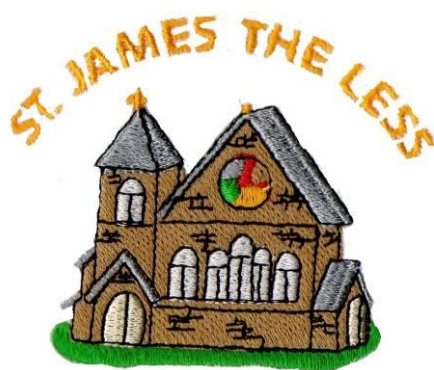


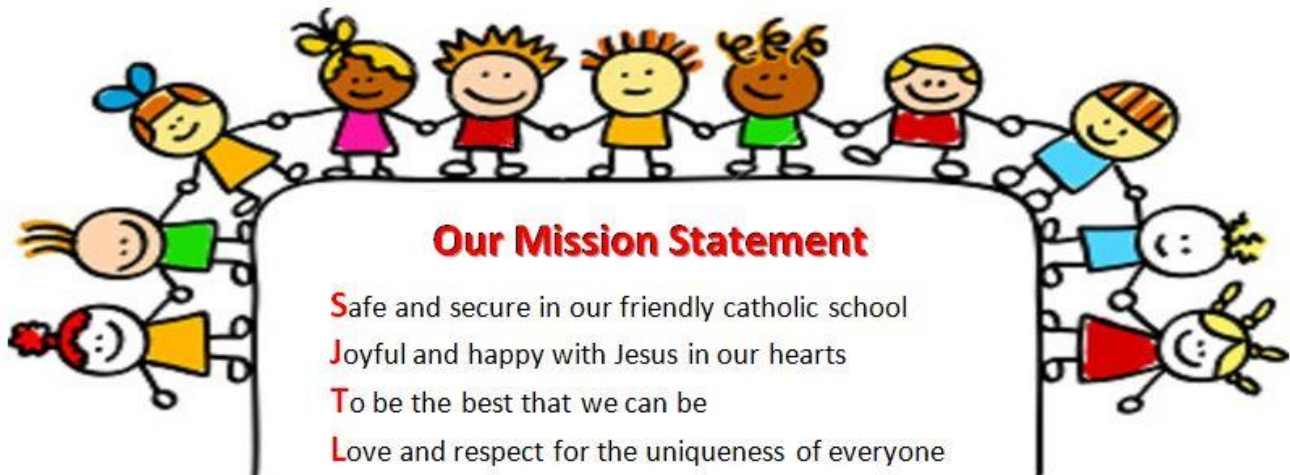
St James the Less RC Primary School



Science Policy

Updated Summer 2022

St James the Less Science Policy



1 Philosophy

- 1.1** Science teaches an understanding of natural phenomena. It aims to stimulate a child's curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation.
- 1.2** The aims of science are:

Science Vision:

At St James the Less RC Primary School, our vision is to provide a Science curriculum that captures the curiosity of all young minds, inspiring each individual, through practical, hands on experiences, to confidently explore and discover the awe and wonder in God's universe, fostering their thirst for knowledge with stimulating and challenging scientific experiences.

Science Principles:

- Encourage children to ask big questions
- Use the outdoors
- Use scientific equipment correctly
- Allow children to explore their own natural curiosity
- Use scientific vocabulary
- Work in teams to investigate in different ways
- Develop scientific thinking by designing investigations

2 Teaching and learning style

- 2.1** We use a variety of teaching and learning styles in science lessons and allow children's own scientific curiosity to inform future planning. Our principle aim is to develop children's knowledge, skills, and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in an enquiry-based activity. We encourage the children to ask, as well as answer, scientific questions. They have the opportunity to use a variety of relevant data. We use the local environment and outdoor space to enhance scientific learning.
- 2.2** We recognise that there are children of widely different scientific abilities in all classes. We differentiate and offer extra support where appropriate.

3 Scheme of work

- 3.1** Following the National Curriculum, each teacher plans a range of units ensuring full coverage of their year group expectations. CUSP is used to support this with knowledge organisers for each unit taught. Our expectations for developing children's knowledge and skills are ambitious.

4 Science curriculum planning

- 4.1** Science is a core subject in the National Curriculum.
- 4.2** Objectives are set out using themed medium-term planning. In some topics, science is the lead subject which ensures it remains a high-profile subject.
- 4.3** Each class teacher is responsible for planning the science in their class.
- 4.4** Teachers use summative and formative assessment to ensure skilled progression through the year groups.
- 4.5** Planning and books are monitored by the science leaders and feedback is given.

5 Foundation Stage

- 5.1** We teach science in EYFS as an integral part of the topic work covered during the year. We relate the scientific aspects of the children's work to the objectives in the Early Learning Goals.

6 The contribution of science to teaching in other curriculum areas

- 6.1** Science is closely linked when possible to other subjects through using a themed approach.

7 Teaching science to children with special educational needs

- 7.1** At our school we teach science to all children, whatever their ability.

7.2 Children with SEN are supported where needed in the science lesson.

7.3 AGT children are given work that extends their knowledge and adds extra challenge.

8 Assessment and recording

8.1 Science work is completed in science books. Regular marking of work and discussions with children are used to assess understanding and to adjust plans when necessary.

8.2 Teacher assessment is used throughout the school to make judgements about the progress of children in science. Subject leaders ensure assessment is moderated termly and data is recorded on the tracker.

8.3 At the end of Key Stage One and Two, teacher assessment is carried out and reported to parents.

8.4 Assessment documents are completed by the teacher at the end of each science topic. Teachers identify those children who are working at age related expectations, exceeding the expectations or below age related expectations. A record of their progress is also recorded on the tracker every half term.

9 Resources

9.1 There is a range of resources to support the teaching of science across the school. Resources are centrally based. CUSP forms the basis of National Curriculum delivery.

9.2 Teachers are allowed a budget in order to resource their topic.

10 Monitoring and review

10.1 Monitoring of science is the responsibility of the headteacher and science leader. The work of the science leader also involves supporting colleagues in the teaching of science, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

11 Reporting to parents

11.1 Parents are given opportunity to discuss their child's progress at parents evening. Annual reports are completed at the end of the summer term.

11.2 Teachers use the information gathered from ongoing assessments to help them comment on individual children's progress.