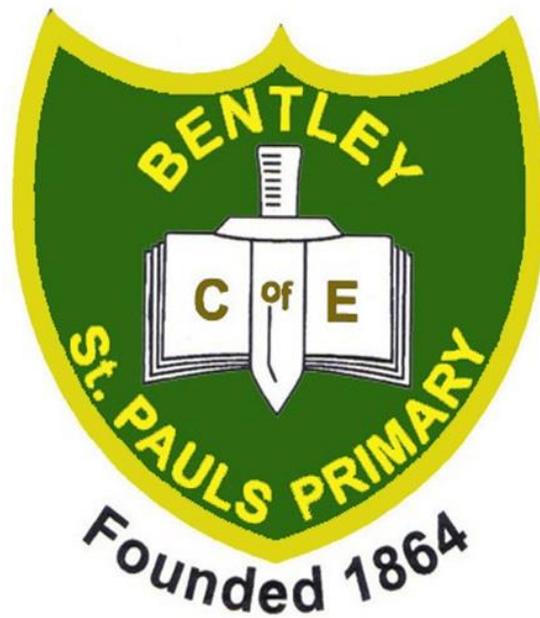


BENTLEY ST PAUL'S C OF E PRIMARY SCHOOL

POLICY FOR SCIENCE



'Growing together in faith, love and trust, we will succeed.'

Date of Policy: June 2013

Date of Review: June 2015

Date Ratified by FGB:

Purpose:

To encourage children at Bentley St Pauls to gain knowledge and understanding about the world around them, to then apply this in answering questions about life processes, materials, plants and the environment. Children in KS1 and KS2 are encouraged to make observations, ask questions and investigate using scientific enquiry to answer these questions.

Aims:

- To ensure Science is taught according to the National curriculum with a cross curricular approach to ensure engagement and enjoyment.
- To encourage children to have a sense of discovery, exploration and investigation about the world around them.
- To ensure Science as a core subject has high exposure within the school curriculum.

Curriculum Organisation:

- The Science curriculum has been designed using the objectives set out in the National Curriculum and a full coverage of the Programmes of Study can be seen across the key stages in the long, medium and short term plans.
- Each year group has a cross curricular approach to planning and aims to include Science in planning where possible and logical.
- Lessons are planned by teachers to include knowledge and understanding through a concise learning objective. Success criteria is used to assist the children to understand how to progress within the lesson. Science lessons include practical investigation in balance with knowledge and understanding.

Curriculum Monitoring:

- The Subject leader monitors the planning and implementation of the subject through work scrutiny, lesson observations, overviewing the planning, climate walks and discussions with teaching staff. Through this monitoring, the Subject leader ensures the national curriculum requirements are covered and there is good to outstanding progress in all year groups. This progress is monitored by analysis of data, yearly assessments and work scrutiny and is reported directly to the head teacher annually.
- The subject leader monitors the effectiveness of resources and has developed an action plan that continually ensures that resources are available and appropriate for effective teaching and learning.

Approaches to Teaching and Learning in Science

Our philosophy on teaching and learning is outlined in our **Teaching and Learning Policy** to which reference should be made. Lessons are planned by teachers using the national

curriculum as a foundations, where possible teachers use a cross curricular approach. This ensures the children are engaged and the learning is relevant. Teachers employ many different approaches to teaching and learning in science and across all year groups, practical investigation, group and partner work, research activities and independent study can be observed.

Embedding Science across the curriculum:

Science is embedded across the curriculum through a variety of methods. Where possible, science is embedded within the curriculum through a cross curricular approach. These links can be seen in the long term plans. An example of this approach can be seen in Year 6 where WW1 is studied, a natural link can be made to microorganisms and disease, which forms part of the year 6 science curriculum.

Each year Bentley St Paul's take part in a local competition – Brentwood in Bloom. This gives the whole school an opportunity to study plants, growth and healthy eating through a project which engages all the children. As and when appropriate the Science leader will enter engaging competitions and projects that highlight science knowledge. As an Eco school, projects are often interlinked and give children another opportunity to study science units.

Within the curriculum there is a broad range of educational visits outside of school, some of which are tailored towards the science units of study. These enhance the children's learning experiences; teachers are encouraged to book visits that incorporate science and their topic - at least once during the year.

Within school, the science leader invites experts in to the school to talk to the children and lead workshops. This gives the whole school an opportunity to learn about different areas of science, in the past we have enjoyed Rock man who discusses what the earth is made of, archeology and fossils.

The school grounds are used all year round for science lessons, teachers are encouraged to use the outside space as much as possible. Evidence of this is kept in the subject folder.

Recording, assessment and reporting:

Science marking follows the marking policy; teachers are encouraged to give children next steps in marking. All the children have levels criteria in their books to refer to at the beginning and end of lessons.

All children are encouraged to self-assess work, using the learning objective to mark their own work, making links to the success criteria. All units of science have a self-assessment grid which teachers are asked to use with the children at the beginning and end of each unit to assess learning.

As a core subject, Science is reported termly and assessed through a written test at the end of the academic year.

Inclusion - SEN, G&T, Ethnicity, Gender:

When planning teachers differentiate through task and outcome, ensuring all children can access the Learning objective.

Resources:

Science has a small budget which is managed by the subject leader. Resources are audited formally yearly and the audit is kept in the subject leader file. Teachers are encouraged to communicate requests to the subject leader throughout the year. Resources should be kept in the central resource area in school in order for everyone to have access.

In addition, teachers have access to library loan books which can be used to support science topics.

Homework and involvement of parents

Where appropriate, science homework can be set as and when by the class teacher. This may be in the form of a project or a more formal written assignment. The homework set follows the guidelines in the homework policy.

Homework could be used to extend children's learning and should always follow on from learning in lessons; homework should link to learning objectives recently covered. Parents are informed of homework through their child's home/school folder where homework is logged.

In KS1 parents are invited to look at their child's work in an open afternoon held once a month.

In KS2, parents are invited to themed workshops – one of which is science themed. Parents are invited to look at their child's work and take part in interactive activities.

Parents have access to the school websites where photos and work linked to science is uploaded at regular times.

During the year, parents will meet with their class teacher twice at parents evening, where progress is discussed. At the end of the year, parents receive a written record of the progress of their child; science is reported in a descriptive way linked to the expectations of each year group.

Health and safety

It is the responsibility of the class teacher to ensure a safe working environment. Children should be made aware of any risks and dangers and understand the importance of working safely at all times. Frequent reminders need to be given to reinforce safe working procedures. The children can also be involved in establishing science safety rules for

themselves. Where appropriate, risk assessments will be carried out by either the coordinator or individual teachers. Please refer to the school Health and Safety Policy for further information.