MICKLEOVER PRIMARY SCHOOL

Name of Policy: Science

Date of Policy: January 2019

Member of Staff responsible: Mrs Emma Cochrane

Review date: January 2022

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life

SCIENCE POLICY

AIMS

The aims of science are to enable the children to:

- develop scientific knowledge and understanding.
- develop their curiosity about what they observe, experience and explore and promote a desire to ask and answer scientific questions.
- plan and carry out scientific investigations.
- be able to select and use appropriate equipment safely and correctly.
- develop the skills of investigation, including: observing, measuring, predicting, experimenting, communicating, interpreting, explaining and evaluating.
- develop literacy, numeracy and ICT skills within a scientific concept
- be able to use scientific language when communicating their ideas orally and in written recording.
- Be aware of the continuing advances in science and their impact.

TEACHING AND LEARNING

Statutory Requirements

Statutory requirements for the teaching and learning of science are laid out in, The National Curriculum in England Framework Document for Teaching, September 2014 and the Statutory Framework for the Early Years Foundation Stage, September 2014.

ORGANISATION

Key Stage 1 (KS1) and Key Stage 2 (KS2) classes are taught in single age year groups.

TIME ALLOCATION

The KS2 classes have weekly science lessons throughout the year, lasting two hours.

In KS 1 science is taught through a topic based approach.

Foundation Stage is based on the EYFS framework. It is an integral part of the topic work covered throughout the year. (See Early Years Policy)

CROSS CURRICULAR LINKS

Science contributes to many subjects within the primary curriculum and every opportunity is sought to draw scientific experience out of a wide range of activities. This allows children to begin to use and apply scientific skills and knowledge in real contexts.

RESOURCES

All science resources are kept in the green storage container with the exception of the data loggers which are kept in the year 3 shared area. Boxes are labelled according to topics.

Books specific to each year group are stored within that department.

School also has access, on request, to a further range of resources from the University of Derby.

INFORMATION COMMUNICATIONS TECHNOLOGY (ICT)

ICT is used in a variety of ways to support teaching and learning. Each teacher has access to the Easiteach science software for use on the Interactive Whiteboard (IWB), as well as in the ICT suite. There is also a range of science software specific to each topic and key stage.

The school has digital microscopes and data loggers that are used either in the ICT suite or in the classrooms, again with the IWB. A set of pulse meters are available to support appropriate topics. New hardware and software are evaluated as they become available to ensure that the children have access to the latest resources which support their learning.

HEALTH AND SAFETY

All staff are fully aware of safety issues in science and will ensure that children are equally aware of these during their science activities. The children should also be encouraged to consider safety for themselves, others and the environment. Teachers are encouraged to check with the CLEAPPS website for up to date advice about hazards and safety in science lessons. http://primary.cleapss.org.uk/

EQUAL OPPORTUNITIES

Mickleover Primary School is committed to providing a teaching environment which values, respects and challenges all children regardless of ability, race, gender, religion, social background, culture or disability.

GIFTED AND TALENTED (SECONDARY SCHOOLS LINKS)

All children deserve an equal opportunity to receive the best education it is possible to give them. For those with special abilities and interests, provisions need to be made so they can achieve their potential.

SPECIAL EDUCATIONAL NEEDS

Pupils are supported in a number of ways depending on their difficulties. This may include use of a Teaching Assistant, appropriately differentiated tasks or access to specialised equipment. Specific areas of weakness may be targeted through a SEND provision plan.

ASSESSMENT

Assessment is ongoing and continuous and is used to inform teachers' planning. A range of formative assessment activities are planned to match the lesson objectives. Teacher assessment takes place periodically during KS2 and at the end of year 2 & 6, as part of the end of key stage assessments.

MONITORING AND REVIEW

The coordinator will ensure that there is continuity and progression in science by monitoring the planning, scrutiny of children's work and lesson observations. As part of Mickleover Primary School's monitoring cycle, science is given time whereby the coordinator carries out the above and reports back to Senior Management Team and staff on their findings.

THE ROLE OF THE COORDINATOR

The coordinator should:

- keep up to date with new initiatives and developments
- encourage and support staff in their teaching of science
- communicate with the governors to ensure they are kept informed on the progress of science within the school
- organise INSET and deliver staff meetings as appropriate
- ensure that resources are maintained and updated as necessary
- ensure continuity and progression throughout the school
- manage the budget effectively

THE ROLE OF THE HEADTEACHER

- To support the Science Coordinator in the development of science curriculum
- To allocate sufficient finances to provide resources
- To be familiar with developments in the teaching of science, so as to maintain an overview