




**With Jesus as our guide, we promise to care for one another.
To work hard, to build a community in Christ's love.**

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<p>St Mary's Catholic Primary School, Loughborough</p> <p>St Mary's Catholic Primary Science Policy</p>			

Science teaching at St Mary's aims to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and for the future.

OBJECTIVES

The objectives of teaching science are to enable children to:

- ask and answer scientific questions;
- plan and carry out scientific investigations, using equipment (including computers) correctly;
- know and understand the life processes of living things;
- know and understand the physical processes of materials, electricity, light, sound, and natural forces;
- know about the nature of the solar system, including the earth; evaluate evidence, and present their conclusions clearly and accurately.

PRINCIPLES OF GOOD SCIENCE

1. Children's curiosity is encouraged and valued; they are excited and enthusiastic when anticipating in their science lessons.
2. Science is practical and hands on and children enjoy learning through exploration and questioning; they have the opportunity to use good quality resources.
3. Enrichment events/school visits/workshops happen regularly.

4. Progression of science skills is evident and taught throughout the school.
5. Children confidently use accurate scientific vocabulary in context.
6. Teachers use different assessment strategies during science lessons.
7. All pupils are actively engaged in a science enquiry; using a variety of enquiry strategies, independently making decisions, answering their own questions.

TEACHING AND LEARNING

We use a variety of teaching and learning styles in science lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, scientific questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs. They use ICT in science lessons where appropriate to enhance their learning. They take part in role-play and discussions, and they present reports to the rest of the class, school or parents/guardians. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in real scientific activities, for example, investigating a local environmental problem, or carrying out a practical experiment and analysing the results. We recognise that in all classes children have a wide range of scientific abilities, and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways: setting tasks which are open-ended and can have a variety of responses; o setting tasks of increasing difficulty through the use of extension or high order thinking questions – linked to Blooms Taxonomy.(we do not expect all children to complete all tasks) providing resources of different complexity, matched to the ability of the child; using classroom assistants to support the work of individual children or groups of children; by teaching children in mixed ability groups; o by making links across subjects.

SCIENCE CURRICULUM PLANNING

Teachers are expected to develop their planning with the support of the Lancashire Planning Scheme and the TAPS assessment materials which have been advised by the science coordinator. Teachers are not to rely solely on this resource but use it for ideas, reference and guidance so the children can have more creative, memorable and inspiring science lessons. Lesson are evaluated by class teachers and this is used to inform future teaching and learning (this does not need to be in a written format); Key Stage 2 plan for 2 hours of science per week (or an equivalent number of hours in blocks); Key Stage 1 plan for 1 ½ hours of science per week (or an equivalent number of hours in blocks); Planning is in line with the school planning policy; We combine scientific study with work in other subject areas where possible. (Cross-curricular links.) ; ICT should be integrated into planning when possible including use of laptops, data loggers and database software etc. We have planned the topics in science so that they build on prior learning; We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we also build progression into our lessons shown clearly through the assessment guidelines provided by the science coordinator, so that the children are challenged as they move up through the school.

TEACHING AND LEARNING

Foundation Stage At this phase children are: Developing the crucial knowledge, skills and understanding that help them make sense of the world; Involved in activities based on first-hand experiences that encourage exploration, observation, problem solving, prediction, critical thinking and decision-making and discussion; Experiencing a wide range of activities, indoors and outdoors, including adult focused, child-initiated and independent play; Stimulated, interested and curious; Observed by adults and learning is recorded in a variety of ways.

Key Stage 1 and 2 At this phase children are:

Learning through a science process skill-based approach; o Undertaking practical enquiries; Working collaboratively and independently; Developing high quality, purposeful talk for science; Recording findings in a variety of stimulating and purposeful ways; o Building upon prior science learning, both skill and knowledge based; Beginning to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts; Evaluating their own science learning; Using ICT to support and extend their learning in science; o Making links across subjects; Experiencing a variety of teaching styles and strategies that promote positive science learning; Learning that science promotes the concept of positive citizenship; Learning through science, to raise social and moral questions, to understand differences between people and to have respect for others including those with disabilities.

INCLUSION

Our inclusive approach and differentiation allows all children to learn regardless of race, gender, faith, culture or disability. We select and use resources that positively reflect all of the above. Inclusion for science is carried out in line with the school's policies for SEN, Equal Opportunities and the Disability Equality Scheme. Planning and teaching and learning in science set high expectations for all children. Science provides opportunities for all children to achieve including, boys and girls, children part of our ASD unit, children with SEN, children with disabilities, children who are G&T, children from all social and cultural backgrounds, children from different ethnic groups including travellers, refugees, asylum seekers and those from diverse linguistic backgrounds. Teachers are aware that children bring to school different experiences, interests and strengths that will influence the way in which they learn science. Teachers will use a variety of teaching styles and strategies to meet the needs of all children in their science learning.

PROMOTING SCIENCE

School visits for science are organised where possible in line with the current unit of work, to enhance and extend learning. Local resources, such as scientists from industry are used to support units of work where possible. Each year the school participates in National Science week. All children to attend school visits. Disability provision must be noted in Risk Assessment. Science displays in classrooms are clear and around the school will celebrate children's work and evidence progression.

ASSESSMENT FOR LEARNING

Assessment for science is carried out in line with the school policy. Science assessments are carried out using both summative and formative assessment procedures. Formative

assessments are made through observations in lessons. Summative assessment takes place at the end of each unit of work. Assessments are used to inform planning and teaching and learning. Written or verbal feedback is given to the child in line with St Mary's school marking policy, to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work. Class teachers use TAPS science assessment materials for science to inform further assessment onto Target Tracker.

MONITORING

Monitoring for science is carried out half termly by the Science Co-ordinator. Best practice for science is identified and shared amongst practitioners. Samples of children's work will be collected.

RESOURCES

All resources are stored centrally in the science cupboards in the KS2 area. Resources are organised in boxes. Consumable, generic and large resources are stored separately within a cupboard. Staff are responsible for informing the Science coordinator, when extra resources are needed, when there are breakages and when consumables are running low. The Science Coordinator will update and replenish resources when needed.

HEALTH AND SAFETY

Health and safety is in line with St Mary's health and safety policy, monitored by the Premises Officer. The safe use of equipment is to be promoted at all times.

E.Hill

September 2023

(To be reviewed with all staff and governors November 2023)