

Brinsworth Howarth Primary School



Science Policy

January 2023

This Policy is written to comply with the statutory requirements of the National Curriculum and the Early Years Foundation Stage Framework.

Philosophical Statement

‘Scientific literacy is an essential capability for an educated young person’
(NCC ‘Teaching Science at KS1 and KS2’)

Science is a means of enabling children to make sense of the natural and physical world around them. Such is the impact of Science in everyday life that its study should make a significant contribution to the education of all pupils. Lessons should be made exciting and have an element of awe and wonder to encourage a positive interest in Science.

1 Our Intentions, aims and objectives.

- i. To widen and develop the children’s experience and understanding of themselves and their environment, both within and outside the requirements of the National Curriculum and the Early Years Foundation Stage Framework.
- ii. To ensure teaching and learning is continuous and progressive.
- iii. To develop a positive attitude towards Science.
- iv. To develop an enquiring and logical approach to Science.
- v. To create opportunities for our children to explore, investigate and present their findings.

2 How we will implement our intentions, aims and objectives -Teaching and learning style

Children at Brinsworth Howarth School will develop a growing knowledge and understanding of Science, based on the Programmes of Study outlined in the National Curriculum Orders. It is our intent to teach children through first hand experience whenever possible, and we increasingly encourage the children to take control of their own learning as they progress through the school and develop the necessary skills.

Work is planned and taught by the class teachers following agreed Schemes of Work, which ensure continuity in learning and a progression from one year to the next.

Key Stages 1 & 2 link the teaching of Science into their Creative Curriculum. Where appropriate Science will be taught through cross-curricular lessons but when necessary it will be taught through discrete lessons.

3 Equal Opportunities

We recognise that there are children of widely different scientific abilities in all classes. We provide the maximum opportunity and experience for all pupils, regardless of gender, race, culture or ability.

Children with special educational needs will have access to Science. Their work will be tailored to their needs through the use of their Individual Education Plan.

We provide effective learning opportunities for all pupils by following the three principles for inclusion. This ensures we set suitable learning challenges, respond to diverse learning needs and overcome barriers to learning and assessment.

4 Science curriculum planning - implement

Curriculum planning in science is in three phases: long-term objectives to be planned by the co-ordinator, **which can be found in Staff, under Foundation Subjects- Science- all the information regarding the implementation of the subject can be located here, including teaching ideas;** cross curriculum medium-term: and weekly short-term plans to be planned by the class teacher.

5 Identified Links with Learning Across the National Curriculum

There are learning opportunities in Science to link with:

- i. Social, Moral, Spiritual and Cultural Development.
- ii. Personal, Social and Health Education.
- iii. The six key skills of communication; application of number; use of ICT; working with others; improving own learning and performance; and problem solving.

6 Identified Links with Other Areas of the Curriculum

Science provides opportunities to promote:

- i. Thinking skills.
- ii. Enterprise and entrepreneurial skills.
- iii. Education for sustainable development.

7 Assessment and Recording of the impact of our teaching

- i. To ensure the impact of our teaching is meeting the Primary Science Assessment Guidelines children will be assessed continually by the class teacher during lessons. The teacher will use these assessments to make judgments and implement these in the next stage of planning.
- ii. At the end of each topic this information is recorded on the MAGS Formative Assessment to track pupils' progress. Those not succeeding are identified and supported.
- iii. From these continual assessments, each pupil will be calculated on the MAGs at the end of the year, as either working towards or being at age expected.
- iv. Pupils in Early Years Foundation Stage will be assessed through recorded observations against the Early Learning Goals for Knowledge and Understanding.
- v. A written comment is provided once a year in July in the annual report to parents about progress and effort.

9 Resources

There is a well-stocked central resource room for Science. The room contains all the materials and information needed to support the curriculum. The library contains a good supply of science topic books and computer software to support children's individual research.

A replacement system is in place which includes a breakage / ' I need' box- this is located in the main stock room.

10 Health and safety

In this subject, the general teaching requirement for health and safety applies. We teach children how to follow proper procedures for safety and hygiene.

11 Monitoring and review- the role of the Subject Co-ordinator

- i. Monitor Science throughout the school to ensure coverage.
- ii. Purchase and upkeep of resources.
- iii. Keep up to date with developments in Science.
- iv. Train support staff, including NQTs, where necessary
- v. Lead the review and development of Science within the school.

This policy will be reviewed at least every 3 years.