



**ST PETER'S
CHURCH of ENGLAND
PRIMARY SCHOOL**

Science Policy

Date of policy - April 2021

Science Policy

Our Christian Vision

As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in His awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfill their potential, their dreams and their aspirations.

Sowing the seeds of tomorrow. (Matthew 13:1-23)

Let the questions be the curriculum. (Socrates)

Science teaches the understanding of natural phenomena. It stimulates a child's curiosity to find out why things happen in the way that they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to ask scientific questions and begin to appreciate the way science will affect their future on a personal, national and global level.

Aims

At St Peter's CE Primary School science is taught as a discrete subject for at least one hour per week (or in blocks). We aim to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through specific disciplines of biology, chemistry and physics.
- Develop an understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Teaching and learning

Science is a core subject in the National Curriculum (*for England, Wales and Northern Ireland*).

In England, there are 4 areas of study incorporated into the skills and knowledge to be covered. These are:

- Scientific enquiry
- Biology: Life and living processes
- Chemistry: Materials and their properties
- Physics: Physical processes

We teach scientific enquiry through the contexts of the three main content areas.

In KS1 and KS2, science is taught in line with National Curriculum requirements over a two-year cycle. This ensures progression between end of key phases and guarantees that there is no repetition of content being taught. Teachers are expected to plan units of work to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available.

We use a variety of teaching and learning methods with an emphasis on first-hand, practical activities. Children work individually, in groups or as a whole class as appropriate. We encourage children to ask, as well as answer, scientific questions. They are provided with the opportunity to use a variety of data including tables, graphs, pictures and photography. Children are also encouraged to use ICT in science lessons where it enhances their learning. They engage in a wide variety of practical enquiries that involve the children asking scientific questions, making predictions, carrying out fair tests and reporting their findings after analysing the results.

Science in EYFS

Play underpins the delivery of all the EYFS. Within a secure and challenging environment with effective support, children can explore, develop and experiment as they play to help them make sense of the world. The EYFS strand 'Understanding the World' leads directly to scientific elements of the curriculum, which then leads to more formalized science learning in KS1 and KS2.

Assessment and recording in science

We assess children's work in Science using the assessment procedures as identified in our assessment policies. Informal judgments are made as we observe pupils during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At some point during the unit being taught, a TAPS (Teacher Assessment in Primary Science) task is undertaken, which assesses the 'working scientifically' aspect of each unit. At the end of each unit of study taught, an end-of-unit assessment is carried out and teachers make a summary judgment about the work of each pupil in relation to the National Curriculum level of attainment on a class assessment grid.

Monitoring and Review

The data from each unit is used as the basis for assessing whether each pupil is on track to achieve age-related expectations by the end of the key phase and identifies strengths and areas for development, which are reflected in the action plan for Science.

The Science lead will use a variety of monitoring strategies including: learning walks (to observe learning environments, displays and teaching), book looks and pupil conferencing.

Leadership and Management

The science lead is responsible for ensuring that the aims of the science policy are met. In addition to this they should:

- Be enthusiastic about science and demonstrate good practise
- Encourage and support staff in the implementation of the curriculum and school approaches to science teaching
- Co-ordinate assessment procedures to ensure progression and development throughout the school
- Monitor the teaching and learning of science throughout the school
- Attend SIG group meetings and CPD as appropriate
- Manage a budget

Resources

There are a wide range of resources to support the teaching of all of the science units across the school. The library also contains a good supply of science topic books and each class has access to a bank of laptops/iPads to support children's individual research via the internet (using Safe-searching)

Health and Safety

All staff will be aware of the importance of following the strict Health and Safety guidelines. At St Peter's we follow ASE 'Be Safe' and subscribe to CLEAPSS. This document is kept with the science resources.

Signed -

Date - March 2021

Policy review date -