Alexander Hosea Primary School

'Roots to grow, wings to fly'

Science Policy

Introduction

This policy reflects the values and philosophy of Alexander Hosea Primary School in relation to the teaching and learning of Science and provides an 'Enquiry-based' curriculum in support of this.

The policy is intended to be used in conjunction with the National Curriculum and Alexander Hosea's process of assessment (emerging, developing and secure within year groups).

Learning should be interactive and fun and aimed at developing children's scientific thinking and their ability to behave as scientists thereby fulfilling their maximum potential in Science. Children should be encouraged to talk about their observations, apply knowledge and understanding they have gained in order to form effective conclusions. They will therefore identify how science is working around them, establish cross curricular skills and grow in confidence as scientists, developing an enjoyment for the subject.

Aims

This policy is underpinned by the school aims to provide an aspirational and personalised science curriculum which addresses the needs of each child through our school vision and values which promote,
Adaptability
Self-belief
Perseverance
Inclusion
Respect
Enquiry

Science is a core subject within the National Curriculum. The aims for Science are:

- To promote enquiry
- To enable children to develop their knowledge and understanding of the world they live in, through investigation of that world.
- To enable children to carry out investigations in a range of appropriate contexts using a wide variety of materials and equipment.
- To provide a Science Curriculum based on the National Curriculum for Science, which is broad, balanced, relevant and differentiated according to ability.
- To provide an enquiry-based curriculum which promotes learning within a real-life context.
- To fulfil the requirements of the National Curriculum for Science.
- To ensure the progressive development of scientific concepts, knowledge, skills and attitudes and to apply these.
- To provide a balanced range of scientific activities as an integral part of the whole school curriculum centred as much as possible on practical activities and investigation.

- To ensure continuity and progression in science learning from The Foundation Stage to year six by means of careful, structured planning, taking into account prior learning.
- To develop children's natural curiosity about themselves and their world and use this to foster positive attitudes to scientific learning.
- To build up children's confidence and competencies when learning in Science.
- To encourage children to work scientifically in an increasingly independent way and develop their own research skills.

Guidance

Children at Alexander Hosea follow the National Curriculum for Science and work at levels appropriate to their ability. It is expected that most children will make outstanding progress and achieve **at least** in line with national expectations, within their year groups, many of whom will aim to achieve 'mastery' status for their year group. Children in the Foundation Stage follow the Early Years Foundation Stage curriculum through which children will be given opportunities to: know about similarities and differences in relation to places, objects, materials and living things, talk about the features of their own immediate environment and how environments might vary from one another, make observations of animals and plants, explain why some things occur, and talk about changes.

Curriculum and School Organisation

Science is planned following the objectives from the National Curriculum with cross-curricular links being made whenever possible.

Science is assessed year group objective, whereby the learner will be assessed as to whether they are emerging, developing or secure within the Science objectives within their year group, based on National Curriculum attainment targets. Those children who exceed the relevant year objective and show ability to achieving objectives from higher years will be assessed as 'Mastery' of Science within their year.

Science has a curriculum leader who receives any information/resources that arrive in school; any decisions regarding Science are made by the subject leader, the head and the teaching staff at staff meetings.

At Alexander Hosea School class teachers are responsible for their own class organisation and teaching of Science and this reflects the needs and abilities of individual pupils in their class. Throughout all aspects of class organisation and teaching style, every effort is made to differentiate objectives so that they are matched to the individual or group. Effective Lifelong Learning Inventory (ELLI) is also used to support teaching and learning.

Equal Opportunities

All teaching and support staff at Alexander Hosea School are responsible for ensuring that all children, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and make the greatest possible progress.

Special Educational Needs (SEND)

Provision for children with SEN in relation to Science is the responsibility of the class teacher, support staff and SEN co-ordinator as appropriate.

Conclusion

This Policy will be reviewed every two years.

Equalities Impact Assessment (EIA)

This policy has been screened to ensure that we give 'due consideration' to equality of opportunity and has been agreed and formally approved by the appropriate reviewing and ratification Committee.

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