



We are kind - We show respect - We work hard - We are honest

## **Science Policy**

### **ETHOS STATEMENT**

Standhill Infants' School is a happy, friendly, welcoming school with a truly inclusive family atmosphere. We put the wellbeing and safety of the children at the heart of everything we do. Children, staff and governors work hard to ensure that everyone can be proud of their achievements. The Standhill family are kind and caring citizens, who celebrate diversity and show respect.

### **Curriculum Intent**

At Standhill Infant School, we recognise the importance of Science within the world around us. We intend to develop an enthusiasm and enjoyment of scientific learning and discovery. We want our children to become confident, inquisitive and knowledgeable scientists. Our Science lessons strive to enable children to build on their natural curiosity and shape it into scientific enquiry. They aim to increase pupils' knowledge and understanding of our world, and encourage respect for living organisms and the physical environment. The school and local environment will provide first-hand practical experiences. In addition, we will use appropriate secondary sources, such as books, photographs and videos to support children's learning. We expect our children to be able to use the correct scientific vocabulary for each topic. We use chatterboxes to embed understanding of challenging, yet age appropriate scientific vocabulary.

### **Aims for science**

Our aims in teaching science are:

- to develop children who see science as enjoyable
- to teach science in line with the National Curriculum 2014 guidelines and the EYFS framework
- to develop scientific knowledge and understanding through scientific enquiry
- to help the children to answer scientific questions about the world around them.
- for children to apply their scientific knowledge and skills to solve problems in a wide variety of contexts
- for children to develop a caring attitude towards the environment and living things

### **Strategies for teaching Science**

The science curriculum is delivered through whole class teaching, co-operative group work, paired work and individual work. Observations, discussion, research and questioning are encouraged. The use of scientific vocabulary is taught through displays, word banks and teacher modelling. Teacher demonstrations, videos, Internet and written work, including graphs, reports, diagrams and pictures are frequently used. Scientific enquiry is used to develop scientific skills and knowledge.

### **Planning, monitoring and evaluation**

In the Early Years, children work to the Statutory framework for the early year's foundation stage (EYFS). The section 'Understanding the World' involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

In Key stage 1, the programmes of study for science are set out year-by-year. We are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, we therefore have the flexibility to introduce content earlier or later than set out in the programme of study.

The school has a 2-year overview that maps the scientific topics studied in each term during each key stage. The science subject leader works this out in conjunction with teaching colleagues in each key stage. Weekly plans list the specific learning objectives and expected outcomes of each lesson. We have a clear skills and knowledge progression grid ensuring that there are opportunities for children of all abilities to be challenged.

Monitoring is the responsibility of the science subject leader. The work of the science subject leader also involves supporting colleagues in the teaching of science, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

### **Assessment, record-keeping and reporting**

Science assessment is a continual process, carried out regularly to assess skills and knowledge. Opportunities to gather evidence for assessment are on the key stage 1 medium term planning. These assessments may be in the form of observation, questioning, discussion, the use of scientific vocabulary and the application of scientific knowledge and understanding. Pupils are either recorded as working at the expected standard or not at the expected standard.

In the Foundation Stage, assessment is linked to the Early Learning Goal 'Understanding the World' with specific reference to 'The Natural World' section and is recorded in the EYFS Profile.

Work will be marked in line with the school marking policy.

### **Inclusion**

This will be addressed by the school's equality plan.

### **Special Educational Needs**

Children will be given the necessary support to access the curriculum and allow them to carry out tasks at their own level.

Provision should also be made for those children whose abilities go beyond the curriculum. This could take the form of tailored projects to extend the pupils knowledge, whilst ensuring the relevant curriculum areas and expected outcomes are covered.

### **Health and Safety**

Pupils will be made aware of safety issues that arise in topics or activities and will be trained to use the appropriate equipment and carry out tasks in a safe and responsible manner.

### **Resources**

Science resources are stored in a cupboard in the school hall. The resources will be regularly checked. Staff should check availability of resources prior to the start of a topic and any resource shortages should be reported to the subject leader.

The school grounds are to be used throughout the year and whenever possible to teach the science curriculum.

June 2023 N Magiera science coordinator.

Review date: June 2026