

St.Hilda's Science Policy

Rationale

Science plays a key role in helping us understand the world in which we live. Science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. It promotes communication in a specific and precise language involving mathematical and logical thinking. Children need to have a sense of wonder, fascination and curiosity about the world. We want children to be enthusiastic about the world of science.

Aims

We aim to :

- Develop through practical work the children's skills of observation, prediction, interpretation, communication, questioning and hypothesizing and drawing conclusions, and increased use of precise measurement skills and ICT
- Encourage and allow pupils to offer their own suggestions, and to be creative in their approach to science.
- Teach scientific enquiry through contexts taken from the QCA documentation and in forms that are relevant and meaningful to them.
- Encourage children to collect relevant evidence and to question outcome and to persevere.
- To help children sense and recognise the need for fair testing.
- Develop their use of scientific language.
- Use science in connection with other themes so that it becomes a relevant and meaningful experience.
- Resource each Key Stage team with good quality equipment and teach children the need for personal and group safety by the correct usage and storage of equipment.
- Ensure progression and continuity in our science provision through monitoring of medium and long term planning.

Teaching and Learning Strategies

We at St Hilda's believe that children learn best by hands on experience where this is at all possible and by discovery with guidance. Teaching strategies will encompass a mixture of teacher led activities, both indoor and outdoors, investigations and demonstrations with whole class, group, paired or individual experiences as appropriate, depending on the needs of the children and content, in order to stimulate and motivate pupils. Where possible ICT will be used to enhance teaching and recording. Links where possible will also be made to other areas, such as DT and Numeracy.

Special Educational Needs

In school we aim to meet the needs of all our children by differentiation in our science planning and in providing a variety of approaches and tasks appropriate to ability levels.

Continuity and Progression

This will be achieved by ensuring that the statutory requirements for science are covered by long term planning based upon the QCA documentation.

The Foundation Stage will approach science as detailed in the Curriculum Guidance for Foundation Stage.

Key stage 1 have science units linked to the IPC topics in a two year cycle.

Key stage 2 will follow the long term plan as detailed on the School Science Cycle.

Medium term plans are drawn from the QCA schemes of work showing objectives and specific activities and differentiation.

Assessment and Record Keeping

Teacher assessment is valuable and forms an integral part of our teaching. It should be undertaken continuously by the class teacher using a variety of methods:

- Observing children at work, individually, in pairs, in a group, and in classes.
- Questioning, talking and listening to children.
- Considering work/materials/investigations produced by children together with discussions about this with them.
- End of unit assessments which may be formal or informal.

Every child in the class will be assessed at the end of each unit and awarded a level. **Teacher assessment at the end of each term will be put on Facility to track their progress. Assessment at the end of the year will also be put on TSS.**

Monitoring

Lesson observations are to be carried out by the science co-ordinator as set out in the School development plan.

Resources

Most of the large resources are stored centrally. Each key stage team also has a set of small resources.

Health and Safety

See school's Health and Safety policy.

Where queries arise, they should be referred to the Head. A range of CLEAPS booklets may help to provide answers.

Review

The policy will be reviewed in the Summer Term 2009

Policy dated July 2009

Science Co-ordinator Nighat Saeed