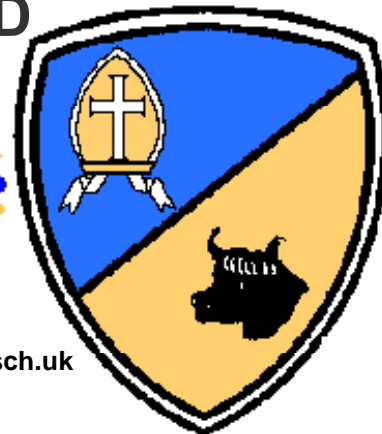


# ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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## Science Policy

**Date of Policy: 2009**

**Review Date: 2012**

"Science is an integral part of modern culture. It stretches the imagination and creativity of young people. Its challenges are quite enormous." *Professor M. Longair, University of Cambridge*

### 1 Aims

**1.1** Science teaches an understanding of natural phenomena. At St Luke's we believe it stimulates a child's curiosity in finding out why things happen in the way 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 in which science will affect the future on a personal, national, and global level.

The National curriculum involves both procedural (Sc1) and conceptual understanding (Sc2,3 and 4), then contexts are planned where these two types of understanding are seen to function together.

The objectives of teaching science are to enable children to:

- Ask and answer scientific questions;
- Plan and carry out scientific investigations, using equipment (including computers) correctly;
- Know and understand the life processes of living things;
- Know and understand the physical processes of materials, electricity, light, sound, and natural forces;
- Know about the nature of the solar system, including the earth;
- Evaluate evidence, and present their conclusions clearly and accurately.

### 2 Teaching and learning style

**2.1** We use a variety of teaching and learning styles in science lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, scientific questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs. They use ICT in science lessons because it enhances their learning. They take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in real scientific activities, for example, investigating a local environmental problem, or carrying out a practical experiment and analysing the results.

**2.2** We recognise that in all classes children have a wide range of scientific abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- Setting tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- Grouping children by ability in the room, and setting different tasks for each ability group;
- Providing resources of different complexity, matched to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children.

### **3 Science curriculum planning**

**3.1** The school uses Key Skills when planning for science, accompanied by the QCA scheme of work and the LCP resource files, (although teachers may use other resources to supplement different topics). This scheme has been adapted to the local circumstances of the school in that we make use of the local environment in our fieldwork, although we choose a locality where the physical environment differs from that which predominates in our immediate surroundings.

**3.2** We carry out our curriculum planning in science in two phases: long-term and medium-term (topics). The long-term plan maps the scientific topics studied in each term during the key stage. The science co-ordinator works this out in conjunction with teaching colleagues in each year group. In some cases we combine the scientific study with work in other subject areas and within Key Skills planning, especially at Key Stage 1; at other times the children study science as a discrete subject.

**3.3** Our medium-term plans, which we have based on the QCA scheme of work in science, give details of each unit of work for each term. The science co-ordinator keeps and reviews these plans. Where we have some mixed-age classes, the medium-term planning is produced on a two-year rotation cycle. In this way we ensure complete coverage of the National Curriculum without repeating topics.

**3.4** We have planned the topics in science so that they build on children's prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we also build progression into the science scheme of work, so that the children are increasingly challenged as they move up through the school.

### **4 The Early Years Foundation Stage**

**4.1** We teach science in the reception class as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the scientific aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. Science makes a significant contribution to developing a child's knowledge and understanding of the world, for example through investigating what floats and what sinks when placed in water.

### **5 The contribution of science to teaching in other curriculum areas**

#### **5.1 English**

Science contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that the children study in the Literacy Hour are of a scientific nature. The children develop oral skills in science lessons through discussions (for example of the environment) and through recounting their observations of scientific experiments. They develop their writing skills through writing reports and projects and by recording information.

## **5.2 Mathematics**

Science contributes to the teaching of mathematics in a number of ways. When the children use weights and measures, they are learning to use and apply number. Through working on investigations they learn to estimate and predict. They develop accuracy in their observation and recording of events. Many of their answers and conclusions include numbers.

## **5.3 Personal, social and health education (PSHE) and citizenship**

Science makes a significant contribution to the teaching of PSHE and citizenship. This is mainly in two areas. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people recycle material and how environments are changed for better or worse. Secondly, the subject gives children numerous opportunities to debate and discuss. They can organise campaigns on matters of concern to them, such as helping the poor or homeless. Science thus promotes the concept of positive citizenship.

## **5.4 Spiritual, moral, social and cultural development**

Science teaching offers children many opportunities to examine some of the fundamental questions in life, for example, the evolution of living things and how the world was created. Through many of the amazing processes that affect living things, children develop a sense of awe and wonder regarding the nature of our world. Science raises many social and moral questions. Through the teaching of science, children have the opportunity to discuss, for example, the effects of smoking, and the moral questions involved in this issue. We give them the chance to reflect on the way people care for the planet, and how science can contribute to the way we manage the earth's resources. Science teaches children about the reasons why people are different and, by developing the children's knowledge and understanding of physical and environmental factors, it promotes respect for other people.

## **6 Science and ICT**

**6.1** Information and communication technology enhances the teaching of science in our school significantly, because there are some tasks for which ICT is particularly useful. It also offers ways of impacting on learning which are not possible with conventional methods. Software is used to animate and model scientific concepts, and to allow children to investigate processes, which it would be impracticable to do directly in the classroom. Data loggers are used to assist in the collection of data and in producing tables and graphs. Children use ICT to record, present and interpret data, to review, modify and evaluate their work, and to improve its presentation. Children learn how to find, select, and analyse information on the Internet and on other media.

## **7 Science and inclusion**

At our school we teach science to all children, whatever their ability and individual needs. Science forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our science teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

**7.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.

**7.3** Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to science.

**7.4** We enable all pupils to have access to the full range of activities involved in learning science. Where children are to participate in activities outside the classroom (a trip to a science

museum, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 8 Assessment for learning

**8.1** Teachers will assess children's work in science by making informal judgements during lessons. On completion of a piece of work, the teacher assesses it, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work.

**8.2** At the end of a unit of work s/he makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment. We use these grades as the basis for assessing the progress of each child, and we pass this information on to the next teacher at the end of the year.

**8.3** Teachers make an assessment of the children's work in science at the end of Key Stage 1. Children take the national tests in science at the end of Key Stage 2. We report the results of these tests to parents, along with the teacher assessments, which we make whilst observing children's work throughout the year. We use annual practice science tests in Key Stage 2 to assess children's progress. The teacher assessments are provided to support the transition from primary school to high school.

## 9 Resources

**9.1** We have sufficient resources for teaching all units in the school. We keep these in a central store, where there are boxes of equipment for each unit of work. The library contains a good supply of science topic books. The computer suite provides software to support children's individual research and enhancement.

## 10 Monitoring and review

**10.1** It is the responsibility of the subject co-ordinator to monitor the standards of children's work and the quality of teaching in science. The subject co-ordinator is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for science in the school. The subject leader gives the headteacher a report twice yearly in which s/he evaluates strengths and weaknesses in science, and indicates areas for further improvement. The subject co-ordinator has specially-allocated time for fulfilling the vital task of reviewing samples of children's work, and visiting classes to observe science teaching.

**10.2** This policy will be reviewed at least every three years.



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