



# The Manor School

# Science Policy

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## **Aims and objectives:**

Introduction:

At The Manor we believe children learn best when:

- Learning is well planned and resourced, ensuring progress through each lesson and series of lessons.
- Teaching and learning activities enthuse, engage and encourage pupils to make their own investigations fostering a love for learning through curiosity.
- Assessment informs teaching so that there is provision for differentiation each lesson, including support, repetition and extension.
- The learning environment supports the challenge of each individual pupil requires becoming purposeful and supportive.
- There are strong links between home and school, ensuring the importance of parental involvement in their children's learning.

**Key principle: Children learn best when learning is well planned and resourced, ensuring progress through each lesson and series of lessons.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Progress in the children's learning, relating to the skills and knowledge, this can be displayed in their books, the school website, on the Science display board or through conversations and discussions.

TEACHERS WILL ENSURE THAT:

- Science learning is a combination of the skills and knowledge outlined in the national curriculum. Each unit of Science will include opportunities for the pupils to investigate their own questions and extend their learning through hands on practical experiences. Allowing the pupils to extend their scientific enquiry and apply skills learnt.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- Programmes of study, which are outlined in the Science curriculum, will show progression of scientific skills across the school.
- There is a broad and balanced curriculum map in place that ensures continuity and progression through the science curriculum.
- A science specific curriculum policy is in place.
- A monitoring cycle is in place to support the progress of individual learners and groups through pupil progress meetings, learning walks and book scrutinies.
- Each classroom to have a science display to show the progress of work over each unit with support vocabulary and key facts to challenge learners.

**Key principle: Children learn best when teaching and learning activities enthuse, engage and encourage pupils to make their own investigations fostering a love for learning through curiosity.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Science resources will be used to support pupil's understanding of new concepts (books, posters, vocabulary)
- Concrete materials to assist lesson design where appropriate.
- Specialist resources to build on children's skills and knowledge of the world around them.
- Related out-of-school enrichment activities (science fairs, showcase)

TEACHERS WILL ENSURE THAT:

- Effective teaching strategies engage and motivate pupils to use their scientific knowledge and skills - a hook, learning journey and links to real life examples.
- Pupils are developing their knowledge, skills and understanding across a range of subjects where appropriate.
- They use well-framed questions and discussions to promote deeper learning.
- Pupils gain a broad and balanced curriculum through a balanced ratio of exposition to learning activity in their teaching.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- The science lead will ensure appropriate resources and support documents are sourced, involving out-of-school opportunities and links made with other schools and institutions.

**Key principle: Children learn best when assessment informs teaching so that there is provision for differentiation each lesson, including support, repetition and extension.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable.

TEACHERS WILL ENSURE THAT:

- Pace and depth of each lesson is maximized as a result of previous assessment and prior attainment.
- They have high expectations for all pupils and plan, resource and direct differentiated learning activities to support and challenge all.
- They keep agreed science assessment records using Pupil Asset.

IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- The science leader and senior leaders will analyse data to ensure individuals or groups are achieving their potential.

**Key principle: Children learn best when the learning environment supports the challenge of each individual pupil requires becoming purposeful and supportive.**

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Pupils maximising their potential through the vocabulary used in their books and through discussions.
- Displays supporting the challenging scientific vocabulary within that specific area of the curriculum.

**TEACHERS WILL ENSURE THAT:**

- Pace and depth of each lesson is maximized as a result of previous assessment and prior attainment.
- They have high expectations for all pupils and plan, resource and direct differentiated learning activities to support and challenge all.

**IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:**

- The science leader and senior leaders will analyse data to ensure individuals or groups are achieving their potential.

**Key principle: Children learn best when there are strong links between home and school, ensuring the importance of parental involvement in their children's learning.**

**THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:**

- Photos, resources and follow-up work from out-of-school learning in the classroom will be used to emphasise the value of these experiences.
- Parents will be invited to attend show case sessions where they can enquire about science investigations the class have achieved.

**TEACHERS WILL ENSURE THAT:**

- Parents are welcomed in to share their children's science learning through the showcase sessions.

**IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:**

- Ensure parents are informed about school events and relevant topics through regular newsletters, termly calendars, letters, text messaging, notice boards and the school website.

**Monitoring and review:**

At the end of each academic year, this policy will be discussed and if necessary revised in the light of any changes.