Science Policy

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Ratified by LMT: Yes

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Our Statement

We work in partnership towards our vision, values and aims and support schools to develop their unique characteristics and adaptations so they can meet the needs of their communities. We also work in partnership with other schools and organisations, to impact on the development of the wider education sector. Vision

Our Vision

We empower our children through education, supporting healthy lifestyles and creating joyful learning environments, to set them on the path to happy, successful lives. Values

Values

Whole Child Education: We believe in an education that encompasses not only academic excellence but also promotes physical, emotional, and social well-being.

Love of Learning: We create environments and opportunities that inspire engagement, excitement and a love of learning for our children, teams and communities.

Health: We prioritise the health and well-being of our children, teams and communities, recognising the link between this and our success in all areas.

Inclusivity: We embrace diversity and create an inclusive community where everyone is valued, respected, and supported.

Working Together: We know the power of working in partnership to achieve the best outcomes for all children.

Curriculum Intent:

Science is an approach to learning that enables children to build their knowledge and understanding of the world through hands-on experiences and secondary sources. These opportunities encourage them to observe, ask questions, investigate, interpret their findings, and communicate and evaluate their findings.

- To stimulate a natural curiosity to explore and investigate the world around them..
- To deliver the Science Programmes of Study of the National Curriculum.
- To ask questions and apply their growing scientific knowledge to investigate and learn more.

- To enable children to become successful communicators of scientific ideas, by developing skills and techniques involved in obtaining, presenting and responding to information.

- To deepen their understanding of scientific concepts.

- Discover the impact, roles and responsibilities within our environment.

Implementation:

- Planning for science is developed from the National Curriculum skills for Science.
- Schemes of Work may be used to generate ideas and as a starting point to pitch lessons.
- Differentiation of activities will be made in the weekly planning as appropriate to the pupils being taught based upon their prior knowledge, understanding and skills.
- The children will have access to key language and meanings in order to understand and readily apply to their written, mathematical and verbal communication of their skills.
- The assessment of knowledge and skills will be planned for as part of the teaching process. (See assessment policy). Summative assessment will take place at the end of each term, based on Teacher Assessment.
- Science will usually be taught by the class teacher. Timetable changes will be made if PPA time is allocated during science lessons for a prolonged period.
- A wide range of teaching and learning strategies will be used, with an emphasis on investigative, where possible to develop knowledge and understanding.
- Pupils will be taught to use a wide range of appropriate recording methods, which will include the use of Information Communication Technology at both Key Stage 1 and Key Stage 2.
- Displays of science work will be used to emphasise and raise the importance of science in the school. Key vocabulary linked to the topics to be displayed in the classrooms for pupils to refer to. Where possible, interactive displays will be planned for other pupils to explore.
- Equal opportunities in science will be given to all pupils.
- Resources are audited by the Science Subject Leader to support practical enquiry.

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 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
- liaise with the secondary school regarding continuity.

Lesson Organisation

Reception classes and nursery will have a science-based focus activity each week.

In KS1 science is taught 1.5 hours a week and in KS2 science is taught 2 hours a week.
Teachers will create weekly plans based on the objectives of the National Curriculum. These plans will be annotated.
Teachers will have a focus group/ child each lesson.
Teaching assistants will work with different focus groups, as planned for by the Class Teacher.
There will be a balance of working scientifically and scientific knowledge and understanding.

Assessment

Teachers assess lessons on weekly planning. Teachers assess each learning journey through the evidence in children's books and through the learning demonstrated during lessons.
Assessment data is regularly analysed by LMT and the Science Subject Leader.

Science in the Ranelagh Curriculum

Teachers make links to science where possible across the creative curriculum.

Monitoring

Plans and books are monitored every half term and pupil conferences are held to promote pupil voice.

Scientific language

Scientific language should be displayed during lessons and referred to and taught. Children should be modelled how to communicate their ideas scientifically using speaking frames.

SEN

Children with special educational needs are included and planned for by the class teacher. Pupil's learning should be evidenced through photographs and pupil recordings. Support is available from the inclusion team.

Greater Depth

Pupils working at greater depth should be challenged to apply their learning to everyday life and explain their ideas in depth using scientific vocabulary. Pupils are encouraged to generate their own line of enquiry. Lessons are adapted accordingly to meet their needs.

Science Recording

Children should record their science work once a week, to a high standard of presentation and should record in a variety of ways.

- The recorded work could include diagrams, charts, tables, graphs, prose, symbols, models, drawings, photographs, explanations of ideas and concept cartoons.

- Children should record their work to clarify their own thinking and aid their understanding of scientific thinking.
- To keep as a record for revision and assessment and to reflect on their achievement.

Marking

Marking is diagnostic and provides children with a next step to develop skills and concepts. See marking policy for more detail

Health and Safety

Risk assessment to be carried out where necessary:

When carrying out an investigation which requires safety and health to be taken into account, a risk assessment regarding this area should be completed and authorised by the health and safety manager of the school.
E.g.: candles, lighters, cooker, electric kettle, sharp instruments…

Children should be shown how to use equipment safely and correctly. The teacher is responsible for the children in his/her classroom and therefore must have an awareness of safety regulations which apply to the resources being used. Potentially dangerous activities must be directly supervised by the teacher.

Parents

The Science curriculum is available on the school website and termly curriculum newsletters are shared with more information about the topics covered during the term.
If parents have any queries about their child's Science curriculum they should make an appointment to see the Science Leader. Parents will receive information about their child's progress through end of year reports and by speaking to the class teachers at parents' evenings.