

E21C Trust Primary School

Science Policy

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Author (name & job title):	Marion Drake, Executive Headteacher
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Status and Aim of Policy

This policy is a statement of our intentions and practices regarding Science in our primary schools. Our policy, based on research evidence and models of good practice, was developed following training and INSET. This policy aims to specify those characteristics, which we as a school agree are necessary for the successful teaching of Science, which is an integral part of our whole school vision.

Aims and Objectives

- To provide opportunities for pupils to develop knowledge, skills and understanding in the four areas of science.
- To develop enthusiasm and enjoyment of science.
- To develop speaking and listening skills through questioning, researching and communicating facts, ideas and opinions in a variety of contexts.
- To develop the skills of enquiry through research.
- To develop problem solving skills through investigative work.
- To develop application of number through collecting, considering and analysing first-hand and secondary data.
- To use a range of ICT to support learning in science.
- To promote the ability to work collaboratively.
- To improve pupils own learning and performance through reflection and evaluation.

Time

It is recommended that science accounts for 15% of curriculum time. It is important that time is allocated for investigations and scientific enquiry.

National Curriculum Requirements

The knowledge, skills and understanding in each programme of study identify the four areas of science:-

- scientific enquiry
- life processes and living things
- materials and their properties
- physical processes

Teaching should ensure that scientific enquiry is taught through contexts taken from the other three areas.

ICT and Science

Teachers should take every opportunity to use ICT in science. This can include:-

- using a word processor to write a report of an investigation
- classifying using a graphics program
- finding information using a CD-ROM
- use spreadsheets to prepare and examine graphs
- use sensors to measure temperature, light or sound
- use video recorders to obtain evidence.

Assessment

In deciding on a pupil's level of attainment, teachers must decide which level description best fits the pupil's performance.

Assessment of the pupil's level of attainment in SC1 can be aided by the use of the QCA end of unit assessment booklets which are available from the Subject Leader. There are also the Rising Stars Assessment booklets.

Arrangements for statutory assessment at the end of each key stage are set out in detail in QCA's annual booklets about assessment and reporting arrangements.

Pupils' attainment and progress will be tracked at the end of each term.

Pupils in Years 3-5 will undertake an End of Year Science Test during the school test week during the summer term.

Resources

Resources can be found in the science cupboard in the Sunshine Room.

All resources should be signed in and out on the list provided. Any breakages or consumption of materials should be reported to the Science Co-ordinator who will endeavour to replace such items as and when the budget allows.

Safety

Health and Safety considerations are of paramount importance in science teaching. Requisite manuals on Health and Safety aspects are among science books in the science equipment room. The Science Co-ordinator can be consulted if required.

Children should be educated in the safe handling and use of all materials.

Naked flames are only ever used under close supervision from the teacher.

When hot water is used, the teacher should be in close attendance and glass containers should not be used.

Food being studied should be kept in containers at all times.

Toxic materials are never used in schools.

Great care should be used in handling other potentially hazardous materials. The teacher should be always be in attendance and emphasise the need for caution.

Equal Opportunities

Reference should be made to the school's Equal Opportunities Policy. During science lessons we aim to ensure equal access and teaching to all pupils in order to meet their individual needs, regardless of race, gender or ability.

Quality Assurance

Reference should also be made to the school's Quality Assurance Policy.

The quality of pupil's works produced and standards reached will be monitored through:-

- the yearly framework
- work sampling
- lesson observations and feedback
- planning and assessment
- cross curricular

Evaluation

This policy will be updated on a regular basis as part of the school's rolling programme of policy reviews.