



Science Policy

Welford on Avon Primary School

Approved by:

Date: Summer 2018

Last reviewed on: Summer 2018

Next review due by: Summer 2020



WELFORD ON AVON SCIENCE POLICY

Rationale

To develop in pupils, curiosity, enjoyment, skills and a growing understanding of science knowledge, through an approach in which pupils raise questions and investigate the world in which they live.

Aims

- To deliver the Science Programmes of Study of the National Curriculum.
- To promote learning through a wide variety of teaching and learning styles.
- To develop investigational skills through relevant practical tasks.
- To promote positive attitudes to the learning of science.
- To develop scientific knowledge and understanding
- Be equipped with scientific knowledge to understand the uses of science.

Guidelines

- Long term planning for science will be based on the programme of study laid out in the national curriculum and agreed with staff annually. The main resources used throughout the school are 'Switched on Science' (Rising Stars) and Hamilton Trust.
- Medium term planning will take place every half term, and will be constructed using the appropriate topics, as outlined in the long term plan for Science.
- Differentiation of activities will be made in the weekly/daily planning as appropriate to the pupils being taught based upon their prior knowledge, understanding and skills.
- Science investigations should be taught at least once every half term, following the progression outlined in the 'Investigation Policy' attached.
- 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 and supported by Ogden Trust assessments.
- Science will usually be taught by the class teacher, but arrangements for teachers to team teach, or exchange classes to provide a mutual exchange of expertise can be negotiated with the Headteacher.
- The guidelines for safety - ASE 'Be Safe' 3rd Edition are a **minimum** requirement of health and safety standards. Teachers should notify the science co-ordinator of any suggested amendments.
- 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.
- A wide range of teaching and learning styles will be used, with an emphasis on investigative, rather than illustrative practical activities.
- Pupils will be taught to use a wide range of appropriate recording methods, which will include the use of Information Communication Technology.
- Pupils should be given effective feedback in line with Welford's marking policy and given 'Fix it' time to respond the feedback from teachers.

- Displays of science work will be used to emphasise and raise the importance of science in the school. Where possible, interactive displays will be planned for other pupils to explore.
- Equal opportunities in science will be given to all pupils. (See equal opportunities policy).
- Resource boxes linked to the themes of the 'Science Topics' are kept in the science cupboard.

Role of the 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.

Inclusion, Equality and Diversity

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. All children at Welford on Avon Primary School are treated fairly and equally regardless of race, sexual orientation, religion or ability. All children and their families are valued within our school.

Supporting children with SEN in Science

We want to ensure that all children can access the science curriculum regardless of additional needs. Where children have needs which may prevent them accessing learning measures are put in place to overcome these barriers. These may include:

- Support from additional adults
- Pre-teaching interventions to give children the opportunity to 'close the gap' in areas where there are difficulties. This will enable children to be more prepared to access the new learning that is introduced in the main classroom teaching.
- Different types of activity to cater for a greater range of learning styles.

Signed _____

Agreed by Governors _____

This review: Summer 2018

Review date: Summer 2020 (to be discussed at Staff Meeting during 2018/19 year)

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