



Science Policy

Our School Science Vision

At Banks St Stephen's, we aim to encourage children to be scientifically curious, observing and asking a range of scientific questions about the world around them. We then aim to facilitate learning opportunities that allow children to plan investigations to answer these questions. We want our children to be creative when carrying out scientific enquiries and persevere throughout challenges that may face them. Our aim is for children to communicate their scientific findings confidently to others, using the correct scientific vocabulary. Ultimately, we hope that children will be enthusiastic and motivated scientists, who will continue their love of learning science beyond Banks St Stephen's.

Our School Science Principles

Science is good when...

- **We are encouraged to ask scientific questions** and investigate the answers to these in different ways.
- **We are creative** when planning and carrying out scientific enquiries to collect data and answer our questions.
- **We observe carefully** the world around us to explore scientific ideas and make hypotheses.
- **We persevere** throughout challenges, evaluating and adapting our methods.
- **We communicate our scientific findings** and conclusions in a relevant way and use the correct scientific vocabulary to teach others what we have found out.

As teachers of science at Banks St Stephen's, we aim to model, encourage and promote the above principles.

National Curriculum Coverage

Science is a core subject in the National Curriculum and the National Curriculum is followed by all teachers as they deliver science teaching in their classes.

Differentiation and Additional Educational Needs

Science is taught within the guidelines of the school's single equalities policy and special educational needs policy.

Planning, Continuity and Progression

Clear and achievable goals for each science lesson are identified on medium term plans and work is closely matched to children's abilities. Teachers have access to planning documents, materials and resources written by the subject leader using guidance from the ASE, which support them in the creative and effective delivery of science. Children have opportunities to participate in the five types of scientific enquiry over the year. Knowledge organisers from ECM are stuck in children's books at the beginning of a topic and support the progression of scientific vocabulary across school.

Relevance and Cross-Curricular Links

Wherever possible, science activities are related to the real world and everyday examples will be used to develop each child's science capital. We will also ensure that pupils realise the positive contribution of both men and women to science and the contribution from those of other cultures. We will not only emphasise the positive effects of science on the world but also include problems, which some human activities can produce.

Health and Safety

All science teaching and learning is undertaken within the guidelines of the school's Health and Safety Policy.

Resources and Practical Equipment

Scientific equipment is stored centrally for staff and children to access. Equipment posing a potential safety risk is stored by teachers. Individual class teachers are responsible for informing the science subject leader of any resources that are missing or damaged and of any new resources needed.

Assessment for Learning, Recording and Reporting

Children will record written work in science books. This should include full written investigations when appropriate in Year 5 and 6. Children in the Early Years Foundation Stage will have their science learning documented within their learning journeys. Exemplifications from the ASE will support teachers in summatively assessing children in science and teachers will use a range of formative assessment strategies within science lessons, including use of the TAPs resources. All marking and feedback in science conforms to the whole school feedback policy.

Monitoring and Evaluating

Monitoring by the subject leader takes the form of book scrutiny, planning scrutiny, lesson observations, data analysis and pupil voice activities. All monitoring is evaluated and leads to next steps or action points designed to improve learning and teaching.

Review

Date for Policy Review: Spring term 2021