



Science Policy

The staff responsible for Science are:

The Science Team

The governors responsible for Science are: The Curriculum Committee

Agreed by staff : September 2019

Review Date : September 2021

Aims

At Roydon Primary School, we aim:-

- To excite and maintain children's sense of wonder at the natural and made world.
- Equip children to use themselves as starting points for learning about science, and to build on their enthusiasm and natural sense of wonder about the world.
- To stimulate children's interest and enjoyment in the area of science.
- To develop children's understanding of the role of science in creating 'the modern world'.
- Develop through practical work the skills of observation, prediction, investigation, interpretation, communication, questioning and hypothesising, and increased use of precise measurement skills and ICT.
- Encourage and enable pupils to offer their own suggestions, and to be creative in their approach to science, and to gain enjoyment from their scientific work.
- Enable children to develop their skills of co-operation through working with others, and to encourage where possible, ways for children to explore science in forms which are relevant and meaningful to them.
- Encourage children to collect relevant evidence and to question outcome and to persevere.
- Encourage children to treat the living and non-living environment with respect and sensitivity.
- To encourage children to raise questions and learn how to investigate and explore these using both first-hand experience and secondary sources.
- To help children maintain a healthy lifestyle and understand the importance of being healthy.

Our Science Curriculum

Our whole school approach to planning and assessment is based on the National Curriculum 2014. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. We believe that science promotes communication in a specific and precise language involving mathematical and logical thinking. It allows children to develop ways of finding out for themselves and gives them practice in problem solving. In science, pupils are encouraged to be open-minded and to try and make sense of what they see and find out.

Organisation

Foundation Stage

We teach Science in the Reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the scientific aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. Science makes a significant contribution to the objective in the ELGs of developing a child's knowledge and understanding of the world.

Key Stage One and Two

Science is taught as a discrete lesson and as part of cross-curricular themes when appropriate. Science has links with other areas of the curriculum including Geography, English, Numeracy, Art and Design Technology. The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data.

Assessment and Record Keeping

Assessment for learning is continuous throughout the planning, teaching and learning cycle. We focus on assessing one topic at a time, and we assess children's work in science by making judgments as we observe children during lessons, question, talk and listen to children, and review their written work. Assessment lessons are carried out at the end of each topic to assess children's understanding. Assessment in Science is based upon scientific knowledge and understanding, rather than achievement in English or Mathematics. In the Foundation Stage we assess children's knowledge and understanding according to the EYFS Learning and Development Stages.

Health and Safety

- A risk assessment will be made, as part of the planning process, before any potentially dangerous scientific activity is undertaken.
- Children will be informed of any risks or hazards but will also be encouraged to assess and identify risks for themselves.
- Children will be shown how to use scientific equipment safely.

Role of the Subject Leader Team

It is the role of the team to:-

- monitor pupil attainment and progression throughout the school
- regularly review this policy
- be responsible for organising and reviewing resources
- manage the science budget
- identify INSET needs and make arrangements to meet them