the school.

Each lesson includes SEN provision to support lower ability children as well as a mastery questions or activities to stretch those meeting standards above their age expected outcomes. This way, all children access the curriculum and thrive in Science.

We also celebrate Science achievement during our celebration assembly with nominees for our Science teddy - Professor Einstein! As well as running a Science Blog on the school website with photographs that show all the exciting experiments and investigations going on in Science.

Date:

7/12/18

Person Responsible:

Joanne Richell

Review Date:

December 2019