



Science Policy

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

VISION

Science at Bellfield Infant School stimulates and excites children's curiosity about phenomena and events in their environment and the world around them. Science links practical experience with ideas. It develops children's observational, investigative and communication skills through first-hand experience and secondary sources such as books and computing.

AIMS

Science at Bellfield Infant School aims to ensure children:

- Grow in confidence in science so they are able to express their ideas through using scientific language.
- Begin to make sense of their observations and investigations by suggesting possible explanations.
- Communicate their knowledge and understanding in a variety of ways
- Formulate and share ideas and begin to work out ways of testing them
- Recognise hazards and risks when working with living things and materials
- Make simple and accurate measurements
- Develop an enthusiasm and fascination about science itself
- Become curious about their environment
- Develop respect for the environment and living things

OUR SCHOOL CURRICULUM & PLANNING

Our school curriculum is developed from the National Curriculum 2014 programmes of study for Key Stage 1 and the EYFS Framework in the Foundation Stage. Children in the Foundation Stage work towards achieving the Early Learning Goals in 'understanding the world'.

Teachers plan specific topics and build upon and develop children's own interests and curiosity. In Years 1 and 2, teachers plan lessons that are based around the units outlined in the National Curriculum for Key Stage 1. These have been developed into half-termly units. Opportunities for working scientifically are identified and planned for. Flexible medium term plans are provided to support teachers with their short term planning.

DELIVERING THE CURRICULUM

In the Foundation Stage, science (which is embedded in the learning area 'understanding the world') is delivered through a range of child-initiated and adult-initiated activities in the indoor and outdoor learning environment. It is taught alongside other areas of learning. Science in Key Stage 1 is taught through a weekly science lesson, which may relate to a theme or topic. A range of teaching strategies and methods are used. All year groups will ensure a balance between practical skills and knowledge. Children will be given the opportunity to gain confidence and independence in carrying out practical investigations as well as a recording observations, measurements and findings. There is a strong emphasis on the use of mathematical skills in Science. Relevant scientific vocabulary should be displayed and spelt correctly in all classrooms. Displays should also reflect Science teaching and learning.

CONTINUITY & PROGRESSION

The teaching in Key Stage 1 builds upon the Early Learning Goals achieved at the end of the Foundation Stage. Our units of work for Year 1 and Year 2 follow the progressive sequence of key scientific teaching and learning that is outlined in the National Curriculum. Therefore, taught skills, knowledge and understanding are built upon, unit on unit, year on year. Investigative skills that develop children's ability to work scientifically are fostered throughout all scientific learning. Staff within the school have opportunities to discuss this important aspect of children's science education.

ASSESSMENT, RECORDING & REPORTING

(See Assessment and Marking policies.)

Teacher assessments are carried out as part of every classroom activity and it is a continuous process, supported through the school's marking policy and assessment policy. These assessments inform planning and close gaps in learning.

Outcomes for pupils in Foundation Stage are linked to characteristics of Effective learning, Early Learning Goals and Exceeding Descriptors. Foundation Stage results are recorded on the school Tracker) system (SPTO) half termly.

In Key Stage One The National Curriculum objectives are used. Teachers continuously assess pupils against statements (evidenced through pupil work) school Tracker system (SPTO) and record an assessment for science attainment, each half term.

Progress in science is reported to parents at parents' evenings and in an end of year report. SATS results are published in accordance with Government legislation at the end of year 2.

MONITORING & EVALUATING

Teaching and learning is monitored through lesson observations, learning walks and work scrutiny. These are led by the Senior Leadership Team and/or the Subject Leader. Feedback is given to individual teachers, and professional discussions are held to identify strengths and weaknesses for further development in science. All Science work should be quality marked. Practical Science and investigative work may also be evidenced through the use of photos with annotations in books. Please see the Marking policy for further information.

HEALTH AND SAFETY

Children should always be involved in the hazards and safety procedures within science lessons. Activities are planned with regard to our Health and Safety policy. Risk assessments are taken as appropriate. When working with tools, equipment and materials in practical activities and in different environments, pupils should be taught: about hazards, risks and risk control.

The science coordinator orders science equipment in consultation with staff.

Linked Policies:

- SEN Policy
- PSHE Policy
- Assessment Policy
- Equality and Inclusion Plan
- Safeguarding Policy
- Marking Policy

The revision and updating of this policy will be completed by the Science Coordinator in September 2021.