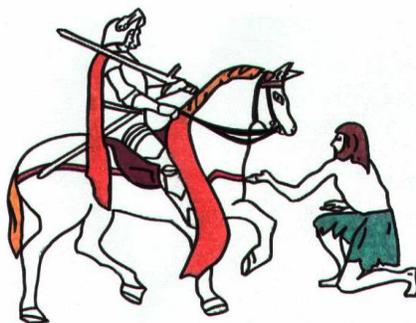


LIBERI SUPER OMNES



**St Martin's School
DOVER**

Science Policy

Document Information	Date/source of Policy	Responsibility
Date of review	September 2016	Nicola Mayes
Date of new review	September 2017	Nicola Mayes
Source of policy		
Date of Adoption		

Rationale

Science is a body of knowledge built through investigative and experimenting skills and testing of ideas. Science is also methodology, a practical way of finding reliable answers to questions we may ask about the world around us. Science in our school provides opportunities for children to develop their knowledge and understanding of the world in which they live both through practical experience and from other sources of information.

We believe that a broad and balanced science education, where cross curricular links can be made to other subjects, is the entitlement of all children within our school. Our aims in teaching science include the following:

- Preparing our children for life in an increasingly scientific and technological world.
- Fostering concern about, and active care for, our environment.
- Helping develop and extend our children's scientific concept of their world.
- Developing our children's understanding of the international and collaborative nature of science.
- 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 scientific enquiries that help our children answer scientific questions about the world around them.
- Equip children with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Aims:

Our aims as a school are:

- To give our children an understanding of scientific processes.
- To help our children to acquire practical scientific skills.
- To develop the skills of investigation - including observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating.
- To develop the use of scientific language, recording and techniques.
- To develop the use of ICT in investigating and recording.
- To enable our children to become effective communicators of scientific ideas, facts and data.
- Encourage the development of positive attitudes to science.
- Build on our children's natural curiosity and developing a scientific approach to problems.
- Encourage open-mindedness, self-assessment, perseverance and responsibility.
- Build our children's self-confidence to enable them to work independently.
- Develop our children's social skills to work cooperatively with others.

The role of the subject leader

The subject leader will:

- Take the lead in policy development and ensure there is progression and continuity in Science throughout the school.
- Support colleagues in their development of the planning, teaching and assessing of science.
- Monitor and support the delivery of the Science Curriculum and advise the school leadership team on action needed.
- Take responsibility for the purchase and organisation of central science teaching resources.
- Keep up-to-date with developments in Science.

Resourcing

Science funding will be within the school budget plan for each financial year. Resourcing, personal development and training needs will be discussed and included in the School Development Plan and Subject Action Plan.

Resources are in place for the topics that each class is to teach. We ensure that a broad and exciting choice of resources enhance the children's learning and give them opportunities to investigate with equipment and materials that they may not ordinarily come in to contact with.

Principles of teaching and learning

We aim to teach science in ways that are imaginative, purposeful, enjoyable and well managed.

- We aim to link our science topics to other areas of learning within our curriculum to ensure a more meaningful learning outcome.
- Allow opportunity for an investigation and exploration activities within each science unit each half term.
- We aim to give clear and accurate teacher explanations and offer skilful questioning.
- We aim to develop children's natural curiosity of their understanding of the world.

Planning, continuity and progression

Planning for science is supported by the use of a Science LTP and Kent Science Plans which are in line with the new curriculum.

- The teacher will follow the Science Long Term Plan to ensure the correct coverage throughout the school.
- Each year group must be taught the areas of learning set out in the LTP, but these can be taught in any order through the year.
- By following the LTP for the correct year group will ensure continuity and progression across the school.
- Kent Science Plans are available to support medium term planning.

Assessment

Opportunities for assessments are identified in planning. Teachers are expected to keep a class record of learning in the 'floor book' showing observations, questioning, photographs of investigative skills and experiments where appropriate. A range of evidence should also be placed in the children's individual assessment files in T2, 4 and 6 to show progression in skills.

- Teachers record a judgement for each child for each unit of work.
- All progress grids to be sent to the Science leader after each term's assessment has been completed.
- Children's work is marked in accordance to the schools marking policy.
- Children have an opportunity to self-assess by using the assessment grids in their books.
- The Science leader will monitor the judgements using planning, book scrutinies and pupil voice.
- Children within the foundation stage will be assessed using the EYFS framework 2014, under the specific area of Understanding the World.

Differentiation

All lessons will show clear differentiation for all abilities. Supporting resources will be outlined in planning to ensure the curriculum is accessible for all.

ICT

The use of ICT supports the teaching of Science through language, recording, researching, virtual experiments, use of microscopes and games. Whenever possible, ICT will be incorporated into Science.

Equal Opportunities

Children of all ethnic groups, both genders and all abilities have equal access to the Science curriculum. Positive images in terms of such groups are promoted throughout the school, both in the use of language and in the provision of resources. Planning will take account of the different learning styles of boys, girls and children from different cultures.

Health & safety

All stake holders will apply the guidance outlined in the health and safety policy when using scientific resources both in and out of school to enhance science learning opportunities.

Review

This policy document will be reviewed as appropriate in response to local or national initiatives, evaluations of monitoring procedures and as detailed in the school development plan.

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Updated: September 2016 (NM)