



St Gregory's Catholic Primary School



Science Policy

This policy is underpinned by the school's mission statement: 'Loving and Learning'

Rationale

Science stimulates and excites pupils' curiosity about phenomena and events in the world. Science starts in the primary school within a broad, integrated, creative curriculum. Through science, pupils understand how major scientific ideas contribute to technological change – impacting on industry, business and medicine and improving the quality of life.

Purpose

- To recognise that scientific knowledge is developing at a rapid rate and to maintain a balance of breadth and depth of knowledge and understanding.
- To learn to question and discuss science based issues that may affect their own lives, the direction of society and the future of the world.
- To ensure that children acquire the appropriate knowledge and understanding of the world to enable them to operate effectively and to make sensible decisions about science related issues that affect all our lives.
- To provide all children with scientific vocabulary to communicate their scientific knowledge.
- To involve children in planning fair tests and carrying out simple investigations, making observations, testing ideas, finding evidence or investigating scientific phenomena.
- To enable children to identify patterns, evaluate results and draw conclusions on how to improve their work.
- To enable children to identify problems or challenges and to suggest possible solutions having identified scientific concepts.
- To promote independent thinking whilst at the same time making science more interesting, enjoyable and relevant to children's everyday lives.
- To enable children to participate in 'hands on' scientific activities in which knowledge is externalised into actions, which are then observed and reflected upon.
- To recognise that there may be hazards associated with materials, physical processes and in living things.
- To assess risks and take action to reduce risks to themselves and others

Health and Safety

When working with tools, equipment and materials in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:-

1. About hazards, risks and risk control.
2. To recognise hazards, assess consequent risks and take steps to control the risk to themselves and others.
3. To use information to assess the immediate and cumulative risks.
4. To manage their environment to ensure the health and safety of themselves and others.
5. To explain the steps they take to control risk.

Guidelines

- The Scheme of Work will allow continuous progression following the Foundation Stage and 2014 National Curriculum, allowing children to maximise their potential.
- Science will be presented in a variety of ways to meet the needs of every pupil irrespective of age, gender, ability or race.
- Science will not solely be concerned with facts but also with practical exploration, investigation and experimentation through which children can acquire knowledge and understanding and be taught the recognised process skills of observing, planning, predicting and evaluating.
- Science can be supported by cross-curricular links to other subjects but it is important to maintain the integrity of the subject.
- Through careful planning a broad, balanced and purposeful curriculum is ensured for all children.
- The Science resources will be stored centrally and in classrooms to ensure that staff and children are adequately supported in the teaching and learning of Science enquiry.
- It is important that pupils are given opportunities to apply and develop their key skills of Literacy, Numeracy, ICT and their personal and social skills through Science.

Assessment

- Assessment is ongoing and integral to effective learning both within and at the end of each unit. It is both diagnostic and informative. Assessment takes place through investigations, questions and answers and diagrams, as identified in end of unit activities. Pupils should be actively involved in assessment.
- Formal assessment of Science will take place at the end of Key Stage 2 and through teacher assessment at the end of Key Stage 1
- Assessment in the Foundation Stage takes place through observation, discussion and listening to the children.
- A Science tracker is used throughout the school to assess the level of achievement and progress in science.

Conclusion

This policy should be read in conjunction with, the School Improvement Plan, the Inclusion Policy, Assessment Policy, SEN Policy, the Equal Opportunities and Race Equality Policy, all subject policies and DES guidelines

Revised and reviewed March 2016