DHEKELIA PRIMARY SCHOOL

SCIENCE

POLICY

This document outlines the Science Policy currently operating in Key Stages 1 and 2 at Dhekelia Primary School.

Subject Aims

The national curriculum for science aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- Develop understanding of the nature, processes and methods of science through different types of science enquires that help them to answer scientific questions about the world around them
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

It is important to ensure children make progress in Science and to build on their earlier experiences.

Planning and Organisation

Planning for Science in Year 1-6 follows the National Curriculum published in September 2013. (Foundation classes follow the guidance provided in the document called 'Development Matters in Early Years Foundation Stage' – EYFS.)

The planning for Science is 3-tiered:

- Long term planning which aims to cover the breadth of study required by the national Curriculum;
- Medium term planning is produced termly from the programmes of study relevant to each year group;
- Short term planning is completed by the class teacher or subject specialist on a weekly basis. It includes the primary objectives of the lesson, the main teaching points, relevant activities and differentiation, a list of required resources and the opportunity for evaluation and assessment.

Teaching Approach

The teaching of Science is based on the following key principles:

- Science will be taught weekly or in blocks of days equivalent to a regular weekly lesson;
- Work should be differentiated by ability (activity) or outcome where necessary;
- There will be clear objectives for each lesson;

- Pupils should be engaged regularly in discussions, investigations, hands on experience and recording when necessary; cross curricular writing including experiment write-ups is encouraged;
- Wherever possible, children should be introduced into the local community and environment when appropriate, for educational and field trips;
- Appropriate and effective use of computing e.g. use of data loggers, should be planned into the teaching of science.

Access and Entitlement

All children in the school have entitlement to high quality Science education regardless of their gender, race or academic ability.

British Values

Our Curriculum should promote the fundamental British values of democracy, the rule of law, individual liberties, and mutual respect and tolerance of those with different faiths and beliefs.

Differentiation

Each child is encouraged to work at age related expectation; however, those working below may need to embed prior learning from the previous year. Those working above age related expectations will use and apply age their learning in broader contexts. Some investigations can be sufficiently 'open-ended' to allow for differentiation by outcome, but most activities will be targeted to individual or group requirements.

Special needs/Most able

Individual needs will be met through task differentiation and in certain circumstances a Learning Support Assistant may be available to provide in class support. MA Enrichment Days across groups and schools provide opportunity to extend enquiry and knowledge beyond normal classroom expectations.

Assessment

The subject content clearly set out in the National Curriculum and the progression of skills identified in the medium term plans demonstrate what the children should have learnt within a given time. Teachers will use both summative and formative assessment methods to make judgements on a child's ability and to set targets for future learning. The work the children produce is a record for assessment and may be used to judge whether a child: has not reached ARE; is at ARE or is above ARE. Electronic workbooks are used to record subject content and skills for each year group. Depth of learning will be assessed each term against the statements in the

electronic workbooks. End or year reports will show whether children have met Age Related Expectations in Science.

Resources

The Science resources are accessible to all teachers and provide a wide range of equipment and materials to support the teaching of Science throughout the school. Resource needs are identified on year group termly evaluations.

Monitoring and Evaluation

Quality assurance in Science is the responsibility of the Senior Leadership Term, and the Science Team Leader, in collaboration with the Science Team.

The Science Curriculum leader evaluates the teaching and learning of science in a specific year group each week as part of the M&E process. Writing in science books is also monitored and moderated by the English Curriculum Leader.

Health and Safety

Please see 'Be Safe' which is located in the Science Zone, published by the Association for Science Education (ASE – www.ase.org.uk) for up to date information and risk assessments. We are also members of CLEAPSS which is an organisation that provides advice and support about safety in science. (www.cleapss.org.uk)