

ST. BERNADETTE'S CATHOLIC PRIMARY SCHOOL
SCIENCE POLICY

INTRODUCTION

Science is a core subject within the National Curriculum 2014. This policy is a statement of the aims, principles and strategies for the teaching and learning of Science at St. Bernadette's Catholic Primary School.

It was developed through a process of consultation with the subject co-ordinator and staff and is reviewed on an annual basis. It is the role of the Headteacher, Science Subject Leader and all teaching staff to ensure that the policy is successfully implemented.

THE NATURE OF SCIENCE

Science is concerned with developing the children's natural enquiry skills. At St Bernadette's, our children have inherent curiosity therefore our science curriculum enables the children to develop their knowledge and understanding of Scientific ideas, processes and skills.

Science at St. Bernadette's should encompass a wide range of cross-curricular activities. This will include links with outdoor learning, geography, mathematics, computing and design technology.

ENTITLEMENT AND AIMS

It is our intention to ensure that every child develops science capability through provision of the equivalent of 1 $\frac{1}{2}$ hours per week for each child in Key Stage 1 and 2 hours in Key Stage 2.

Aims (Taken from the National Curriculum 2014)

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.

In support of these aims, in teaching Science we will promote:

- An opportunity for children of all abilities to succeed.
- A positive attitude towards ourselves and the environment.
- An appreciation of the nature of science and its relationships.
- Opportunities to observe, experience and explore the world around them.
- The ability to challenge ideas both in a practical and creative sense.
- A rational way of working, using the ability to think clearly and build on ideas.
- An understanding of enquiry and investigation.
- The development academic, personal skills and attitudes.
- The development of safe practices.
- A motivation of further learning.
- Scientific skills and knowledge.
- An understanding of the impact of science and its contribution to the quality of life.
- Use of key scientific vocabulary by children, which will be modelled by the teacher.

IMPLEMENTATION

Science objectives are taken from Lancashire KLIPS (Key Learning Indicators of Performance).

Within each topic, planning should include:

- An opportunity to investigate and develop the ability to think and enquire purposefully and safely.
- The development of basic skills through observations, grouping and classifying, research and investigating.
- The development of mathematical skills and learn why these skills are important to find evidence.
- Develop the opportunity to develop and use scientific and mathematical language.
- To enable all children to communicate their findings in a variety of ways, including the use of charts and diagrams.
- To provide opportunities to develop attitudes of co-operation, understanding and respect for others.
- To promote the use of scientific vocabulary.
- To enhance research skills through the use of books and computers.
- To promote the use of science across the curriculum.

By using KLIPS, we ensure that children develop an appropriate and relevant progression through the subject, being able to work scientifically through both Key Stages.

ASSESSMENT AND RECORDING

Children's work in science will be subject to ongoing assessment, linked to the topic being covered and the skills taught, using the KLIPS framework.

To record children's science work across both Key Stages, teachers are encouraged to use a variety of recording methods. These include:

- Individual books - record own ideas as writing or diagrams.
- Group work
- Photographs
- Audio/visual recordings
- Creative displays where relevant

Monitoring of the standards in science is the responsibility of the subject leader. The subject leader produces an Action Plan at the start of each year and an annual subject report for the Governing Body.

PROMOTING READING AND VOCABULARY THROUGH SCIENCE

Within Science we promote reading by asking children to think critically while reading science reports and news. Children are given chance to discuss science from multiple types of sources; ensuring they are interacting with the vocabulary. This may occur when learning about scientists (National Curriculum 2014). Science vocabulary will be modelled by all staff and is on display in each classroom for children to see.

BACKGROUND DOCUMENTATION

This policy was informed by reference to National Curriculum documentation 2014.

HEALTH AND SAFETY

All staff should make themselves conversant with the following; - In regard to science work in school all teachers will be conversant with safe practice and

where appropriate reminders will be given to children about potential hazards and care of the equipment they are using.

Any educational visits will have been planned with due regard to the school policy on taking children on outings. LA guidance may need to be sought on visits involving farms etc. The EVC will be aware of needs of notification.

REVIEW

This policy will be reviewed by the Headteacher and all the staff every two years and amendments presented to the Governing Body.

Date of last review : September 2022

To be reviewed: September 2024

By Elizabeth Scarlett