**BENWICK PRIMARY SCHOOL**

**SCIENCE POLICY**

**Policy Statement**

Science is extremely important for the following reasons:

* It allows pupils to develop their understanding of concepts based on first-hand exploration.
* It builds up an appreciation of science as a fundamental part of everyday life.
* It is a necessity to enable children to develop as scientifically literate citizens.
* It shows how the two parts - substantive understanding (knowledge and concepts) and procedural understanding (scientific enquiry) need to function together.
* It promotes enquiry, problem solving, creative thinking, information processing, reasoning, evaluation, communication.
* It enhances other area of the curriculum including Literacy, Numeracy and ICT skills.

**Aims**

The Aims of Science at Benwick are:

* To encourage/develop interest, enjoyment and enthusiasm in all pupils.
* To develop an enquiring mind and a scientific approach to problem-solving.
* To encourage an awareness where appropriate of continuing scientific advances and their impact on society.
* To relate science to everyday life through the use of everyday materials and situations.
* To develop attitudes of curiosity, perseverance, etc.
* To encourage good Health & Safety attitudes.
* To support and develop children’s Literacy and Numeracy and ICT skills within a scientific concept.

**Science Curriculum Planning**

We believe that the best way to learn Science is through first-hand experience, through a range of domestic and environmental contexts that are familiar and of interest to the children.

Science is incorporated into our creative curricular approach, taught alongside and where appropriate, integrated into the topic focus.

**Long Term Planning:**

* It is divided into six knowledge based units covering all aspects of Sc2, Sc3 and Sc4 from the National Curriculum for both Key Stage 1 and Key Stage 2, with Sc1 skills identified within each unit.
* Each unit identified in the long term plan has specific identified areas of learning (objectives), resources available in school, links with ICT
* Long term plan ensures children are given the opportunity to build upon prior learning.

**Medium Term Planning:**

* Each medium term plan contains objectives for that specified unit and success criteria linked to each. Activities are then planned from this.
* Each medium term plan must have at least one scientific investigation identified for the children to plan and carry out.

**Teaching and Learning Styles / Strategies**

At Benwick Primary School, we aim to promote effective scientific learning. This is carried out in the classroom using a variety of strategies that may include:

* Varying the teaching style according to the age, ability and experience of the children.
* Providing children with opportunities to observe, listen, talk to each other, make drawings, write reports and evaluate what they have done.
* Offering opportunities for children to experience first-hand practical investigations and experiments encouraging children to think by questioning them and getting them to ask questions of their own.
* Getting the children to work as a class, small group, in pairs or individually.
* Providing opportunities for cross curricular links.
* Providing opportunities for children to use ICT to develop research skills and enhance subject knowledge.

**Science and ICT**

Children use ICT in science lessons where appropriate. They use it to support their work in science by learning how to find, select and analyse information on trhe Internet and on CD-ROM’s. Children use ICT to record, present and interpret data and to review, modify and evaluate their work and improve its presentation.

**Assessment and Recording**

We assess children’s work in science by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher marks the work and comments as necessary. At the end of a unit of work the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum level of attainment, using the Assertive Mentoring tracking grids.

Teachers make an assessment of the children’s work in science at the end of Key Stage 1. We report the results of these tests to parents along with the teacher assessments which we make whilst observing the work of children throughout the year.

At the end of each academic year each child is given a National Curriculum Level for science by their class teacher which is passed onto their next teacher.

**Teaching Science to Children with Special Educational Needs**

We teach science to all children, whatever their ability. Science forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties, using P-levels to help with the planning and assessing of science for children who are at this level.

**Health and Safety**

All children will be taught about the relevance of health and safety when undertaking work in science. Teachers will carry out risk assessments when needed. Staff refer to the ‘Be Safe’ booklet for guidelines on issues.

**Equal Opportunities**

In line with our Equal Opportunities Policy, all pupils are given access to the science curriculum regardless of sex, religion, age or ethnic origin. We will strive to provide a range of texts and activities which reflect the diversity of our culture.

**Monitoring and Review**

It is the responsibility of the science subject leader to monitor the standards of children’s work and the quality of teaching in science. The science subject leader is also responsible for supporting colleagues in the teaching of science, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school.

Agreed and adopted at the Full Governing Body meeting on:

Signed.........................................................................................................................Chair of Governors