

Stubbins Primary School

Subject Policy for Science



At Stubbins School, children are at the centre of everything we do. We aim to give our children the best possible opportunities and learning experiences, enabling them to reach their full potential. We aim to ensure that the children in our care are equipped for life-long learning as responsible citizens in an ever-changing, diverse local and world-wide community. **We believe that everyone has the capacity to become great if they have the courage to challenge themselves. By nurturing creativity, enjoyment & ambition; this policy supports our responsibility to make this happen.**

This policy is supported by, and should be read in conjunction with, our Teaching & Learning Policy, The Key Principles of which are that:

1. It is vital that staff have a consistent and shared understanding and approach to promoting learning. However, it is recognised that staff have different styles, strengths, enthusiasms and approaches – this is valuable and to be celebrated and shared.
2. **Agile Teaching**, rooted firmly in the principles of Formative Assessment, is the framework within which learning happens at Stubbins.
3. Teamwork underpins our professional roles. Our success depends on how closely we support and energise each other.
4. We are on a learning journey, and have much to learn from colleagues and other professionals; we learn from our mistakes
5. Teaching is sometimes difficult, and there are always barriers to overcome when promoting learning. However, we are right to be ambitious for what can be achieved, and optimistic that learning can always be enhanced for all our pupils.
6. Each and every pupil has the right to access the very best learning that we are able to offer.
7. We are responsible for providing the guidance, support and expertise necessary for the best learning to take place. 'Working' is not always 'learning' – we should enable our pupils to be active learners.

Learning and teaching is the core business of our school. It is our aim to motivate all our pupils to have high aspirations, to want to do their personal best and to have the desire to be successful in and out of school. We are trying to prepare pupils to be successful in a rapidly changing world that has many challenges; some of which are yet unforeseen. We can only nurture flexible and creative learners if teachers and pupils work in partnership to create a stimulating and successful learning environment.

Thus it is our aim to have pupils involved fully in the learning process thereby promoting an active culture of learning. The Teaching & Learning Policy sets out the principles and expectations behind our learning environment and should be read in conjunction with this policy.

Delivering the Curriculum

Our Policy on delivering the curriculum explains how we ensure that we include every child and use our skills environment to maximise every child's potential. This policy also outlines the areas of learning across the curriculum.

Other Policies which support this subject are:

- **Behaviour Policy**
- **Marking Policy**
- **Assessment Policy**
- **SEN Policy**
- **Equality Policy (Duty & Action Plan)**

The main aims of the teaching of Science.

“Science is a continual process by which individuals develop an understanding of the physical and biological aspects of the world. Within school we believe that every child should be encouraged to develop their natural curiosity, awareness and understanding of the world around them.”

The National Curriculum for science aims to ensure that all pupils:

- 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.

We believe that a broad and balanced science education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

The teaching of Science

The programmes of study for science are set out year-by-year for key stages 1 and 2 in the National Curriculum. Class teachers are responsible for ensuring that all of the relevant statutory content is covered within the school year. The allocation of topics to terms matches that of the Lancashire Themes, which are being used for creative topic planning and teaching from Years 1 to 6. The National Curriculum gives a full breakdown of the statutory content to be taught within each unit. Non-statutory guidance is also provided which staff members are encouraged to use.

Inclusion

(Inclusion including meeting the needs of SEN pupils and children entitled to PPG funding)

All children are expected to engage in scientific learning regardless of age or ability. However, their difficulty and the amount of time allocated to completing them will be modified according to the needs of different children, including those with recognised special educational needs. Children may be offered additional support, modified tasks or resources (enlarged for example), or extra times in school with adult support to complete set tasks.

MORE ABLE PUPILS:

Pupils with above average ability are to benefit from a curriculum which offers challenge and opportunities for investigation in order to extend their learning. We aim to give very able pupils the opportunity to extend their scientific thinking through extension activities such as problem solving, investigative work and research of a scientific nature .

Resources

The Subject Leader has ensured that good, up-to-date resources are available across all Key Stages. Topic based resource boxes are stored in the resource cupboard and listed under the relevant unit. The classroom itself should be a stimulating working environment, with displays that will promote quality, enjoyment, interest, enquiry and creativity in Science. The subject lead will keep abreast of the latest developments in educational resources and look to ensure the school has the best available resources to ensure effective delivery of the curriculum.

Assessment & Recording

Teachers are expected to make regular assessment of child's progress and to record these systematically. The following is the school policy for assessment in Science:

The principles for assessment for learning will underpin the assessment of science. We will aim to use a variety of methods to assess pupils including teacher observations, summative and formative assessment that fully informs future planning. Through the introduction of the science KLIPS which summarise a child's performance against the subject skills and breadth of study stated on the National Curriculum. This will inform next steps and additional coverage if needed.

In Science we will also assess by:

- Talking to the pupils and asking questions. - Discussing the work with the pupil.
- Looking at the work and marking against the learning objective. - Observing the pupils carrying out practical tasks.
- Pupils self evaluation of their work.

Children's work is recorded in a variety of ways and styles. This may include work within their Topic/ Science book, creating posters as well as class/ group discussions and debates and verbal feedback from the children

The assessment arrangements for science will be in line with the school current assessment policy

Parental Involvement in Science

Parents are kept informed about teaching and learning in Science through:

- A dedicated page on the school website.
- The school newsletter
- Parents Evenings in the autumn and spring terms and attainment and effort in Science will also be reported on specifically on the annual end of year academic report for each pupil.

Parents are also invited into school during Science Week to experience first- hand, children's learning in Science.

Homework

At Stubbins, homework in Science is *given to reinforce, support and/or enrich specific areas of their scientific learning. They will be given regular science homework tasks to support their learning in class.*

Reporting to Parents

A main report is completed before the end of the summer term and parents are given two smaller reports as well having the opportunity to discuss their child's progress at parents evening in the Autumn and Spring terms.

Subject Leader

The subject leader is responsible for:

- Creating the subject policy.
- Explaining subject expectations to other staff.
- Ensuring the subject policy is followed across the school.
- Monitoring and evaluating attainment & progress in the subject across the school.
- Recording & holding evidence of the quality of teaching & learning in the subject across the school.
- Reporting to the headteacher and/or governing body.

The Governing Body

Our Curriculum Committee has overall responsibility for the delivery of our curriculum, and for ensuring that standards are high. We have a designated Science Governor, Mrs Heaton who takes an active role in monitoring learning within the subject. The subject leaders are encouraged to report to this committee on any developments and particular achievements. Governors are encouraged to visit school in order to monitor the curriculum and celebrate successes.

This policy will be reviewed in January 2019

V. Bruce

Subject Leader