

Policy for Science



Introduction

- This document is a statement of the aims, principles and strategies for teaching and learning at Skelton Primary School.
- It was developed during the summer of 2003 through a process of consultation with the Science Co-ordinators.

What is Science?

- Developing the understanding of important scientific ideas, processes and skills and relating these to everyday experiences.
- Learning about ways of thinking and or finding out about and communicating ideas.
- Exploring values and attitudes through science.

Aims

Our aims in teaching Science are that it will:

- Try and make sense of phenomena, seeking explanations and thinking critically about predictions and introduce ways of testing, organising and interpreting their ideas and findings in an attempt to find solutions to problems.
- Use scientific language and mathematical skills including technical vocabulary and conventions.
- Develop respect for the environment and living things and for their own health and safety.
- Evaluate critically ideas, which may or may not fit evidence available.
- Provide opportunities where scientific ideas can be related to real life problems and build on the children's natural curiosity.

National curriculum

- Science is a core subject in the National Curriculum. The fundamental knowledge and concepts of the subject are set out in the national curriculum where they are categorised into 6 programmes of study for each of the 6 year groups.
- Science in Nursery and Reception is in line with the documentation for the foundation stage, coming under the heading knowledge and understanding.

Strategies for the teaching of Science

- The mode of working is a mixture of class teaching, individual work and co-operative group work.
- Relevant discussion is encouraged.
- There is no specialist teaching in Science, it is taught by class teachers.
- Classroom assistants are used to help when available.
- Schemes of work are broadly based on the QCA scheme.
- Excellence in Science is celebrated in display.

Differentiation

It is recognised that with any group of children there will be a variety of needs. Therefore it is essential that teaching staff are aware of previous scientific experiences that the children have had. This can then be taken into account during planning ensuring that the provision of activities are at the correct level.

- Pupils with difficulties in learning are given differentiated work when appropriate.
- Pupils with a particular flair and ability for Science are given the opportunity to extend their knowledge and skills.

Strategies for ensuring Progress and Continuity

- The foundation for curricular planning is developed through a process of collaboration between staff, and approved by governors.
- Schemes of work are developed by the science co-ordinators using QCA guidelines and adapted for the needs of the school.
- Work plans are drawn up by year group teams for each half term and monitored by the science team.

The role of the Science co-ordinator is to

- Take the lead in policy development and the production of schemes of work are designed to ensure progression and continuity in Science throughout the school.
- Monitor progress by developing a portfolio of work.
- Support colleagues in their development of work plans and implementation of the scheme of the work and in assessment and record keeping activities.
- Take responsibility for the purchase and organisation of central resources for Science.
- Attendance at relevant in-service courses and disseminate acquired knowledge/information to the rest of staff.

Strategies for recording and reporting

- An end of unit/half-termly assessment takes place throughout the school.

- Children's performance is reported to parents termly at consultation evenings and annually through a written report.

Information Technology

- Information technology is an important resource to support Science.
- Web site addresses are now recorded on planning sheets.
- Only children with parental permission allowed to access the Internet.

Health and Safety issues

- Risk assessments must be undertaken by staff prior to any visits outside the classroom. Teachers will be able to refer for guidance to the school Health and Safety policy, national guidelines and information given by Redcar and Cleveland Borough Council.
- Health and safety issues are now recorded on planning sheets.

Resources

- There is a range of resources to support the teaching of science.
- All science equipment stored in the science area.