

Learning for Ourselves, Respect, We Can



SCIENCE POLICY

Right 13-You have the right to find out things and share what you think with others, by talking drawing, writing or in any other way unless it harms or offends other people.

Right 17- You have the right to get information that is important to your wellbeing, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Right 3-All adults should do what is best for you. When adults make decisions, they think about how their decision will affect children.

Right 29- Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Right 28-You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Reviewer: Simon Cannon

Reviewed:

Reviewed and approved by Curriculum Committee :

Next review date:

Science Policy

It is intended to outline the guiding principles by which this school will implement Science in the New National Curriculum (2014), in the context of the WSCC and Governing Body's Curriculum Policy statement and its Equal Opportunities policies.

General Rationale

The approach to the teaching of science at Lyndhurst is based on enjoyable and relevant first-hand, practical experiences derived from the children's world of home, school and the wider environment. We want to develop the children's scientific ideas, skills and knowledge, which they are then empowered to transfer to real-life and problem-solving contexts.

Science and Our School Values

The philosophy of the school is embodied in the whole school's "Rights and Responsibilities charter" and ACRO characters. We believe that a broad and balanced science education is the entitlement of all children. Our aims in teaching science include:-

We Can

- ❑ to encourage in all pupils a sense of interest, enjoyment, awe and wonder.(Sparkle-Skill: Innovation)
- ❑ to develop an enquiring mind and a scientific approach to solving problems;(Algo Rhythm- Skill: Problem Solving)
- ❑ to equip the children with the skills needed to work collaboratively with others in investigations taking on different roles and with shared understanding of the value of each role in the group.(Selecta-Skill:Decision making) Article 31:
Each child has the right to relax and play and join in a wide range of activities.

Respect

- ❑ to nurture a respect for the natural environment. (Harmony-Skill: Working with others) Article 15: *Each child has the right to meet together and join in with groups and clubs.*
- ❑
- ❑ to begin to be able to engage in scientific debate with due respect for other people's views and beliefs.(Konnecta- Skill: Communication) Article 30: *Each child has the right to learn and use the language, religion and customs of their family.*

Learning for Ourselves

- ❑ to encourage the children to be active in pursuing their own lines of scientific enquiry. (Ace-Skill: Aspiration) Article 29: *Each child has the right to learn and make the most of their talents.*
- ❑ to enable them to engage with a range of resources and environments in their scientific work. (Ace-Skill: Aspiration)
- ❑ to empower the children to identify the next steps in their science learning and take control and responsibility for moving that learning forward. (Smartie-Skill: Vision/Goal setting) Article 29: *Each child has the right to learn and make the most of their talents.*

Scientific Skills and Procedures

In line with the new National Curriculum 'Progression in Science', document and the assessment statements on Target Tracker, the skill areas we focus on developing with the children are:

- Asking simple questions
- Observing using simple equipment
- Perform simple tests and investigating
- Identify and classify
- To answer simple questions through investigations or research
- Gather and record data

It is expected that children will be able to engage with scientific thinking and investigative approaches throughout their Active Learning experiences, and that skills-focus from the above list will be developed explicitly in curriculum planning. It is also expected that the children are taught that these skills are transferable, and are given opportunities to apply their scientific learning in a range of contexts and from different starting points.

Knowledge and Understanding

All staff are expected to use the 'Progression in Science', document devised by specialist science teachers in locality in line with the statutory requirements, to inform planning and teaching of scientific knowledge and understanding.

Where appropriate, links are made with other curricular areas, and from the children's own interests in order to make learning more meaningful.

Record-keeping and Assessment

Formative assessment forms part of the teaching & learning process in the school and includes a range of strategies including:

- Specific questioning – verbal and written
- Observation of action
- Listening to discussion and comments – quotes from children
- Examining verbal and written outcomes
- Photographic, video evidence of practical work
- Discussing work with children
- Pre- and post- assessment of knowledge and vocabulary
- Pupil voice and reflection.

Class teams in the school are expected to keep ongoing records of the children's attainment in the skills areas and their progress overall is documented on Target Tracker half termly. These are expected to be active documents which inform future planning and provision.

Resources

Staff and children take responsibility for maintaining the range of science learning resources. The Core Team should be informed of any resource or training needs, which they can then act on.

When researching, children will use a variety of sources such as pictures, fiction and non-fiction texts, videos, Internet, outside visitors, educational visits.

Health and Safety

Our Governing Body's adopted Code of Practice for Health & Safety in Primary Science is encompassed in the booklet "Be Safe! Some aspects of safety in science and technology for key stages 1 and 2 (2nd edition 1990 Association for Science Education)" (together with the LEA Safety Notes). Copies of this booklet (and notes) are kept in the Science cupboard.