

# Wyvern Federation



## Science Policy

**Created by: Oscar Fielder**

**Date Created: July 2013**

<b>Updated on:</b>	<b>Changes made / notes:</b>
<b>27/11/2013</b>	<b>2.2 – updated to include peer mentoring and mixed ability group work as ways to ensure suitable learning opportunities for all children in the class. 2.2 – section on ability grouping adapted to specify only when beneficial to the overall learning needs of all children and dependent on task. 3.1 – updated to include the Kent Scheme as the source of curriculum planning. 8.2 – details of new assessment policy added. 9.1 – updated to include new arrangements for the storage of Science resources in the classroom.</b>
<b>08/10/2015</b>	<b>1.1 5.3 5.4 7.1 Links added to the conventions for the rights of a child. 9.1 – details of where science resources are located changed to the central location of resources in the science room.</b>
<b>12/02/2016</b>	<b>3.5 Updated policy to include Aurora House curriculum</b>

# Science Policy

## 1 Aims

**1.1** Science teaches an understanding of natural phenomena. It aims to stimulate 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.

*(Conventions for rights of the child- article 29)*

**1.2** 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 each child's knowledge, skills, and understanding to the full. 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; (ie, concept cartoons, what if questions?)
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- 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.
- encouraging peer mentoring and mixed ability group work where appropriate.
- grouping children by ability only when it allows for the most successful learning outcome for all children in the class.

## 3 Science curriculum planning

**3.1** The schools use the **Kent Advisory Scheme of work** as the basis of its curriculum planning. The 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 three phases (long-term, medium-term and short-term). The long-term plan maps the scientific topics studied in each term during the key stage. The science subject leader 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, 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 Kent Advisory Scheme of work in science, give details of each unit of work for each term. The science subject leader keeps and reviews these plans. In this way we ensure complete coverage of the National Curriculum without repeating topics.

**3.4** The class teacher is responsible for writing the daily lesson plans for each lesson (short-term plans). These plans list the specific learning objectives and expected outcomes of each lesson. The class teacher keeps these individual plans, and s/he and the science subject leader often discuss them on an informal basis.

**3.5** We have planned the topics in science so that they build on 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.

### **3.5 Aurora House Curriculum**

Aurora House is a specialist provision for primary aged pupils with autism, and the pupils are all working at two or more levels below age related expectations. As part of Wyvil Primary school, Aurora House pupils access the Wyvil Curriculum at a level differentiated and individualised to their level of learning. We respect that many pupils with autism typically experience a diverse range of unique qualities that can present barriers to their learning. Teaching strategies are adapted to best suit each child's learning needs, using strategies appropriate for pupils with autism such as the TEACCH Approach, SCERTS Model, Attention Autism, Intensive Interaction, and PECS.

Pupil progress is captured using B Squared Assessments, which also supports teachers to plan individual pupil learning outcomes, and set annual learning targets in each subject for each pupil. Aurora House refers to the National Progression Guidance (DfE, 2010) to support this process, and works with Wyvil subject leaders for support.

## **4 The Foundation Stage**

**4.1** We teach science in the reception classes 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 (PSHCE) and citizenship**

Science makes a significant contribution to the teaching of PSHCE 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

*(Conventions for rights of the child- article 13)*

They can organise campaigns on matters of concern to them, such as helping the poor or homeless. Science thus encourages children to become active global citizens. Science also promotes healthy living through teaching children about the human body and life process. For example children should learn about the importance of eating a healthy balanced diet and regular exercise. *(Conventions for rights of the child- article 17)*

## **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, leads and teaches pupils to respect the rights of others.

[\(link to the convention for rights of the child\)](#)

## **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**

**7.1** At our schools we teach science to all children, whatever their ability and individual needs. Science forms part of the school curriculum policies 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, ([Conventions for rights of the child- article 29](#)) those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see individual whole-school policies: Gifted and Talented; English (as an Additional Language) and the SEND Report.

**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 (2014) 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 Terms 2,4 and 6 and s/he makes a summary judgement about the work each pupil in relation to the National Curriculum levels of attainment. The teacher records the attainment grades on a grid. 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 at the end of Key Stage 2 to assess children's progress.

**8.4** The science subject leader keeps samples of children's work in a portfolio, and uses these to demonstrate the expected level of achievement in science for each age group in the school.

## **9 Resources**

**9.1** We have sufficient resources for all science teaching units in the school. There is a central store of resources found in the science room which teachers can use to support their teaching. The library contains a good supply of science topic books and computer software to support children's individual research.

## **10 Monitoring and review**

**10.1** It is the responsibility of the subject leader to monitor the standards of children's work and the quality of teaching in science. The subject leader 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 head teacher a termly summary report in which s/he evaluates strengths and weaknesses in science, and indicates areas for further improvement. The subject leader 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 is monitored by the governing body and will be reviewed every two years, or before if necessary.**