



## Science Policy

Agreed at (please indicate with a \* ):

- Full Governing Body Meeting \_\_\_\_\_
- Children and Learning Committee Meeting \_\_\_\_\_
- Resources Committee Meeting \_\_\_\_\_

Date: 9.6.16

# Science Policy

## 1. Introduction

a) A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. All pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

## 2. Aims and objectives

- a) The national curriculum for science aims to ensure that all pupils:
- i. Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
  - ii. Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
  - iii. Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

## 3. Subject Curriculum and Organisation

a) The national curriculum programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage.

b) At Stamford Green, the programmes of study to be taught in each year group are detailed in the Stamford Green Primary School Science Curriculum Map.

c) The Stamford Green Primary School Science Progression Document gives staff further clarity on how their year group's science curriculum is linked to previous and future learning.

d) For all year groups, the requirements of the science curriculum have been mapped into the school's theme-based learning; some themes will have a greater science content than others. This approach gives children the opportunity to contextualise their science learning within the broader learning experience.

## 4. SEND

a) We provide for all children so that they achieve their potential in the learning of geography according to their individual abilities. See SEND policy for further information.

## 5. The role of the science subject leader

- a) The subject leader is to:
- i. Take a lead in the development of policy and the implementation of the science curriculum
  - ii. Have an overview of science teaching throughout the school

- iii. Support colleagues in their development of planning and implementation of science in assessment and record keeping activities
- iv. Take responsibility for monitoring the quality and availability of science resources and to advise colleagues on use of resources as appropriate
- v. Keep up to date with developments in science education and disseminate information to colleagues as appropriate
- vi. Monitor progress through consultation with colleagues, classroom observation and scrutiny of children's Discovery books.

## **6. Assessment and target setting**

- a) Opportunities for assessment will be identified when planning.
- b) Children will have regular teacher assessment in line with our Assessment policy.
- c) Further guidance for staff on assessing the 'Working Scientifically' elements of the national curriculum can be found on the following documents:
  - i. Years 1 and 2 Science Assessment Grid
  - ii. Years 3 and 4 Science Assessment Grid
  - iii. Years 5 and 6 Science Assessment Grid.