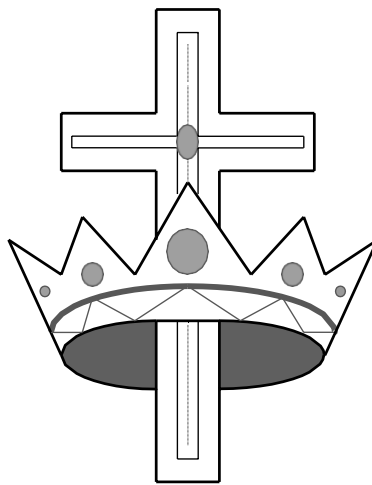


# SS Mary and Michael Catholic Primary School

## Science Policy

By living our values- We shine!



We are all unique and can reach our full potential in the Loving  
Family of SS Mary and Michael Catholic Primary School.

'A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity.' Curriculum 2014

### **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 enquiries 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

All pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

### **Planning**

Planning for the EYFS comes from the most up-to-date Early Years Foundation Stage Framework and we follow the National Curriculum Science document for KS1 & 2. Specific plans are from Lancashire Education authority and are supplemented by programmes of study from the Lancashire Professional Development Service, Curriculum Support Materials.

### **EYFS**

We relate the scientific aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Science makes a significant contribution to developing a child's knowledge and understanding of the world, for example through investigating what floats and what sinks when placed in water.

### **Entitlement**

All of our pupils will work at the levels appropriate to their ability.

### **Resources**

Resources for science are kept centrally and ordered by topic. The appropriate resources are brought into the classroom, where children are encouraged to choose a variety equipment to experiment with.

### **Assessment and Record Keeping**

Assessment and scientific development is on-going and based on the guidelines laid out in the Assessment and Record Keeping Policy. Each year the science co-ordinator receives, analyses and responds to end of achievement data for each pupil, recording if the pupil is working towards or at the age related expectation, or if they are working at greater depth.

### **Curriculum Leadership**

Supporting teaching through:

- leading INSET
- giving advice
- giving guidance
- modelling
- lesson observation and feedback
- monitoring of planning and assessing
- action planning

Scrutinizing work to ensure standards are at national level, continuity, differentiation and progress.

Sharing information acquired across courses or other sources that may be beneficial to staff.

Listening to the 'pupil voice' and acting on outcomes.

Undertaking 'learning walks' to ensure an appropriate level of exposure of subject area around school.

The management, maintenance and storage of resources and purchase of new resources when necessary.

Reporting to governors when appropriate.