

KEMBLE PRIMARY & SIDINGTON CE PRIMARY SCHOOLS



SCIENCE POLICY

Member of staff responsible	Rosie Hancox
Governor responsible	
Sub-Committee responsible	Performance & Standards
Date agreed with staff	4.1.16
Date discussed with pupils	-
Parent group discussions	-
Date agreed at Sub-Committee	13.1.16
Date approved at Governing Body	20.1.16
Frequency of policy review	3 yearly
Date next review due	January 2019
Statutory Policy	
Review Level	

Document Version Control

Issue Number	Issue Date	Summary of changes
1.1	Jan 16	New policy

Purpose of study:

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims:

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science 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.

Planning:

All teachers will base their planning on the National Curriculum programme of study and tailor their planning to adapt to the needs of their children.

Long term planning:

Our Science scheme of work is based upon requirements set out by the Early Years Foundation Stage and the National Curriculum for Key Stages 1 and 2, and follows a two year rolling programme. It gives coherent and manageable teaching units for each year group and allows for curriculum continuity and progression in children's learning.

Medium term planning:

Medium Term Plans are produced by individual class teachers. These plans define the learning objectives and outcomes for each unit and suggest activities that will enable these to be achieved. The sequence of activities outlined

promotes progression and ensure an appropriate balance and distribution of work across each term.

Links to other subjects:

Science lessons may offer many curriculum links and these can be identified within each class teachers medium term planning.

Assessment for Learning:

Assessment data is collected 3 times a year to monitor attainment and progress in the two schools. A tracking spreadsheet, linked to the Learning Challenge Scheme of Work, is available for teachers to build an on-going record. Teachers assess before, during and after teaching to inform planning. Lessons can then be adapted for individual or groups of children's needs.

Subject Leadership:

The coordination and planning of the science curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in science and by providing a strategic lead and direction for this subject;
- gives the head teacher & governors an annual summary report in which s/he evaluates the strengths and weaknesses in science and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe science lessons across the school.

Resources:

There are sufficient resources for all science teaching units in the school. We keep these resources in a central store, where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research.