

St Oswald's Catholic Primary School

Science Policy



Science

Updated November 2015

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Mission Statement

This is St Oswald's Catholic Primary School's policy for science and is set within the context of the whole school aims and Mission Statement:

Together with Jesus, we will Learn and Grow in Faith

Science in our school

Science is a core subject. In St Oswald's Catholic Primary School, science is taught through a consistent approach using the Early Years Framework and the National Curriculum. In KS1, a topic based approach is used in terms of long term and medium term planning to ensure that the children access a broad and balanced curriculum. Weekly planning will be based around the six areas of learning. Each year group will cover a range of topics enabling key skills and information to be delivered and developed. Reference will be made to both the National Curriculum and the EYFS Curriculum documentation. This will identify learning objectives. The long term planning will ensure that each curriculum area receives appropriate coverage and the topics will be structured to ensure that pupils can build upon previous knowledge and skills.

In KS2 the National Curriculum is used in order to inform long term and medium term planning. In each individual year there is a balance between learning new topics, consolidation of previous learning and opportunities to further develop this learning.

Science is a core national curriculum subject and there needs to be a balance between, a knowledge based approach and the delivery of science based skills in a practical context - 'Working Scientifically'.

In our school we endeavour to deliver opportunities for children to recognise the important role science takes in shaping the modern world and the future.

Aims and Objectives

- * To fulfil the requirements of the EYFS and the National Curriculum.
- * To stimulate, arouse and sustain pupils' interest and enjoyment of science.
- * To contribute to and expand pupils' knowledge of the world around them.
- * To develop knowledge and understanding of scientific skills, ideas and processes and relate these to everyday experience.
- * To encourage the development of working scientifically and promote investigative skills.

- * To enable the children to learn about specific disciplines of biology, chemistry and physics (age appropriate).
- * To encourage the development of whole investigations.
- * To encourage the children to ask, question and seek answers.

Planning and Organisation

Using the National Curriculum document and the Statutory Framework for the EYFS, the co-ordinators and staff develop long term and medium term plans to encompass the all disciplines of science.

In KS1, science is a specific area of learning called Understanding the World. Science in KS2 is taught as a discrete subject area. Plans are developed by the teacher and are placed in their teaching file after use in order to be adapted and evaluated. The class teacher is responsible for the implementation of the plans and the delivery of the activities. This takes into account the teachers' knowledge of the children and their learning styles. Opportunity to use both the indoor and outdoor environments are encouraged and planned for.

It is the role of the science co-ordinators to write and update the school science policy. The Science coordinator will monitor, moderate and review coverage, purchase resources and provide in service training as appropriate or as requested.

Cross Curricular links

Science skills can be developed across the curriculum. There are strong links to all areas of learning. Opportunities to work scientifically are identified and link the development of scientific knowledge and learning to other curriculum areas. Areas of the science curriculum that do not fit into specific topics will be taught independently.

Whole investigations using a cross curricular approach are encouraged and this gives opportunities for children to work through a whole scientific process. In the Infant's there is a topic based approach to learning. This allows a wide range of activities and lessons to be planned encouraging cross curricular links and an enhanced curriculum to be developed. In the Junior's, despite the fact science is taught discretely, opportunities for cross curricular learning are encouraged. Science weeks are used to celebrate and raise the profile of science across the whole school. These focus weeks often incorporate links with other curriculum areas. More specifically, science and maths themed weeks have been combined in recent years.

Equal Opportunities and Inclusion

Special Educational Needs

As in all other areas of the curriculum, additional provision will be made for gifted/talented children or those with special educational needs. This may take the form of work differentiated by task or outcome, additional support or where there is physical disability; specific equipment. The class teacher will be responsible for identifying and planning for those needs with help from the Science Co-ordinator and/or SENCO if applicable.

Dyslexia

If a pupil is experiencing difficulties relating to dyslexia they will be supported in accordance with the school's dyslexia policy.

Assessment and Recording

All class teachers will use their assessment of the children in their class to plan for appropriate work and skill development. Teachers will be responsible for the assessment and recording of science in line with the schools' assessment policy. Class teachers will carry out formative assessments throughout the year, monitoring and evaluating pupil's progress. Teachers will produce a summative statement for each child in an end of year report. Teachers will pass on relevant information and progress levels to the child's next teacher.

In Early Years, the children will be assessed on entry to nursery and tracked through the use of the Statutory Framework for EYFS, this information will be used by the class teacher, assessment co-ordinator and the science co-ordinators to illustrate the children's progress.

St Oswald's is currently involved in a Liverpool Consortium Assessment Project. This project is a pilot scheme to develop a robust assessment system. Through working with other local schools there is a drive to consolidate a uniform assessment tool to guide us through the interim period supporting tracking and moderation.

The children will be tracked and assessed using the National Curriculum expected objectives alongside the following standards: Working below, On track and Working above. We will allow for any changes to assessment in accordance to government and local authority recommendations.

Safety

Teachers are responsible for the organisation and safety of the children within their own class and for any appropriate safety measures that need to be taken. A copy of 'Be Safe' (Association for Science Education) is available in the science resource area.

Resources

A science resource area exists allowing staff access to a range of resources. Staff are responsible for returning the science resources when they have finished using them. Any damages or low stock should be reported to the science co-ordinators as soon as possible. As funding allows, the range of resources will be updated and extended as necessary.

Review and Evaluation

This policy is an active document and is monitored, reviewed and evaluated continually allowing for new legislation, initiatives and in-service feedback.

Date: November 2015