



“Always try your best to be your best”.

A Statement of Policy for the Science Curriculum

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of science at Lacewood Primary School. This document is intended to be used by all teaching staff and school governors; and copies are available for parents from the head teacher and the school website.

Values

Science is an essential part of the learning experience. It enables children to appreciate and make sense of the developing world around them. It provides them with opportunities to develop skills, which can be applied across the curriculum.

At Lacewood, science is about children developing a sense of investigation and enquiry, extending their knowledge and understanding of the world around them. Our curriculum includes opportunities for children to develop their knowledge about life processes and living things, materials and their properties, physical processes and to develop skills of working scientifically.

Aims and purposes

Our aims in teaching science are:

- To help children to develop a naturally questioning and curious mind about the world around them.
- To help children develop their intellectual and practical skills, including a spirit of enquiry which allows them to explore and investigate science and make sense of the world around them.
- To build on children’s own starting points in science when developing their understanding and knowledge, recognising that they bring to school a variety of experience.
- To come to understand the nature of ‘scientific method’ involving careful observation, hypothesising, fair testing, drawing meaningful conclusions and evaluating.
- To give opportunities for children to become independent and investigative learners, while working individually and as a group.
- To recognise that learning in science can and should hold boundaries.

Organisation

Science and the National Curriculum

Year group teachers are responsible for the teaching of science at Lacewood. It is taught through a combination of whole class, group and individual teaching. Teachers will promote the development of observation, discussion, debate and research as ongoing skills throughout school.

In Foundation Stage, teachers observe and record children’s comments about the world around them. Lessons are planned to support children’s understanding of the world and areas of investigation for children to explore are included in the learning environment. In order to achieve a balanced science curriculum children will be taught their learning goals for each year group alongside the development of the skill working scientifically.

The Role of the Co-ordinator

- To take the lead in policy development and planning science units into the schools curriculum, to ensure progression and continuity throughout the school.
- To collect and moderate evidence of achievement in each year group.
- To support colleagues in the development of planning and implementation of units of work.
- To keep up to date with developments in science education and disseminate to staff as appropriate.
- To lead in service training.





“Always try your best to be your best”.

- To monitor the teaching of science and the delivery of units of work throughout the school annually.
- To ensure effective use of resources available.

Planning

- Units of work allocated to each year group provide balanced coverage of all National Curriculum requirements as identified in the programmes of study.
- In Foundation units of work are planned in line with early learning goals.
- It is intended that teachers use the National Curriculum guidance to aid delivery of our long term plan.
- The units of work will be allocated to each year group will be evaluated yearly by the class teacher.
- Where appropriate, links between science and other subjects will be made and taught through cross-curricular approaches.
- There is no specialist way of teaching science. It is taught by the class teacher in a variety of ways.
- Each year group will study the relevant science units for their year group.
- A variety of methods and approaches are used by teachers as they feel appropriate. These include whole class teaching, group work or individual enquiry.
- Differentiation of the planned activities tries to ensure that all children access the Science curriculum.
- Emphasis when teaching science is on first-hand experience therefore much is taught through practical investigative work.
- Children record their findings in a variety of ways.

Resources

- The class teacher resources units studied by each year group. This is an on-going process as funding allows.
- Scientific equipment is also kept in labelled trays or boxes. Posters, charts and information for children are also stored in the science room or in classrooms.
- Most resources are kept in the main resource room.

ICT

Teachers try to incorporate ICT into tasks in a meaningful and relevant way. Findings can be communicated through word processing or data bases. Other equipment has also been purchased to support ICT in science which includes; data loggers and microscopes. In addition staff are encouraged to incorporate new technologies, initiatives and on-line resources to enhance their day to day teaching.

Health and Safety

Teachers are to ensure all health and safety standards are adhered to. The 'Be Safe' manual should be referred to closely and is situated on the staff room notice board for reference by all staff.

Assessment, Recording and Reporting

Informal formative assessments are carried out by teachers in the course of their teaching.

Suitable methods of assessment include;

- Effective, constructive comments when marking work.
- Discussion during an activity.
- Specific activities for individual pupils.
- The class teacher identifies the children who have not achieved the appropriate level in the relevant Science unit.
- The class teacher reports to parents annually as part of our on-going record of achievement.

SEN and inclusion

Children with special needs receive extra support from TA's where appropriate and possible. Work is also differentiated to suit the needs of children within the needs of children within each particular class, providing each child with a broad and balanced curriculum.



“Always try your best to be your best”.

LC/2018

