



Science Policy

1. AIMS

- To develop pupil's enjoyment and interest in science
- To develop pupil's understanding of key scientific concepts and scientific skills
- To enable pupils to effectively communicate scientific ideas by using scientific vocabulary
- To develop positive attitudes which encourage collaborative learning and perseverance
- To develop pupil's awareness of how science influences and affects our everyday lives.

2. THE SCIENCE CURRICULUM

The knowledge and content prescribed in the National Curriculum will be introduced throughout year groups in a progressive and coherent way. How this is achieved is indicated in our Programme of study for science, which is currently being reviewed and rewritten in line with the new curriculum.

3. APPROACHES TO TEACHING & LEARNING

Scientific Enquiry

Science is taught with an emphasis on the pupils engaging in practical enquiry to support and develop their understanding of scientific concepts and skills.

Teachers use a range of strategies including: exploration, investigative enquiry and illustrative enquiry. Teachers try to ensure that the children's ideas are used as a basis for enquiry and child led investigations..

Children are encouraged to record their investigations using the relevant process skills which are introduced in year 3, further developed in year 4 and fully utilized in years 5 and 6. This is essential if children are to be enabled to show their knowledge and understanding of a scientific concept and the vocabulary.

ICT

Pupils are taught to use a range of ICT equipment to enhance their scientific learning. E.g. digital cameras to record investigations; data loggers for accurate measurements of temperature and digital microscopes for close observation. Programmes such as Excel are used to create graphs and charts to record results.

4. HEALTH AND SAFETY

The LEA has adopted the ASE book 'Be Safe' as its model risk assessment, a



MAPLE SCHOOL SCIENCE POLICY



copy of which can be found in the Science shelves and should be consulted when necessary. If an activity is not covered by 'Be Safe' then we will contact CLEAPSS for further advice.

7. ADDITIONAL EDUCATIONAL NEEDS

The study of science is planned and differentiated to provide pupils with a suitable range of activities and support appropriate to their abilities and needs. Curriculum planning ensures that all pupils have an equal opportunity to take part in every aspect of the science curriculum.

Gender, disability and cultural differences are reflected positively in the school.

8. THE ROLE OF THE SUBJECT LEADER

- To undertake monitoring of standards in science and use this to inform the science action plan.
- Provide leadership and management of their subject to secure high quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff, including the organisation and presentation of School INSET.
- Take a lead in policy development and review.
- To liaise with outside agencies and attend subject specific courses.
- To report to the Head teacher and Governing Body on science related issues.
- To plan and organise the allocation and purchase of resources in accordance with available budget.

POLICY REVIEW

This policy was written by Veronica Wheen

This policy will be reviewed in Spring 2015