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SCIENCE POLICY

1 Introduction

Here at Brookhill Leys Primary School science is taught from Early Years through to Key Stage 2. Our curriculum uses knowledge of scientific processes and methods, scientific enquiry skills as well as an understanding of the nature of science.

Through science children are encouraged to think scientifically, question the world about them and have an ability to explain processes and concepts by using scientific technical terminology. Children are encouraged to develop a sense of excitement and curiosity about science that in turn will help create scientists for the future.

2 This Policy

This policy outlines the purposed, nature and management of Science at Brookhill Leys. It is a working document, subject to annual review. It is to be read in conjunction with the Schemes of Work.

What is Science?

Science is a body of knowledge built up through experimental testing of ideas. Science is also methodology, a practical way of finding reliable answers to questions we may ask about the world around us.

3 Aims and Objectives

- Encourage the development of positive attitudes to science.
- Fulfil the requirements of the National Curriculum in ways that are imaginative, creative purposeful and enjoyable.
- Deliver clear and accurate teacher explanations and skilful questioning. Providing guidance but at the same time allowing children the freedom to explore as independently as possible.

- Make strong, purposeful links between science and other subjects. Using ICT in a meaningful way to extend their learning (Data loggers, video, photograph and microscopes).
- To enable children to communicate scientific facts, ideas and data effectively with peers and adults, using appropriate scientific language.
- To teach science through the five lines of scientific enquiry: Observing over time; Identifying and Classifying; Pattern seeking; Research and Fair Testing.
- To find out children's initial ideas so that they understand what they don't know and aren't sure about. This means that when the children have completed their lessons they can look back at their starting points and say "I used to think this ... and now I think that ... because ..." or I used to think this ... and I still think this because ..."

3 Implementation of the policy

3.1 The Objectives of Science Teaching

The objectives of science teaching in the school are based on the requirements of the National Curriculum programmes of study for key stages 1 and 2.

In Early Years 'Science' is taught within the area: 'Understanding the World'. According to the new revised Framework the level in which the child is expected to have attained by the early learning goal set below under the strand of 'The World'. The key skills in this area of learning are:

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

3.2 Planning and Organisation

- Science in the Foundation Stage is taught as part of the

curriculum under the heading 'Understanding the World'.

- Key Stage One and Key Stage Two use text based planning system which is changed every half term, this is based around a quality text as the stimulus for the work to be carried out
- Within key stages staff plan outline plans that show the relevant cross curricular links to Science.

3.3

Teaching and Learning

It is our aim at Brookhill Leys for the children to develop a curiosity for science.

Every effort is made to ensure that work is differentiated appropriately to meet the needs of all pupils using the school's three star challenge system.

Planning should highlight extension activities for gifted and talented children, specific English as an Additional Language needs and tasks and activities which will engage the interest of pupils with special learning needs, whilst offering them opportunities to succeed.

Children in Key stage one and two develop their skills through visiting places, using ICT such as the internet to research, DVD's and interactive programs used on the Interactive Whiteboard. Planning should also make relevant links to the key skills that are being taught and then annotated on the assessment ladders in the front of children's science books.

3.4

Attitudes to Learning

In order to learn about the world around them children must have:

- A curiosity to ask questions.
- Investigative minds to find out answers.

3.5

Visits

Visits and first hand experiences are vital to the understanding of Science. Regular educational visits are made by pupils and the local area is a valuable resource for this. Risk assessments are carried out on all visits, including local walks.

3.6 Inclusion and Equal Opportunities

4 Monitoring and review

4.1 Assessment

Children will be assessed throughout the year on their science knowledge and understanding of scientific enquiry using target ladders at the front of their science books, which are linked to the objectives on School Pupil Tracker to be updated every half term in line with the assessment calendar. When marking science, a comment (or bubble) will be made on the child's work and linked to the learning objective and the line of scientific enquiry followed by a block which will develop mastery or ascertain that the learning objective has been met. At least one lesson per week children's work should be marked in line with the school marking policy.

4.2 Role of Co-ordinator

- The co-ordination, leadership and development of all aspects of science throughout the primary age range.
- The development and implementation of policies and practices for science which reflect the school's commitment to high achievement and effective teaching and learning.
- Ensuring curriculum coverage, continuity and progression in science for all children.
- The audit, identification and purchase of appropriate resources for science.
- Ensuring that resources are used efficiently, effectively and safely.
- The use of assessment data and other evidence to monitor standards in science and report this to the leadership team and governors.
- To keep staff informed on the attainment and progress of science throughout school.
- Setting expectations and targets for staff and children for children's achievement and the quality of teaching.
- The evaluation of the quality of teaching of science in the school and to use this analysis to identify effective practice and areas for improvement. To take action to further improve the quality of teaching.
- Leading staff meetings in science.
- The co-ordination of high quality professional development as

necessary.

4.3 Role of teacher

Class teachers will be responsible for monitoring children's progress through target ladders in science books and for updating school pupil tracker as per the school assessment schedule.

4.5 Role of Governors

Governors will be kept informed of the latest developments in school.

Policy prepared by: Suzanne Martin (Science Co-ordinator)

Date prepared: 29.09.2015

Date ratified by the curriculum committee:

Signed: (Governor)

Signed: (Head Teacher)

Review date: September 2016

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