MICKLEOVER PRIMARY SCHOOL

Name of Policy: Science

Date of Policy: January 2022

Member of Staff responsible: Mrs Emma Cochrane

Review date: January 2025

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;
- 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 2021

TIME ALLOCATION

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

In KS1, science is taught through a mainly 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. Boxes are labelled according to topics. It is the responsibility of all staff to keep the central store tidy and organised. Books specific to each year group are stored within that department.

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

ICT is used in a variety of ways to support teaching and learning. The school has digital microscopes, data loggers, pulse meters and stop watches stored centrally. Each classroom has its own digital camera and computers. The ICT suite gives opportunities for whole class use of

the internet. 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 and summative assessment activities are planned to match the lesson objectives. In key stage 2, these include written topic assessments. Our school science assessment grids are used to record outcomes for each unit of learning. They are completed each half-term and passed on to the next teacher at the end of the year. A summative assessment for each child is recorded on O-Track in the summer term (the school's online assessment record).

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