



Together - we care, we learn, we belong

## **Science Policy**

### **1. The Philosophy of Science**

For young children Science is an introduction to the world of living things, materials and energy. It is a largely practical subject, which develops a spirit of enquiry by encouraging curiosity and reason. Scientists have revealed vast amounts of knowledge about our world by using the skills of observation, prediction, investigation and interpretation. Each child needs to enjoy the experience associated with Science by increasing and developing their knowledge and by starting to use the skills associated with scientific methods of investigation. Working with others, learning how to persevere and learning how to ask questions are skills which encourage work to be carried out in a scientific way.

### **2. Science in the National Curriculum**

Each child will have access to the full Science curriculum throughout Reception and Key Stage 1.

The school follows the National Curriculum for Science using the QCA scheme of work for science.

### **3. The Role of the Co-ordinator**

- a) To establish collaboration between year groups and ensure continuity in schemes of work.
- b) To advise on assessing, recording and implementing an appropriate system.
- c) To develop resources and advise on safety issues.
- d) To review with staff at regular intervals Science within the school.
- e) To liaise with other schools and LEA advisory services.
- f) Participate in specialist Inset where appropriate.

### **4. Organisation**

#### **a) Teaching Strategies and Planning**

It is important that the teacher identifies the most appropriate teaching strategy to suit the purpose of a particular learning situation. There is a variety of ways in which the teaching may be effective. Our school has a tradition of encouraging learning through investigation, with an emphasis on first hand experience. It is however, acceptable to use demonstration, research, exploration and teacher led investigations (especially in R and Yr 1) when circumstances, resources and the needs of individuals and groups dictate.

Teachers need to use their flair, enthusiasm and professional judgement to identify the most sensible, enjoyable and safe methods for the work being conducted.

b) **In the classroom**

Teachers should look for opportunities to praise cooperation and safe considerate behaviour.

Children are directed to work as individuals, in pairs, in groups and also as a whole class when appropriate.

The children are encouraged to use a variety of means for communicating and recording their work. The development of personal working styles is to be respected and encouraged. Participating as a speaker and a listener is to be valued.

The use of ICT will be encouraged as and when appropriate.

c) **School Based Scheme**

The school uses the QCA scheme of work and uses Lett's Science to support this.

The school also supports the QCA units in Y1 with the use of the 'Let's Think' Science scheme and resources.

d) **The Foundation Stage**

Nursery and Reception work in accordance with the "Exploration + Investigation" goals outlined in the Development Matters document with a focus on the 30-50 and 40-60 month development goals. The children are provided with many opportunities to develop their scientific understanding in both indoor and outdoor contents.

5. **Equal Opportunities and Special Needs**

Every effort is made to ensure that both boys and girls have full access to the science curriculum.

Children with special educational needs are involved in all aspects of the science curriculum with work planned at an appropriate level as to ensure that each child achieves their full potential.

6. **Assessment and record keeping**

Teachers will use the learning objectives for each unit of study to aid their teacher assessments. The children's science books will provide evidence of the work covered. These will be started in Yr1 and transferred on to Yr 2 to show progression of the child's knowledge and skills. Staff will thought shower with the children at the beginning and end of every topic covered. This again will provide evidence of the progression of the child's knowledge of the subject covered. Staff will use East Riding targets to record pupil progression and attainment. These can be shared with the children if deemed appropriate by the teacher.

7. **Resources**

These are located centrally in the Science and Technology room. The 'Let's Think' science resources are located in Y1.

The children are encouraged to choose from a range of available equipment when designing investigations.

Children are trained in the safe and considerate use of animals, plants and equipment and not to be careless with consumables and materials which are not easy to store.

## **8. Health and Safety**

The safe use of equipment is promoted at all times.

The BE Safe safety policy has been adopted by the staff and spare copies are available from the school office.

The School's Health and Safety policy should be consulted for details regarding scissors, craft knives, electrical equipment, wet areas, heavy equipment and the use of tools.

Any animals including insects, being used for study should be treated with respect and returned as soon as the activity is complete. For specific guidance consult BE Safe safety policy.

Leaves and berries of a poisonous nature should be avoided in classroom displays and their danger be made clear to the children.

## **9) Cross Phase Liaison**

Teacher assessment is sent to the junior school at the end of Y2. The coordinator attends relevant meetings.

## **10) Staff Development**

Through relevant school based in house service training from relevant advisors, focussing in investigative skills and assessment. The co-ordinator to be released to support colleagues in the classroom.

## **11) Review and Evaluation**

This policy is reviewed by the staff and the governors at regular intervals. Parents are most welcome to request this document and comments are invited from anyone involved in the life of the school.

Within all teaching and learning in this subject all relevant gender/race/disabilities will be recognised and treated equally.