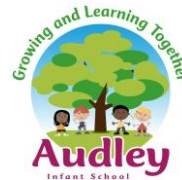


Audley Infant School



Science Policy

Our Rationale for Teaching Science

Science is a body of knowledge built up through experimental testing of ideas. Science is also a practical way of finding reliable answers to questions we may ask about the world around us.

Science in our school is about developing children`s ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using applying process skills.

We believe that a broad and balanced science education is the entitlement of all our children regardless of ethnic origin, gender, class, aptitude or disability.

Our Aims for teaching Science to all our children

- To prepare for a life in an increasing scientific and technological world.
- To foster concern about, and active care for our environment.
- To help develop and extend a scientific concept of our world.

Attitudes

- To encourage the development of positive attitudes to science.
- To build on their natural curiosity and develop a scientific approach to problems.
- To encourage open-mindedness, self –assessment, perseverance and responsibility
- To build self confidence and enable them to work independently.
- To develop social skills to work co-operatively with others.
- To provide an enjoyable experience of science so that they may be motivated to study science further.

Skills

- To develop the skills of investigation, including observing, measuring, predicting, hypothesising, experimenting, communicating, explaining, and evaluating.
- To develop the use of scientific language for recording.
- To develop the use of ICT in investigating and recording.

Our Teaching Aims

- To teach science, as outlined in National Curriculum Orders, in ways that are imaginative, purposeful, well managed and enjoyable.
- To give clear and accurate teacher explanations and offer skillful questioning. To make links between science and other subjects.
-

Science is a Core Subject and has four attainment targets

- Sc1-Scientific Enquiry
- Sc2-Life and Living Processes
- Sc3-Materials and their Properties.
- Sc4- physical processes.

How science is structured throughout the school

From September 2014 the school will adapt the Programmes of study for Year 1 and 2 as outlined in the new National Curriculum.

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Children in the Foundation stage including Nursery are taught the science elements through the Early Learning Curriculum: Knowledge and Understanding of the World. As a Core Subject at KS1, science should be taught for a minimum of one hour per week. However, when planning, teachers could decide to block lessons together if it makes the Science focus more relevant and practical for the children.

Our Approach to teaching science

In the year groups, teachers plan together following National Curriculum guidelines. We use cross curricular links where possible, and endeavor to link the science focus to the half termly topics.

The science lessons are practical and exploratory whenever possible. Children are taught a range of skills outlined above and results are recorded in a variety of ways depending upon the tasks. Eg observation and listening to children`s talk, photographic evidence, observational drawings, written report, data collection and presentation through graphs and charts etc. In key stage 1 the Discovery Dog materials and planning tool are used to plan simple investigations.

We value science as a vehicle for the development of language skills, and we encourage our children to talk constructively about their science experiences. In our teaching, science is closely linked with literacy and mathematics.

We recognise the particular importance of first-hand experience for motivating children with learning difficulties. We recognise that science may strongly engage our gifted and talented children, and we aim to challenge and extend them.

We exploit science`s special contribution to children`s developing creativity. We develop this by asking and encouraging challenging questions and encouraging original thinking.

Assessment and recording in science

We use assessment to inform and develop our teaching using APP assessment grids and P levels as guidelines. Topics commonly begin with an assessment of what children already know.

We assess for learning (AfL). Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve. Activities during, and at the end of, each topic record achievement and celebrate success.

We have a tracking system to follow and accelerate children`s progress. The school science coordinator

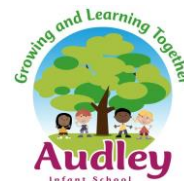
monitor`s progress through the school by sampling children`s work, taking photographs and talking

to teaching staff. The Science Co-ordinator has an annotated folder of children`s work including photographs.

All staff assess children`s level of attainment throughout the topics and record a summative assessment of attainment the end of each half termly programme of study in KS1. This teacher assessment is based on assessment records and work samples.

Reports to parents are made verbally at parents evenings, and written once a year, describing each child`s attitude to science and whether a child is attaining below, expected or above National standards.

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Cross Curricular Opportunities

Science teaching and learning will be the means to many wider cross-curricular themes and dimensions.

There are many opportunities to expand the Science curriculum in PE, PSHEE, Literacy and Numeracy for example. Pupils will also be develop a sense of citizenship through Science curriculum, ie exploring the local environment and litter and ecological issues.

Children's skills in oracy and literacy will be enhanced. Problem-solving, decision-making and interpersonal skills will also be developed.

Special Educational Needs

We aim to provide for all children so that they achieve as highly as they can in Science according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

Support staff work collaboratively with the class teacher to provide additional support where needed.

Gifted children will be identified and suitable learning challenges provided.

Equal Opportunities

All children are provided with equal access to the Science curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of the Co-ordinator

The role of the Science co-ordinator involves:

- * modelling good practice
- * being responsible for the upgrading and ordering of resources and arranging for their storage
- * keeping up to date with recent Science developments and new initiatives and ensuring staff are informed
- * auditing and supporting colleagues in their CPD
- * monitoring the quality of the learning environment
- * monitoring planning
- * supporting teachers in planning and using resources
- * updating the school policy when necessary
- * creating an action plan that highlights areas for development

Linda Walker

March 2014

Review

Date for next review of this document by the Science Co ordinator and teaching staff

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