



# **Stoke Holy Cross Primary School**

## **Science Policy**

Date Approved by Governors: March 2012

Reviewed:

Next Review Date: 2015

## **Science Policy**

Science makes a relevant contribution to all aspects of life. Children are interested in the world around them and science makes a valuable contribution to their understanding. We value science in its own right and for its cross curricula links.

### **Aims**

As a result of our science teaching we want to develop children who:

- are observant, curious and caring about our environment;
- see science as an enjoyable experience;
- can work individually and cooperatively, listening to, and valuing, the opinions of others;
- can observe, question, hypothesise, plan, measure, construct a fair test, communicate and draw conclusions;
- are able to relate science to everyday life and appreciate its contribution both in the present, and historically, to our society and other cultures;
- appreciate the nature of science and the importance of collecting evidence.

### **Planning**

Our teaching is based on the QCA and Foundation Stage schemes of work. These have been incorporated in the attached scheme of work, which outlines long term planning to ensure continuity and progress. Science is taught, where possible, from topics which enhance cross curricula links.

### **Teaching and Learning**

Our philosophy on teaching and learning is encapsulated in our **Teaching and Learning Policy** to which reference should be made.

Additionally, the practical nature of science should be recognised and opportunities for learning through play and first hand experience should be provided, especially in the early years.

Science plays an important role in the development of investigative skills and draws upon strong mathematical links, for example measurement, pattern recognition, graphical skills and data handling. Curricula links to other areas, for example, language, are recognised and developed.

Pupils are given opportunities, where appropriate, to develop their Information Technology capability in the study of science.

Teachers are aware of safety needs and make reference to the appropriate policies. Additional safety guidance can be found in the A.S.E. “Be Safe” book held in the school office and with which teachers will familiarise themselves. Useful information can also be found in the “Safe Use of Household and Other Chemicals” booklet also to be found in the staff resources room, and in the Key Stage 1 S.P.A.C.E. materials, which are currently filed in the staff library.

## **Access**

Children of all abilities can benefit from the study of science. Where children have special educational needs these should be catered for by planning for differentiation. It may be necessary to seek further guidance from the subject leader, SENCO and other agencies. Teachers will be aware of any physical disability that may affect a child’s performance and make appropriate provision.

Provision will 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.

Adults in our school are entitled to support from:

- whole school planning;
- colleagues;
- INSET within school and from outside agencies, and by the provision of support materials and resources.

## **Resources**

There is a communal science storage area in the main building, with resources and equipment stored in the relevant topic boxes. Individual teachers are responsible for collection and return. Older children may be involved where appropriate, as part of developing responsibility. Shortages and breakages should be reported to the headteacher.

Children, teachers, support staff and voluntary helpers are all recognised as important resources.

Reference can also be made to the science bay list of resources and to appropriate books in the school and staff libraries. A collection of cross-referenced audio and visual materials is available in the teacher’s resource room. I.T. resources, I.W.B.’s and the Espresso package are also available to compliment the teaching of the subject.

## **Assessment, Recording and Reporting**

There is an agreed whole school policy to which reference should be made **with assessment resources available for each area, which involve the use of assessment by omission sheets.**

## **Review**

This policy will be reviewed as part of the general curriculum review programme listed in the School Development and Improvement Plan.