



White Cliffs

Primary School

Unique - Confident - Valued

Science Policy

White Cliffs Primary School Science Policy	
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Statement of intent

Science provides the foundation for understanding the world around us. It can not only teach pupils about the world they live in, but also how to study it and make sense of various phenomena. As such, it is a fundamental aspect of all children's learning.

Through adherence to this policy, White Cliffs Primary School will ensure statutory compliance with the National Curriculum, and the Early Years Foundation Stage – Development Matters. All pupils will have a solid grounding in science and a positive attitude towards scientific knowledge and experimental processes.

The aims of this policy include:

- Developing pupils' interest in, and enjoyment of, science. By building on children's curiosity, the science curriculum will help to instil a positive attitude towards science in pupils.
- Delivering all the requirements of the National Curriculum in relation to science and covering major scientific concepts.
- Ensuring science lessons are purposeful, accurate and imaginative.
- Ensuring pupils have sufficient scientific knowledge to understand both the uses and implications of science, today and in the future. This will also give pupils an appreciation of the changing nature of scientific knowledge.
- The development of pupils' ability to pose questions, investigate these using correct techniques, accurately record their findings using appropriate scientific language and analyse their results.
- Helping pupils develop the skills of prediction, hypothesising, experimentation, investigation, observation, measurement, interpretation and communication.
- Making pupils aware of and alert to links between science and other school subjects, as well as their lives more generally.

1. Legal framework

1.1. This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- The Control of Substances Hazardous to Health Regulations (COSHH) 2002
- The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013

1.2. This policy will be used in conjunction with the following school policies and procedures:

- Health and Safety Policy
- Accident Reporting Procedure Policy
- Relationships, Sex and Health Education Policy
- Assessment Policy

2. Roles and responsibilities

2.1. The Curriculum Subject Lead (CSL) is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the National Curriculum and advising on their implementation.
- Monitoring the learning and teaching of science, providing support for staff where necessary.
- Ensuring staff provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all science resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading CPD and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of science to other curriculum areas, including cross-curricular and extra-curricular activities.

- Collating assessment data and setting new priorities for development of science in subsequent years.

2.2. The class teacher is responsible for:

- Acting in accordance with White Cliffs Primary School science policy, ensuring that lessons are taught in line with the school's Health and Safety Policy at all times.
- Liaising with the science CSL about key topics, resources and supporting individual pupils.
- Ensuring that all of the relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this 3 times per year.
- Reporting any concerns regarding the teaching of the subject to the CSL or a member of the Senior Leadership Team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

3. The National Curriculum

3.1. The National Curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

3.2. Pupils in the Early Years, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven areas of learning, with the scientific aspect of pupils' work relating to the objectives set out within the framework.

4. Cross-curricular links

4.1. Wherever possible, the science curriculum will provide opportunities to establish links with other curriculum areas.

4.2. English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening and present their findings.
- Pupils' writing skills are developed through recording their planning, what they observe and what they found out.
- Pupils write as 'scientists' when recording their work.
- Science based texts are sometimes used in English lessons and in guided reading sessions.

4.3. Maths

- Science will involve a degree of numeracy at all levels.
- Pupils use their knowledge and understanding of measurement and data handling.
- Where appropriate, pupils record their findings using charts, tables and graphs.

4.4. Computing

- Pupils will use ICT to locate and research information.
- ICT will be used to record findings, using text, data and tables.
- Pupils are encouraged to use calculators and other electronic devices, gaining confidence throughout their school experience.

4.5. PSHCE/RSHE

- Health education is taught as part of the science unit which covers:
 - Health and growing
 - Teeth and eating
 - Moving and growing
 - Keeping healthy
 - Life cycles

4.6. History

- Scientific discoveries and the contribution of individuals to science will be studied.

4.7. Spiritual development

- Pupils' development will be focussed on the vastness of science and the natural world, encouraging a sense of awe.
- Pupils are encouraged to think about the effect of scientific discoveries on the modern world.
- Current scientific developments and issues will be discussed in the classroom, where appropriate.

5. Teaching and learning

5.1. Pupils will be taught to describe associated processes and key characteristics in common language, as well as understand and use technical terminology and specialist vocabulary.

5.2. Lessons will allow for a wide range of scientific enquiry, including the following:

- Questioning, predicting and interpreting

- Pattern seeking
- Practical experiences
- Collaborative work
- Carrying out investigations
- Carrying out time-controlled observations
- Classifying and grouping
- Undertaking comparative and fair testing
- Researching using secondary sources

5.3. Opportunities for outdoor learning will be provided wherever possible.

5.4. The science scheme of work is available to access on the shared drive; this is used to promote progression throughout the school.

6. Planning

- 6.1. Teachers will use the key learning content in the DfE's 'Science programmes of study in the National Curriculum as a starting point for their planning.
- 6.2. Lesson plans will demonstrate the balance of visual, auditory and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles can access the learning experience.
- 6.3. Long-term planning will be used to outline the units to be taught within each year group.
- 6.4. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.
- 6.5. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 6.6. Medium-term plans will be shared with the CSL to ensure there is progression between year groups.
- 6.7. Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.
- 6.8. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

7. Assessment and reporting

- 7.1. Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.
- 7.2. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 7.3. Assessment in science is based upon scientific knowledge and understanding, rather than achievement in English or maths.
- 7.4. Assessment will be undertaken in various forms, including the following:
 - Talking to pupils and asking questions
 - Discussing pupils' work with them
 - Marking work against the learning objective
 - Observing practical tasks and activities
 - Pupils' self-evaluation of their work
- 7.5. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.
- 7.6. In terms of summative assessments, the results of end of year assessments will be passed to relevant members of staff, such as the pupil's future teacher.
- 7.7. Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on the pupil's attitude towards science, progress in understanding scientific methods, ability to investigate, and the knowledge levels they have achieved.
- 7.8. Verbal reports will be provided at Parent Partnership Meetings during the Autumn and Spring terms.
- 7.9. Pupils with special educational needs and disabilities (SEND) will be monitored by the special educational needs coordinator.

8. Equipment and resources

- 8.1. Science resources for each unit are stored in topic boxes in the science cupboard.
- 8.2. The CSL is responsible for ensuring that all resources and equipment are sufficiently maintained and that a stock of consumable items is maintained.

- 8.3. Equipment will be checked by the class teacher prior to each use and any damages or defects must be reported to the CSL immediately.
- 8.4. The CSL is responsible for maintaining an inventory of resources.
- 8.5. Staff members must inform the CSL of any changes regarding science resources, such as broken items or when new resources are required.
- 8.6. Any equipment or resources which are a cause of concern will be removed from circulation immediately.
- 8.7. The CSL will carry out an annual audit of the science resources, reordering any consumables when necessary.
- 8.8. Class teachers can discuss the need for new resources with the CSL.

9. Health and safety

- 9.1. Staff members will act in accordance with the school's Health and Safety Policy at all times.
- 9.2. Accidents and near-misses will be reported following the procedure outlined in the school's Accident Reporting Procedures.
- 9.3. A risk assessment will be carried out by teachers before conducting an experiment or undertaking practical activities.
- 9.4. All pupils will be shown how to correctly use equipment and will be monitored by staff members whilst using equipment.
- 9.5. All pupils will be made aware of how they are expected to behave, ensuring that they show respect to other people and the environment.
- 9.6. Pupils are made aware of the personal safety protocols and equipment needed when using different equipment or carrying out different tasks.
- 9.7. Any 'new' experiments or activities which a teacher has not used in the classroom before must be trialled prior to being performed with pupils.
- 9.8. At the beginning of any experiment, the teacher will outline the purpose of the experiment to the class, and all hazards and safety precautions will be thoroughly outlined.

10. Equal opportunities

- 10.1. All pupils will have equal access to the entire science curriculum, including practical experiments.
- 10.2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all science lessons.
- 10.3. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- 10.4. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.
- 10.5. More academically able pupils will be provided with the opportunity to extend their scientific thinking through extension activities such as problem solving, investigative work and research of a scientific nature.

11. Monitoring and review

- 11.1. This policy will be reviewed every 2 years to ensure that it is compliant with the most up to date legislation, guidance and best practice.
- 11.2. The CSL will monitor teaching and learning in science, ensuring that the content of the National Curriculum is covered.
- 11.3. Any changes made to this policy will be communicated to all teaching staff.