



School Vision

At Robert Peel Primary School our vision is to develop confident and independent learners who are able to communicate effectively with others. Our aim is for the children to be happy in all aspects of school life and for them to aspire to be the best they can be.

Subject Vision

Science stimulates and excites pupils' curiosity about the phenomena and events in the world around them. It is able to engage learners at many levels because it links practical experiences with ideas. Children learn scientific methods of enquiry and investigation and this helps to stimulate and develop their critical and creative thinking skills. They learn to ask scientific questions and begin to appreciate the way in which science will affect their future on a personal, national and global level.

Aims of Policy

At Robert Peel Primary School we aim to:

- Provide stimulating, challenging and enjoyable science lessons.
- Meet the requirements of the National Curriculum for science for all pupils, regardless of ethnic origin, gender, class, aptitude or disability.
- Provide systematic progression throughout all phases of school.
- Help our pupils to acquire a growing understanding of scientific ideas and concepts.
- Teach children scientific methods of working that help them to develop their critical and creative thinking skills.
- Use science to support learning in other areas of the curriculum.
- Prepare pupils for life in an increasingly scientific and technological world.
- Raise pupils' awareness of, and respect for, our environment.

Objectives

The current curriculum taught in KS1 and KS2 is the 2014 National Curriculum, and in Foundation stage it is the Early Years Foundation Stage (EYFS) document (2014). We aim for the majority of our pupils to meet the required level in Science by the end of each Key Stage.

Teaching and learning

Foundation stage curriculum and planning

Children develop their understanding of the world through play and by exploring a variety of activities inside and outside of the classroom. Teachers help children to notice similarities, differences, patterns and changes in the world around them. They also plan experiences that follow children's interests and support their exploration of the environment. Science links to all areas of the curriculum and can be used to support and develop children's vocabulary.

KS1 and KS2 Curriculum and planning

KS1 and KS2 teachers will plan Science lessons using Collins Snap Science to ensure they meet the requirements of the National Curriculum. Teachers will map Science topics onto their long-term plans and ensure sufficient time is provided so that all topics are thoroughly covered. All lesson plans will have a working scientifically learning objective and a topic learning objective and these will be shared with the children. Planning should also contain success criteria and provision



for those working above or below the expected standard. Learning takes place through practical tasks and written work is recorded in line with the presentation policy. Children will be given opportunities to plan, record and evaluate their own scientific enquiries. Links will be made to other areas of the curriculum, as Science can contribute greatly to the teaching of other subjects such as English, Maths, Art, DT, ICT and PSHE.

Resources

Science resources are stored communally, in the cupboard in the hall, for all classes to share. Data loggers are stored in the computer room in the SEND base. ICT resources can also be used to support the teaching of science. Science displays will celebrate children's work, stimulate discussion and support the development of children's scientific vocabulary.

Assessment, Recording and Reporting

Teachers assess learning throughout lessons through questioning and monitoring children's work. KWL* grids (or an age appropriate equivalent) will be used to assess knowledge and understanding during each topic. Children should write up conclusions to scientific enquiries in their own words so that their understanding can be assessed and any misconceptions should then be addressed. Work is marked against the lesson objective and also includes cross-curricular feedback, when appropriate. Children's progress is regularly recorded on Classroom Monitor (Biology, Chemistry, Physics and Working Scientifically) and those who are not on track are identified and given extra support. Foundation stage assessment data will be recorded using the EYFS profiles.

*KWL – what we **K**now already, What we **W**ant to know, what we have **L**earned.

Monitoring

The subject leader will be responsible for:

- Updating all policy statements and guidelines through a consultative process with staff.
- Keeping up to date with current best practice in science teaching, and sharing this with staff.
- The storage and maintenance of resources.
- Supporting staff and providing guidance and access to any relevant training, as required.
- Monitoring pupil progress through data on classroom monitor, learning walks, observations, planning scrutiny, book scrutiny, pupil talk and pow-wows, with subsequent feedback to staff and/or pupils.
- Monitoring science provision throughout the school.
- Reporting to the governing body on an annual basis.

SEND

All children will have equal access to the Science curriculum regardless of gender, race, cultural background or disability. We aim for all children to make progress in their learning. Underachieving groups will be identified and steps will be taken to improve their attainment. Higher achieving pupils will also be identified, and suitable learning challenges will be provided. We will enable all children to make progress in Science lessons by differentiating tasks, providing extra adult support and making sure those who have difficulties reading and recording can still access the Science curriculum.

Policy reviewed and updated October 2018 by Lucy Davies.