



Warden House Primary School Science Policy

Created: Summer Term 2017

Next review date: Summer Term 2018

Aims

At Warden House we aim to deliver a Science curriculum which promotes the following aims for our pupils:

- develop lively, enquiring minds and the ability to question.
- learn scientific skills and knowledge.
- build on their natural curiosity and enable them to understand and care for the world in which they live.
- are provided with an environment where they can work in an investigative way and can communicate their findings in a variety of ways.
- Can use equipment safely and sensibly.
- develop the potential scientific links with all other areas of the curriculum.
- 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 knowledge required to understand the uses and implications of science, today and for the future.

Role of the Science leader

In collaboration with the Enquiry team, the Science subject lead is responsible for improving the standards of teaching and learning in Science through effective monitoring and evaluating. This will be achieved through:

- the quality of the Learning Environment,
- taking the lead in policy development
- monitoring of books and plans
- monitoring of teaching and learning
- analysis of data (if appropriate)
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent Science developments
- work with Science leaders from other DLA schools

Planning

At Warden House, we follow the Chris Quigley Science Curriculum, which has been developed in line with the New Curriculum 2014. Early Years follow the Statutory Framework for the Early Years Foundation Stage (2012).

Long term plans outlining each topic for each year are on the T Drive and class teachers plan a sequence of learning for their own classes to ensure all objectives are covered.

EYFS

A wide range of learning experiences are planned for in Early years to allow the children to develop their science knowledge and scientific enquiry skills based around the seven areas of learning.

Key stage 1 and 2

Children are taught Science as a discrete subject and through cross curricular topic links when appropriate.

Science should be made as practical as possible with Scientific enquiry skills promoted throughout each unit.

Scientific vocabulary should be displayed where possible.

Assessment

Teachers use Chris Quigley Basic, Advancing and Deep statements to assess each milestone.

A variety of assessment strategies can be used to inform judgements including observations, pupil's written work, comments pupil's make, responses to drawings or questions, SNAP assessment activities, concept cartoons.

Judgements are recorded using Class track.

Health and safety

- The safe use of equipment and materials is promoted at all times.
- The Association for Science Education book 'Be safe' is kept in the Science resource cupboard as a teacher guide.
- Membership to CLEAPPs has also been purchased to allow teachers access to health and safety advice if necessary.

Resources

Resources are kept in the Science cupboard. Trays of resources can be borrowed when needed and they must be returned when finished with.

Breakages or equipment which needs replacing must be reported to the Science leader who can arrange for replacements to be ordered.

Resource requests to be given to the Science leader who will manage the ordering of new resources.

Written by Claire Bowyer