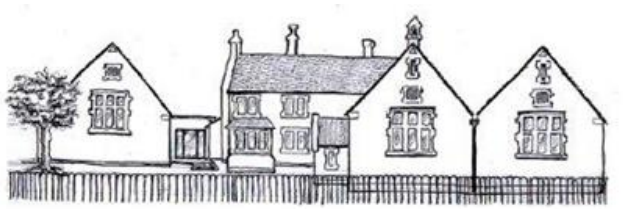

A FAMILY, A FOUNDATION, A FUTURE

Whitminster Endowed C of E Primary School Science Policy

Written by: A Parry-Jones
Agreed by Governors: Spring Term 2025
Review Date: Spring Term 2027

1. INTRODUCTION

To develop in pupils, curiosity, enjoyment, skills and a growing understanding of science knowledge, through a practical approach in which pupils raise questions and investigate the world in which they live.

2. AIMS

- To deliver the science programs of Study through the curriculum 2014.
- To integrate science teaching into the creative curriculum topics.
- To promote learning through a wide variety of teaching and learning styles.
- To develop investigational skills progressively through relevant practical tasks.
- To encourage questioning and investigating by children, who share knowledge and ideas freely.
- To promote positive attitudes to the learning of science.

3. CURRICULUM COVERAGE

All pupils will be introduced to a wide range of scientific experiences from the national curriculum programme of study. We will use the curriculum units of work on a 2 year rolling programme to cover our mixed aged classes for our long term planning. The plans will be taken from Cornerstones. These will be selected to match the Class Topic where appropriate for each 2 term block. This will be shown in the annual plans.

4. MEDIUM TERM PLANNING

Each individual unit is to be our medium term planning. Cornerstone resources are broken down into short term plans. These documents can be customized on Cornerstones to what resources are needed, how it is to be taught, differentiation and date taught.

5. DIFFERENTIATION

The demands of the learning experience should be matched to the abilities and needs of all the pupils. This will be through differentiated work sheets and the outcome. Children should be encouraged to mix during science to explore and learn from one another. Differentiation in science should not be predetermined by abilities in literacy and numeracy, but assessed by the class teacher as an individual subject in its own right.

6. CONTINUITY

The assessments for each class should be input onto insight using the National Curriculum grid. Each year it should be evident that the 5 types of scientific enquiry have been taught. Add them in

7. ASSESSMENT

The data should be entered into INSIGHT, and should be based on formative assessment carried out during the units.
Effective assessment is about ‘feed-back’ and ‘feed forward’ to inform the next stage of the curriculum as well as formal reporting. Groups for any summative assessment should be of children with similar ability.

8. HEALTH AND SAFETY

During planning teachers need to consider and minimize risks for all activities and systematically teach pupils to take responsibility to determine the risk to them and others, a copy of 'Be Safe' will be displayed in the staff room.

9. ORGANISATION

The class teacher will normally be responsible for our mixed aged class and pupils will be organized into small groups and encouraged to work cooperatively for science work. This will be determined by the age, task or ability of the pupils.

A wide range of teaching and learning styles will be used, with an emphasis on investigative activities.

10. LINKS WITH OTHER SUBJECTS

Lessons will need to be customized to fit into examples of technology or significant events covered in this topic or in other subject areas. Wherever possible, Literacy will be linked with science.

Pupils will be taught to use a wide range of appropriate recording methods which will include the use of ICT. The strong practical mathematical links will be seen as an opportunity for teaching and should be explored at the planning stage.

11. RESOURCES

Science resources are kept in boxes in the science cupboard in Elliot.

Any breakages or lack of resources should be reported to the subject leaders.

12. EQUAL OPPORTUNITIES

Equal opportunity will be given to every pupil and pupils should not be prejudged on their scientific ability based on literacy or mathematical skills.

13. MONITORING AND EVALUATING

The role of the subject leader is to:

- Be responsible for the development of science in school
- Monitor the effectiveness of science in school
- Support teachers in their planning and strategies for classroom management.
- Disseminate new information
- Provide or organise staff training
- Be responsible for providing appropriate science resources.
- Assess the pupils understanding and enjoyment of the subject.