Condover Church of England Primary School

Love Each Other and Know We Are Loved

Love Forgiveness Trust

St Edward's Church of England Primary School

Love Each Other and Know We Are Loved

Love Forgiveness Trust

Science Policy

Condover and St Edward's

CE Primary Schools

Last Reviewed: March 2022

Next Review: April 2023

Diocese of Hereford Multi-Academy Trust

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 (Effective Sept 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

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

Health and Safety Policy

Accident Reporting Procedure Policy

Assessment Policy

Science Intent, Implementation and Impact

INTENT

Science teaching at Condover and St Edward's CE Primary Schools aims to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and for the future. As one of the core subjects taught in primary schools, we intend to give the teaching and learning of science the prominence it requires.

We follow the 2014 National Curriculum for Science which will ensure that all children:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific skills required to understand the uses and implications of science, today and for the future.

Concepts taught will be reinforced by focusing on the different types of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. They will also be encouraged to question the world around them, be curious about their surroundings and become independent learners in exploring possible answers for their scientific based questions. They will be immersed in scientific vocabulary, which will aid children's knowledge and understanding not only of the science topic they are studying, but of the world around them.

The staff at Condover and St Edward's schools will ensure that all children are exposed to high quality teaching and learning experiences, which will allow children to explore their outdoor environment and locality, thus developing their scientific enquiry and investigative skills. We intend to provide all children regardless of ethnic origin, gender, class, aptitude or disability, with a broad and balanced science curriculum.

IMPLEMENTATION

Science teaching begins in Early Years, where science is taught through play, with the children learning about the world around them whilst playing. In subsequent years, there is a clear and comprehensive scheme of work in line with the National Curriculum. There are also progression grids to ensure that prior knowledge, skills and vocabulary are built upon. This enables children to know more and remember more.

Science is linked to class topics and cross curricular links are made wherever possible. Where Science is taught as discrete units there is a two year rolling programme to ensure progression between year groups and to guarantee topics are covered. Teachers plan to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available. At Condover and St Edward's CE Primary Schools, scientific enquiry skills are embedded in each topic the children study.

Alongside this, teachers are mindful of our school Learning Values – collaboration, independence, resilience, self-motivation, creativity and confidence – and always provide opportunities for children to develop these.

Science is taught consistently, once a week for up to two hours, but is discretely taught in many different contexts throughout all areas of the curriculum. For example, through English, i.e. writing a letter to a local politician regarding the closure of a park/biography of a famous scientist's life, etc.

For each unit of study the teacher will:

- Regularly use quick quizzes to support learners' ability to remember and understand as well as increase space in the working memory;
- Provide trips and visits from experts who will enhance the learning experience;
- Assess attainment through related topic assessment statements;

IMPACT

Children enjoy and are enthusiastic about science which has provided them with the foundations and knowledge for understanding the world. They retain knowledge that is pertinent to Science with a real life context.

Children's work shows clear progression, a range of topics and evidence of the curriculum coverage for all science topics. Most children will achieve age related expectations in Science at the end of their cohort year.

Children are increasingly independent in science, selecting their own tools and materials, completing pupil lead investigations and choosing their own strategies for recording.

Children will be able to explain the process they have taken and be able to reason scientifically.

Through various workshops, trips and interactions with experts and local charities, children have the understanding that science has changed our lives and that it is vital to the world's future prosperity.

Roles and responsibilities

The subject leader 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.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an audit of all science resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings 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.

The class teacher is responsible for:

- Acting in accordance with Condover and St Edward's CE Primary School's Science Policy, ensuring that lessons are taught in line with the school's Health and Safety Policy at all times.
- Liaising with the science coordinator 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 on an annual basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

Assessment and reporting

Pupils will be assessed and their progression recorded in line with our Assessment Policy. Pupils receive live feedback and marking in every lesson.

Health and safety

Staff members will act in accordance with the school's Health and Safety Policy at all times.

Equal opportunities

We believe that all children have equal rights to all aspects of the school. We aim to actively challenge any examples of inequality or stereotyping especially those based on race, beliefs, culture or sex. In order to ensure pupils with SEND access the full science curriculum, teaching staff will provide the appropriate support.

Monitoring and review

This policy will be reviewed regularly by the subject leader, in collaboration with the head teacher.

Role of the co-ordinator

- Take a lead in policy development
- Plan the sequential progression of science teaching across the school
- Monitor the effectiveness of the teaching of science
- Support colleagues, including induction of teachers new to the school.
- Attend and provide CPD
- Make resources available for a range of purposes. • Liaise with other teaching staff regarding opportunities for children to participate in activities outside school.