



OXFORD GARDENS SCIENCE POLICY

The school will teach Science in a cross curricular manner using the units of work in the IPC. Science is a core subject within the National Curriculum. This policy outlines the purpose, nature and management of Science taught at Oxford Gardens Primary School. It reflects the consensus views of all the teaching staff and they are responsible for its implementation. This policy should be read in conjunction with the New Curriculum 2015 documentation which sets out in detail what pupils will be taught in different year groups as of May 2015.

Science is the study of the physical world, involving a collection of facts from observations, physical experiments and working scientifically (Living Processes, Materials, Physical Processes) from which children form ideas of their world.

AIMS

1. To increase children's confidence and interest in Science.
2. To develop children's scientific skills and understanding.
3. To deliver the Science curriculum in a way which is stimulating and relevant to age, experience and ability.
4. To enable children to plan and carry out scientific investigations, using equipment (including ICT) correctly.
5. To teach Science using a cross-curricular approach.
6. To ensure the children undertake a range of practical investigations within their IPC topic.
7. To enable children to evaluate evidence, and present their conclusions clearly and accurately.

EQUAL OPPORTUNITIES

At Oxford Gardens, all of our pupils, regardless of sex, race, ability or personal background have the opportunity to enjoy Science. Children are positively encouraged to fulfil their potential as scientists.

In doing this:

1. Teachers have high expectations of all children regardless of gender, race, socio-economic background and special educational needs.
2. Teachers will ensure that all children have equal access to all types of learning experiences.
3. Teachers acknowledge the achievements of all cultures, presenting positive images and role models and presenting Science in a non-ethnocentric way.

CURRICULUM CONTENT AND PLANNING

1. Pupils will cover all the relevant aspects National Curriculum skills for science at each Mile Post by following the units of the IPC. Year 1 also cover the National Curriculum through themes that are covered in The Incredible Years.
2. Science in the Early Years is taught as an integral part the Early Learning Goals throughout the year. The Foundation Stage Curriculum is based around the seven areas of learning and

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development as set out in the new Early Years Foundation Stage Statutory Framework 2021.
There is scientific content within the learning area ‘Understanding the World’.

3. Scientific Enquiry is to be used as a tool for teaching content; however certain Science activities may well focus specifically on scientific skills.
4. All Science planning should follow the school curriculum map. Where appropriate, ICT should be integrated into Science lessons to further promote scientific understanding.
5. Medium term plans will show clear learning objectives and links across the curriculum, which will include the relevant programme of study to be covered.
6. All teachers’ plans should have a Learning Intention. Scientific vocabulary should be present on the children’s LI, flip and displayed on the IPC working wall. It should be discussed at the beginning of the lesson and be referred to throughout the session so that children build up appropriate language and guidance for this can be found in the year group vocabulary ladders.
7. Teachers should be encouraged to take part in topic related trips to further extend or consolidate scientific concepts.

ASSESSMENT

1. In KS2 and KS1, teachers will assess the children’s understanding of a topic using assessment for learning strategies. This will be an ongoing throughout each topic.
2. All children will record their lessons and vocabulary in their IPC/Writing book. They will self- assess their understanding at the end of each lesson using a traffic light code representing levels of understanding.
3. At the end of each term children will take part in an assessment to assess the children’s skills that they have learnt throughout their topic and will be recorded in their IPC books. Teachers will use this to inform their half termly assessments.
4. At the end of Year 2 and Year 6, the teachers will use teacher assessment to provide an end of key stage grade for each of the areas of science. Teachers in year groups 1 -6 will record the lower and higher ability children onto a tracking grid, which are linked to the National Curriculum targets for science.
5. It is the responsibility of the IPC Leaders to monitor the standards of children’s work throughout the school and report to the management team.

SCIENCE LESSONS

I. Format

Each class teacher will follow their IPC units of work and accord the relevant block of time for Science teaching. The units lend themselves to cover the necessary Science objectives for each year group.

A variety of strategies, including questioning, discussion and concept mapping and marking, are used to assess progress within a block. This will inform future planning.

Attention should be paid to Scientific vocabulary with key words displayed on the whiteboard and written in books. Teachers should use the key vocabulary frequently and encourage children to use it. Vocabulary should be evident on the flip and on the IPC Working Wall.

Teachers should model how to carry out tasks and encourage safe practice where appropriate. Teachers

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II. Differentiation

When preparing the lesson, teachers should aim to differentiate the lesson according to the necessary ability groups. This must be evident on the flip chart provided for the lesson.

III. Skills

There will be a particular focus on teaching skills. Teachers will use the Science curriculum map and progression grids to support planning for Science skills throughout the year. For example:

- Planning
- Questioning
- Predicting and hypothesising
- Observing
- Measuring
- Experimenting and devising a fair test
- Communicating
- Interpreting
- Concluding
- Presenting evidence and evaluating

IV. ICT

ICT should be used as a tool to enable the development and consolidation of the specified skills. Children should be given the opportunity to use technology within the classroom as often as possible (Ipads/Chromebooks/Seesaw). ICT use should be evident on the flip chart and in the children's books.

V. Observations

Observations will take place throughout the year either as part of learning sweeps or performance management observations. Classes will be observed for a maximum of 25 minutes.

HEALTH AND SAFETY

1. It is the responsibility of the teacher to ensure that no pupils are put in danger during a Science lesson.
2. Teachers must make sure that if any other adults are supervising a Science activity that they are aware of any relevant safety issues.
3. Teachers must not allow pupils who are behaving dangerously to continue with the lesson
4. Pupils should always be shown how to use the apparatus correctly.
5. Teachers need to ensure pupils wear safety glasses during experiments if necessary.
6. Teachers should follow the appropriate health and safety guidelines relating to school trips and visits if taking part in Science trips.

RESOURCES

Teachers will have access to this policy, information about planning and assessment, as well as an overview of topics covered by each year group.

All other resources will be stored in the Science cupboard. All resources should be returned to the cupboard after use and put back where they were found.

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The quality and availability of resources must be maintained and children should be taught to value the school's equipment. As funding allows, the range of resources will be updated and extended as necessary.

If resources are broken or do not work, please tell the IPC Lead as new equipment can be reordered.

Review

The science policy will be reviewed annually by the IPC leaders and senior leadership team. Last reviewed: September 2021

Next review: September 2022

