

Crawshawbooth Primary School

Science Policy

November 2024

Mr Richard Bell

School Mission Statement

Crawshawbooth seeks to provide a happy and secure learning environment where a child's natural curiosity is provided with challenges, experiences and opportunities that will enable them to grow into caring, confident and informed citizens of the future.

Inclusion

At Crawshawbooth, all curricular subjects will be taught inclusively to all children to take into account special needs, race, religion, culture, gender, sexual orientation and family circumstances.

Intent

At Crawshawbooth Primary School, we strongly believe that, as a core subject, Science holds a place at the heart of our curriculum. We are committed to providing a stimulating, engaging and challenging learning environment. Throughout our school, children are encouraged to develop and use a range of working scientifically skills including questioning, researching and observing, alongside developing their knowledge. We want our children to have a broad vocabulary. Scientific language is taught and built upon as topics are revisited in different year groups and across key stages. Finally, our aim is for children to understand that science has several cross curricular links and we would like to continually raise the profile of STEM subjects across the school.

Implementation

Science is a core subject and therefore taught weekly at Crawshawbooth Primary School across Key Stage 1 and Key Stage 2. Foundation Stage children learn about the world around them in preparation for the National Curriculum in Year 1.

The skills across the school are coherently planned and progressive. Being a one and a half form entry, we have organised our units into a two year rolling programme. This ensures that the children will be taught all the skills and knowledge progressively, ensuring they have the prior knowledge relevant to their new learning and can build on this.

Teachers plan and deliver engaging lessons with practical activities wherever possible. Crawshawbooth Primary School has an extensive outdoor area (The Secret Garden and The Studio), which complements our science teaching and is the perfect area to hone our scientific enquiry skills. Children gain experience in planting, growing and tasting fruits and vegetables they have decided to grow and nurture themselves. Each year, every class is given responsibility for the care of one area in The Secret Garden and classes are encouraged to use this area to further develop the skills and knowledge vital for life beyond school.

The natural curiosity of all our children is fostered and they are encouraged to ask questions and challenge opinions. Teachers, due to their strong subject knowledge,

are able to adapt lessons swiftly to ensure misconceptions are corrected. New knowledge and skills are practised across the curriculum to ensure the skills and knowledge learnt are instilled in their long term memories and retrieved in other contexts.

Impact

Our children leave with an excellent knowledge of our world and are aware that it changes so quickly and that their learning will continue after primary school. Children develop a respect of the world and nature, but are aware that it must be cared for, for us to prosper.

Working with outside agencies such as STEM and working closely with other schools in our area, including our local high school, gives both our teachers and pupils knowledge of future careers and opportunities available to them.

The children at Crawshawbooth Primary School develop respect for the people and the world around us. This helps us achieve our mission statement that is woven through everything we strive for at Crawshawbooth.

Planning For Science

In the Foundation Stage, Science is taught through 'Understanding the World' and is linked to other areas of learning.

In Key Stages 1 and 2, Science is taught according to The New National Curriculum Programme of Study 2014 and this provides the framework for science activity in each class. All departments use the PLAN knowledge matrices as a starting point and adapt these to suit our schools needs and priorities. All units within this document of work are related directly to the key objectives outlined in the National Curriculum 2014.

It is preferable to teach science as a separate subject to ensure good coverage and progression of skills. Lessons can include:

- Direct teaching and interactive oral work with the whole class or groups.
- Experimental, investigative work and practical work both in/outdoors.
- The use of ICT to develop, support and enhance learning where appropriate.
- Teaching will be adaptive to ensure all children can access the learning.

Assessment and Record Keeping

Assessment is an on-going process. Teachers should use their own observations to assess a child's strengths and limitations and plan further work based on that knowledge.

Disciplinary knowledge will be assessed according to the working scientifically skills set out by the National Curriculum 2014. To aid this process and to ensure a consistent approach, each class completes investigative work during each unit of work

and should have a good coverage of the 10 child-friendly working scientifically skills that we display in classrooms.

Opportunities for assessment should be actively planned for and evaluated. Groupings should also be structured to maximise assessment opportunities.

At the end of each unit of work, teachers are required to assess each child based on the knowledge and skills the pupils have demonstrated during the unit. This assessment is completed on the Crawshawbooth Tracker. Teachers are expected to use ongoing informal assessment to assess the scientific skills of the children during and between lessons.

Teachers are responsible for completing the attainment for each child, which will be completed termly, on the school tracking system, using PLAN examples of work document and TAPS assessment to guide their teacher assessment. Teacher assessment will be submitted at the end of Key Stage 1 and 2 and will subsequently be reported to parents.

In line with the school's SIP, children are being given more opportunities to practice their writing skills, particularly through TAPS lessons and assessment pieces at the end of each unit. Written assessment pieces should clearly show a child's understanding of the subject. Teachers are encouraged to use various written outcomes throughout the year including but not limited to reports, journals, persuasive writing, concept maps and explanation texts.

Parents & Community

Parents are consulted at least twice a year and reports written once a year to inform them of pupil progress.

Resources

The science resources are stored centrally and divided into labelled trays and stored in the Upper Junior department.

Health & Safety

All children should be made aware of basic rules for working safely in science environments and with scientific equipment. Teachers have access to CLEAPSS to provide guidance and clarity. Unsafe behaviour should always be dealt with immediately and reported if necessary and in accordance with the Behaviour Policy.

EAL

Children with E.A.L will have full access to science with support from the E.A.L. team if necessary.

S.E.N Provision

Children on the SEN register will have I.E.Ps detailing learning targets to work towards. Support Assistants are used to help these children when necessary.

Monitoring And Evaluation

The Science Subject Leader monitors various aspects of science in liaison with the Senior Leadership Team.

Links To Other Policies

Homework

Assessment

SEN

Teaching and Learning

Presentation and Marking

Review

The policy will be reviewed and updated as necessary

The policy was drawn up in March 2009

The policy was approved by the governors in May 2009.

The policy was reviewed and approved in May 2011.

The policy was reviewed and approved in May 2012.

The policy was reviewed and approved in May 2014.

The policy was reviewed and approved in May 2015.

The policy was reviewed and approved in Oct 2016.

The policy was reviewed, updated and approved in Feb 2017.

The policy was reviewed, updated and approved in Feb 2018.

The policy was reviewed, updated and approved in Feb 2019.

The policy was reviewed, updated and approved in Feb 2020.

The policy was reviewed, updated and approved in Feb 2022.

The policy was reviewed, updated and approved in Nov 2023.