

# **William Gilpin C.E. Primary School**

## **Science Policy**

### **1 Aims and Objectives**

- 1.1** Science teaches us how to make sense of the world around us through developing a child's ability to be curious and to find out why things may happen around them.
- 1.2** The aims of Science are:
  - to be curious about the things they observe, experience and explore relating to the world around them
  - to develop skills of sorting, classifying, planning, predicting, questioning, inferring, concluding and evaluating through investigative activities
  - to develop a sense of awe and wonder for the world around them
  - to develop the skills to explore and investigate in their environment
  - to link direct practical experiences with ideas and thoughts
  - to promote confidence and competence in asking and answering scientific questions.

### **2 Teaching and Learning Style**

- 2.1** The school uses a variety of teaching and learning styles in science lessons. Our principal aim is to develop children's knowledge, skills and understanding in science and to develop an enquiring mind. We do this through lessons which include a mix of whole class, group work, paired work and individual teaching. Wherever appropriate we use the TASC wheel approach during science lessons to encourage children to think and problem solve in small, manageable steps. We encourage children to ask and answer scientific questions and wherever possible, we encourage the children to use and apply their learning in everyday situations.
- 2.2** We use ICT and the interactive whiteboard to enhance the children's learning where appropriate.

### **3 Science Curriculum Planning**

- 3.1** Science is a core subject in the National Curriculum and is taught through stand alone lessons in KS1 and KS2. Science teaching may however take place as part of the IPC's themed approach or as blocked periods if necessary. We use 'Heinemann Explore Science', coupled with the science elements of the IPC, as the basis for implementing the statutory requirements of the programme of study for science.
- 3.2** We carry out the curriculum planning in science in three phases (long-term, medium-term and short-term). The long term plan maps the scientific topics studied in each term for each year group.
- 3.3** Our medium-term science plans are based on the scientific topics listed on the long term plan. They ensure an appropriate balance and distribution of work across each term and over the two year cycle.
- 3.4** It is the class teacher who completes the weekly plans for the teaching of science. These weekly plans list the specific learning objectives for each lesson and give details of how the lessons are to be taught. Our weekly planning highlights any Special Needs, Gifted and Talented and health and safety issues that we need to be aware of.

#### **4. The Foundation Stage**

- 4.1** Science in the Foundation Stage is taught through the Knowledge and Understanding part of the Foundation Stage Curriculum. Children are provided with hands on opportunities to investigate, observe, ask and answer questions, become inquisitive and to further their knowledge and understanding of the world. All of these skills help to prepare them for Science in Key Stage 1.

#### **5. Teaching Science to Children with Special Educational Needs**

- 5.1** At our school we teach science to all children, whatever their ability. Science forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our science teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment in science allows us to consider each child's attainment and progress against expected levels.

#### **6 Assessment and Recording**

- 6.1** We assess the children on a regular basis and use this information to inform future planning and set targets. We also use this information to assess progress against school and national targets.
- 6.2** Children in the Foundation Stage are assessed by carrying out observations to complete the Knowledge and Understanding section of their Foundation Stage profile.

#### **7 Monitoring and Review**

- 7.1** Monitoring of the standards of children's work in science is the responsibility of the Science Manager.

**This policy will be reviewed in the Autumn Term of 2013 or in the light of new legislation.**

**Signed:**

**Date:**