Mauldeth Road Primary School

Science Policy

Introduction

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. The aims of teaching science are:

- To develop and maintain a good subject knowledge and a respect for scientific evidence and the scientific process.
- To develop logical and critical thinking skills through the regular use of practical scientific enquiry skills and a child-led approach to investigations.
- To reinforce or create science career-related aspirations that motivate children to continue to study science in the future.

Science Subject Leader

The role of the Science Subject Leader is to:

- Be responsible for the development of science in school.
- Monitor the effectiveness of science teaching 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.
- Coordinate science assessment procedures.
- Ensure maximum effective use is made of science shows, visitors and trips out.

Foundation Stage

Children will investigate the natural world, objects and materials, examining similarity, difference and change and finding out about their environment and the objects within it. Throughout the Foundation Stage assessments are made of basic scientific skills using the Early Learning Goals for Understanding the World. The Foundation Stage Profile provides a summary of learning at the end of reception.

The Science Curriculum

The school's scheme of work for science is linked closely to the National Curriculum. The scheme is divided into units to be taught in each year group.

Scientific enquiry is integrated into each unit outlined as 'Working Scientifically' learning objectives within the planning. Over a year 'Working Scientifically' should be allocated approximately 50% of taught science time. In each year there are opportunities in the scheme of work for children to carry out the whole process of investigating an idea.

Equal Opportunities

All children should have equal opportunity to play a full and active role in the conduct of investigations. The presentation of the investigation can be a valuable vehicle for redressing the balance of stereotypical images of science. Resources used should offer positive images with regard to race, gender, class and disability.

Every effort will be made to ensure that SEND children, and those speaking English as a second language, are not disadvantaged by a lack of familiarity with the vocabulary relating to science. Specific vocabulary should be taught for each unit covered.

Governors

To appoint a designated link governor who will meet with the Science subject leader at least once a year to find out about:

- the school's systems for planning work, supporting staff and monitoring progress
- the allocation, use and adequacy of resources
- how the standards of achievement are changing over time
- report back to the governing body annually with any updates and recommendations
- to attend relevant governor training linked to the Science Curriculum.
- to be understanding and supportive of our aims in the learning and teaching of Science and to review this policy annually

Organisation and Management of the Science Curriculum

Planning – All plans or resources created digitally should be stored electronically in the school Google Drive science planning folder.

Adaptive Learning - Work in science may be adapted according to the children's ability. It is important that outcomes should reflect the children's scientific ability, not solely their ability to communicate in writing.

Group Work - Pupils will normally be organised into small groups and encouraged to work co-operatively for science work. The group size will be determined by the age, task and ability of the pupils. It is preferable that children work in small groups as these generally lead to more successful investigations. In most cases there are enough science resources to put children into groups of 2 or 3.

Teaching and learning opportunities need to be planned to provide a good variety of experiences, suited to different learning styles.

Curriculum Links – The strong links with maths, English and other subjects will be seen as an opportunity for teaching and should be explored at the planning stage.

Health and Safety – We adhere to The ASE guidelines contained in 'Be Safe' 3rd edition which are a minimum requirement of health and safety standards. Teachers should notify the science subject leader of any suggested amendments. Free advice is available from CLEAPSS helpline 01895 251496 and on their website.

Assessment Procedures

Substantive knowledge and disciplinary knowledge will be assessed by class teachers continuously using assessment for learning techniques. These will be recorded in the school's Science Tracker spreadsheet online. At KS2, end of year science tests may also be used and the results used to moderate teacher assessments

Exemplification of Standards

These are available for the end of Year 2 and Year 6 from the Standards and Testing Agency.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/515334/STA-Ex2016-KS1-Science-ES.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/538415/2017_interim_teacher_assessment_frameworks_at_the_end_of_key_stage_2_150716_PDFa.pdf

Reviewed By	Teaching and Learning Committee
Review	Annual
Reviewed	January 2024
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