

# **AMOTHERBY COMMUNITY PRIMARY SCHOOL**

## **SCIENCE POLICY**

### **Aims & Objectives**

To develop pupils, curiosity, enjoyment, skills and a growing understanding of science knowledge, through an approach in which pupils raise questions and investigate the world in which they live.

To ensure all children receive high-quality teaching and learning of Science and that all 5 types of Scientific Enquiry are regularly taught in accordance with the North Yorkshire Guidelines:

- Observing over time
- Pattern seeking
- Identifying, classifying and grouping
- Comparative and fair testing
- Research using secondary sources

### **Teaching and Learning**

Science is a practical subject and should be taught in a way which emphasises learning through first-hand, practical activities. Children are supported in their development of investigational skills through relevant practical tasks and a wide variety of learning and teaching styles are employed to promote this. Differentiated activities are included in short-term planning, ensuring pupils are taught based upon their prior knowledge, understanding and skills. It is the Teacher's responsibility to promote positive attitudes towards the learning of science and the experiences the pupils receive should achieve a balance between gaining knowledge and learning and using skills.

### **Science Curriculum (KS1 & KS2)**

In order to deliver the Science Programmes of Study of the National Curriculum, the National Curriculum objectives form the basis of the long term planning for each year group in KS1 and KS2. The Attainment Targets (AT's) are divided to ensure an even spread of topics are taught and that the foundations for learning are established and then built upon to ensure children are challenged as they move up through the school. Wherever possible, Science is taught through each classes chosen topic in a cross-curricular approach to learning. However, this is not always appropriate and some Science topics are taught discreetly to ensure high-quality learning is achieved.

### **EYFS**

Children in EYFS are not taught Science discreetly but they do gain scientific skills and knowledge through their own curriculum, particularly through the 'Understanding the World' area of learning.

### **Children with SEND**

Please refer to the school's SEN policy.

## **Able, Gifted and Talented Children**

Please refer to the school's A, G&T policy.

### **1. Assessment and Recording:**

EYFS – all learning is recorded in the children's individual Learning Journeys. A range of evidence is collected and then used to assess understanding of scientific processes and principles.

KS1 Teachers use big books as a method of recording and assessing children's learning. Each class has a big book of Science-based work undertaken and this is compiled throughout the year.

Children in KS2 have individual Science books (Work is also recorded in topic books as part of a class topic.)

Effective feedback is given in relation to the schools marking policy and the response to children's work policy. Additionally, high-quality and insightful verbal comments are made by the teaching staff. Teachers also make informal judgements about children as they learn, these informal judgements are then used during the assessment process to inform the class teacher's summative assessment of the child.

Summative assessment will take place at the end of each term, Staff use the North Yorkshire APP sheets to assess individual children. This is then used to complete the Pink and Grey assessments as well as the Subject Trackers completed by all teachers.

### **2. Resources:**

All pupils have access to sufficient and appropriate resources to support their work and enhance their learning. Resources are stored in a central location within the school where all classes can gain access to them.

We make effective use of the Malton Secondary Science Van, which visits the school regularly to enhance and develop Children's learning in a number of scientific areas. The school also takes part in National Science and Engineering week on a yearly basis, drawing on experience from outside agencies to ensure engaging and educational activities take place throughout the school.

### **3. Health and Safety:**

Please refer to the school's Health and Safety policy.

### **4. Monitoring and Review:**

The role of the subject leader is central for the successful support and promotion of Science teaching in the school. The role of the Science Subject Leader is to:

- Disseminate new information.
- Be responsible for the development of science in school.
- Monitor the effectiveness of Science in school.
- Evaluate the impact of provision and Teaching.
- Support teachers in their strategies and planning.

- Provide or organise staff development training.
- Be responsible for providing and maintaining appropriate science resources.
- Regularly liaise with the Head teacher and Governing Body concerning matters relating to Science.

Date Revised: October 2014 (K Cooper)