

Shelton Junior School



Science Policy January 2019

Adopted by Governors

<i>Chair of Governors: Leanne Powell</i>	<i>January 2019</i>
<i>Signature:</i>	<i>Date approved:</i>

*Review date: **January 2022***

Member of staff responsible: Mr. J Banks

This policy outlines the teaching, organisation and management of the science taught and learnt at Shelton Junior School. The school's policy for science is based on The National Curriculum 2014. The policy has been drawn up as result of staff discussion and has full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff.

RATIONALE

As a school, we are committed to raising standards in science through offering a range of opportunities in which children can use and apply their scientific skills whilst at the same time ensuring that the children experience feelings of enjoyment and achievement.

AIMS

The aims of science are to enable the children to:

- develop scientific knowledge and understanding.
- develop their curiosity about what they observe, experience and explore and promote a desire to ask and answer scientific questions.
- plan and carry out scientific investigations.
- be able to select and use appropriate equipment safely and correctly.
- develop the skills of investigation, including: observing, measuring, predicting, experimenting, communicating, interpreting, explaining and evaluating.
- develop literacy, numeracy and ICT skills within a scientific concept
- be able to use scientific language when communicating their ideas orally and in written recording.
- Be aware of the continuing advances in science and their impact on their life and the wider environment.

TEACHING AND LEARNING

Statutory Requirements

Statutory requirements for the teaching and learning of science are laid out in, The National Curriculum in England Framework Document for Teaching, September 2014.

ORGANISATION

Classes are taught in single age year groups (KS2).

TIME ALLOCATION

In order to teach science in the most appropriate and engaging way, Year groups have the freedom to plan weekly lessons or blocks of time. This specifically supports cross-curricular links with mathematics, computing and English.

CROSS CURRICULAR LINKS

Science contributes to many subjects within the primary curriculum and every opportunity is sought to draw scientific experience out of a wide range of activities. Cross-curricular links are encouraged where applicable to enable children to see the relevance of science to the world around them. The use of year group allotments and the natural resource of the school's surroundings will aid in this endeavour allowing children to begin using and applying scientific skills and knowledge in real contexts.

RESOURCES

Science resources (including text books) are stored in the science room, in trays and boxes labelled according to topic. Additional topic books are available in the school library.

Work is recorded in the 'Across the Curriculum' books and (as appropriate) in Extended Writing books and Mathematic books.

INFORMATION COMMUNICATIONS TECHNOLOGY (ICT)

ICT is used in a variety of ways to support teaching and learning. Each teacher has access to 'Discovery Education' (Espresso) and is able to use the online learning resources which offer highly engaging curriculum content of exceptional quality. Teacher's also have access to 'Explorify' which offers excellent content that can be used on the Interactive Whiteboards (IWBs) in classrooms, as well as in the ICT suite.

A bank of 'IPads' is available to support research undertaken by individuals, small groups or whole classes. These can also be used to collect evidence and record results.

HEALTH AND SAFETY

All staff are fully aware of safety issues and complete any necessary risk assessments (reflected in planning notes). Staff will ensure that children are equally aware of health and safety concerns during their science activities. The children will also be encouraged to consider safety for themselves, others and the environment.

EQUAL OPPORTUNITIES

Shelton Junior School is committed to providing a teaching environment which values, respects and challenges all children regardless of ability, race, gender, religion, social background, culture or disability, allowing them to achieve their full potential. Equal opportunities will be provided for all pupils in line with the School's Equal Opportunities Policy.

SPECIAL EDUCATIONAL NEEDS INCLUDING GIFTED AND TALENTED

All children deserve an equal opportunity to receive the best education it is possible to give them. For those with special abilities and interests, provisions need to be made so they can achieve their potential.

Activities are planned throughout the key stage to allow all children to achieve their full potential, irrespective of ability. Consideration is given to strengthening high achievers and to providing opportunities for the less able to consolidate their learning. This is achieved through the differentiation of the curriculum; additional support or guidance from teacher or teaching assistant; and access to specialised equipment.

ASSESSMENT

Assessment for Learning (AfL) grids are used to assess the children's knowledge, understanding and application of the science skills taught through the programmes of study for the age-related expectations (ARE). The Assessment for Learning grids assess the key 'Scientific Enquiry Skills' and are completed by teachers using the 'Otrack' app or website. Assessment will take place at the end of each topic covered, using the agreed Shelton Junior RAG-rating system already in place for English reading, English writing and Mathematics.

MONITORING AND REVIEW

The subject leader will ensure that there is continuity and progression in science by monitoring the planning, scrutiny of children's work and lesson observations. As part of Shelton Junior School's

monitoring cycle, science is given time whereby the subject leader carries out the above and reports back to Senior Management Team and staff on their findings.

THE ROLE OF THE SUBJECT LEADER

The subject leader should:

- keep up to date with new initiatives and developments
- encourage and support staff in their teaching of science
- communicate with the governors to ensure they are kept informed on the progress of science within the school
- organise INSET and deliver staff meetings as appropriate
- ensure that resources are maintained and updated as necessary
- ensure continuity and progression throughout the school
- manage the budget effectively

THE ROLE OF THE HEAD TEACHER

- To support the Science subject leader in the development of science curriculum
- To allocate sufficient finances to provide resources
- To be familiar with developments in the teaching of science, so as to maintain an overview