



FLASH LEY COMMUNITY PRIMARY SCHOOL & NURSERY

SCIENCE POLICY

Produced by: Miss K Farley

Approved by: _____

To be reviewed: July 2021

Intention:

At Flash Ley, our vision is to give children a Science curriculum which enables them to explore, discover and investigate the world around them, confidently, so that they have a deeper understanding of the world we live in. All children should be given access to provide a broad, scientific curriculum that develops scientific vocabulary and empowers children to ask scientific questions – this will enable children to make careful observations and decisions based on justifiable reasons.

Implementation:

- Science is taught weekly.
- At the beginning of each unit, children complete a pre-assessment that helps inform teachers of the various strengths and areas of development needed.
- Science is hands-on, practical where children are engaged, challenged and encouraged to explore.
- Questions are used to stimulate thinking. Children develop their independence by having opportunities to plan scientific investigations, this includes children organising, collecting equipment and setting up investigations themselves.
- We encourage links across the curriculum, for example linking science to learning in maths, computing and so on, demonstrates to pupils how concepts can be used outside the classroom.
- Post assessments are used to showcase children's learning.
- 'Working Scientifically' skills are embedded into lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching.
- Regular events, such as Science Week or project days (such as Nature Day), allow all pupils to come off-timetable and provide broader provision to allow the acquisition and application of knowledge and skills. These events involve families and the wider community.
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Foundation Stage

In the EYFS pupils experience science on a topic basis. This early introduction into science will generally be undertaken orally and often in the context of a class theme.

Special Educational Needs and Disabilities:

Wherever possible we aim to fully include pupils with SEND in the weekly science lesson so that they benefit from the emphasis on mental and oral work, and by listening and participating with other children in demonstrating and explaining their methods. If a child's needs are particularly severe they will work on an individualised programme written in consultation with the appropriate staff. When planning, teachers will try to address the child's needs through simplified or modified tasks, or the use of support staff. These strategies can also be used with children who have English as an additional language.

Equal Opportunities:

All pupils are valued and respected, and are entitled to access the science curriculum and its associated practical activities. SLT, Class Teachers and TAs at Flash Ley are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity or social circumstances, have access to the whole curriculum and make the greatest possible progress even appropriate work may have to be adapted to enable pupils to reach their full potential within science.

Promotion of Reading:

Children are required to use their reading skills frequently during Science lessons. Children are encouraged to read about scientists and understand the impact they have their lives today. When possible, guided reading texts are linked to our learning in Science and children have the opportunity to access
At the start of each topic, each class get a set of Science books from the local library to support their learning. Children are also expected to use the specific scientific vocabulary as shown on the classroom Science displays.

Mathematics:

Children are able to demonstrate and apply their mathematical skills during scientific investigations and practical opportunities. Children across Key stages collect and analyse data, enabling them to understand and generate curiosity. Children in upper KS2 must apply their maths skills to accurately measure and record data in variety of ways such as; tables, graphs and diagrams.

British Values/ SMSC:

Children are able to demonstrate their scientific skills and understanding through a range of cultural capital experiences such as walks in the community, Forest School sessions and educational visits. Children have the opportunity to research and discuss influential scientists and reflect on their impact on our lives today. Pupils are able to use their imagination and creativity when experimenting and questioning Science and gain a sense of enjoyment and fascination in learning about themselves and the world around them. In addition, children will have the opportunity to looking for meaning and purpose in natural and physical phenomena, an awareness of the scale of living things from the small micro-organism to the largest, emotional drive to know more and to wonder about the world, scientific developments may give rise to moral dilemmas, taking responsibility for their own and other people's safety, understanding that science has a major effect on the quality of our lives, consider the benefits of scientific developments and the social responsibility involved, scientific discoveries as a part of our culture and other cultures, environmental issues are central to science. British Values Democracy and religious beliefs often compete with scientific understanding.

Impact:

We measure the impact of our Science curriculum through the following methods:

- Tracking of knowledge in pre and post assessments
- Teacher judgements

- Pupil voice is used to further develop the Science curriculum, through questioning of pupils' views and attitudes towards Science, to assess the children's enjoyment of science, and to motivate learners.