Clewer Green CE Aided First School

Inspiring Children

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Headteacher: Mr M Tinsley

Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

SCIENCE POLICY

Aims

Our aim, in line with our distinctively Christian values is for every child to have the support that they need and, by example and direct teaching, promote a Christian ethos within the school, whilst recognising that not all of its members will be practising Christians.

The aim of the Science programme is to enable all children to enjoy and have positive attitudes towards the subject, achieve a high standard in numeracy and a range of other mathematical skills and apply these with confidence and understanding when solving problems.

Science Policy Introduction

The aim of the Science programme is to ensure that all pupils are stimulated to

- 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 scientific enquiry that help answer scientific questions about the world.
- Equip themselves with scientific knowledge required to understand the uses and implications of science today and in the future.

The role of the School Staff is to:

Promote confidence and competence with science and working scientifically;

Encourage pupils by believing that every child, with hard work, can be good at Science.

Promote the ability to work scientifically through connecting ideas, decision-making and applying their skills in a range of contexts, including other subjects such as maths;

Promote scientific thinking by following a line of enquiry, developing an argument and making justifications using scientific language;

Promote the exploration of different areas of science: biology, chemistry and physics.

Make sure that health and safety procedures are observed during all experimental work.

Children should be able to:

Develop an enjoyment of learning through practical activity, investigation, exploration; mental exertion and discussion;

Develop confidence and competence with scientific concepts;

Develop the ability to solve problems through connecting ideas, decision-making and applying their scientific skills in a range of contexts, including other subjects such as Maths and Geography;

Develop the ability to reason mathematically by following a line of enquiry, developing an argument and making justifications using scientific language;

Foster positive attitudes towards Science by developing their confidence, independence, persistence and co-operation skills

The role of Parents and Carers is to:

Be understanding and supportive of our aims in learning and teaching Science.

Attend and contribute to Parent Consultation Meetings.

Support their children with scientific enquiry at home.

Praise their children for the good things that they do in Science.

Communicate and work with School whenever further support is needed to develop their children's scientific skills and understanding.

Make science part of children's everyday lives.

The role of Governors is to:

Appoint a designated link Governor who will meet with the Science Subject Leader at least once a year to find out about;

- the school's systems for planning work, supporting staff and monitoring progress;
- the allocation, use and adequacy of resources;
- how the standards of achievement are changing over time.

Visit the school and talk to pupils about their experiences of Science;

Promote and support the positive involvement of parents in Science;

Be understanding and supportive of our aims in the learning and teaching of Science and to review this policy every three years.

The role of the Subject Leader is to:
Provide professional leadership and management in Science in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils.

They will achieve this by affecting the following key areas; strategic direction and development; learning and teaching (including planning and marking and presentation); leading and managing staff; and efficient and effective deployment of staff and resources.

The Subject Leader will train and coach staff on Scientific pedagogy within the school and keep up to date with developments.

The Subject Leader has regular discussions with the Head Teacher and other senior leaders about learning and teaching in Science and provides data and a subject overview of the strengths and weaknesses of Science within Clewer Green School on a regular basis.

The Subject Leader will analyse and track the school's Science data and report to the FGB annually.

Implementation of the Science Policy

Foundation Stage organisation

Our Foundation Stage teachers use the Early Years Foundation Stage Curriculum to support their teaching of Science through the area of learning "Understanding the World". Science is planned over a series of 6 termly topic based activities giving the children the opportunity to explore, enjoy and learn about a wide range of scientific concepts and to practise and extend their range of vocabulary and investigative skills.

Science is also encouraged at home through a series of "Science Challenges" which are sent home weekly during terms 3-6. These are designed to be fun and stimulating investigations to encourage the children to develop an

enquiring mind. The children then have an opportunity to discuss their findings at school with both their peers and staff.

Science in the Foundation Stage is assessed using the criteria from the Early Learning Goals.

Key Stage 1 and 2 organisation

Children in KS1 are taught Science for approximately 2 hours weekly in mixed ability class groups.

Planning

Long, medium and short term plans are produced by each teacher and agreed with the Headteacher. Teachers liaise closely to ensure that the planning meets the requirements laid down in the current guidelines.

Cross curricular

Opportunities are used to draw scientific experiences out of a range of activities in other subjects, such as in Maths, Literacy, Geography and ICT, to enable children to apply and use scientific skills in both real life and academic contexts and make links. In addition to this a concentrated "Science week " programme is planned in March every 2 years to encourage investigative science.

Assessment

Science is assessed using teacher assessment on completion of each unit of work using a 1 (emerging), 2 (expected) and 3 (greater depth) system. It is then tracked across each cohort using a tracking grid (co-ordinated by the subject leader) for individual children across the areas of learning in Biology, Chemistry and Physics. This enables progression to be shown as each child moves up the school. The children's ability to "work scientifically" is recorded against the "I can" statements on target tracker.

Written: November 2017
To be reviewed: November 2020

_____ Date _____

Neil Laver
Chair of Governors, Clewer Green CE First School