



Delph Side Primary School Science Policy

Attitudes to science are made in primary school; by the age of eleven most children have made up their mind about whether or not they like science¹. Science provision at Delph Side guides and motivates children to develop conceptual understanding of scientific ideas and also the processes of enquiry that underpin scientific knowledge.

Rationale

Science is a body of knowledge built up through experimental testing of ideas. Science is also methodology, 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 and applying process skills.

Aims

- To develop pupils' enjoyment and interest in science.
- To develop pupils' understanding of key scientific concepts and scientific skills.
- To enable pupils to effectively communicate scientific ideas by using scientific vocabulary.
- To develop positive attitudes which encourage collaborative learning and perseverance.
- To develop pupils' awareness of how science influences and affects our everyday lives.

National Curriculum Coverage

The knowledge and content prescribed in the National Curriculum will be introduced throughout year groups in a progressive and coherent way. Our school follows Lancashire's curriculum which ensures coverage throughout Key Stage 1 and 2 in addition to providing cross curricular learning opportunities through topics. In the EYFS, children begin to develop their scientific knowledge in the area of learning 'Understanding of the World'.

Equal Opportunities

We believe that a broad and balanced science education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability. Our Equal Opportunities policy provides more specific information on how we ensure that this is the case.

Teaching and Learning Style

Science is taught with an emphasis on the pupils engaging in practical enquiry to support and develop their understanding of scientific concepts and skills. Teachers use a range of strategies including: exploration, investigative enquiry and illustrative enquiry. Teachers try to ensure that the children's ideas are used as a basis for enquiry. Children are encouraged to record their investigations using the relevant process skills which are introduced in year 3, further developed in year 4 and fully utilized in years 5 and 6. This is essential if children are to be enabled to show their

knowledge and understanding of a scientific concept and the vocabulary there in. All teachers across all three key stages try to ignite a passion for science through engaging and exciting science sessions. Every year the children of Delph Side are exposed to a range of exciting science activities during British Science week. This week is planned for and led by the subject leader, involving a visitors, parent sessions and school visits to a local secondary school.

Special Educational Needs

The study of science is planned and differentiated to provide pupils with a suitable range of activities and support appropriate to their abilities and needs. Curriculum planning ensures that all pupils have an equal opportunity to take part in every aspect of the science curriculum. Our SEND policy provides more specific information on how we ensure that this is the case.

Parental Involvement

Parents are informed of children's learning in science through newsletters, science week and the school website. During our annual Science Week, parents are usually invited into school to participate in activities with their child.

Health and Safety

Lancashire has adopted the ASE book 'Be Safe' as its model risk assessment and should be consulted when necessary. If an activity is not covered by 'Be Safe' then we will contact CLEAPSS (School Science Service Helpline 01895 251496) for further advice.

Role of the Science Leader

- To undertake monitoring of standards in science and use this to inform the science action plan.
- To identify key groups and support specific children through extra curricular activities.
- Provide leadership in science to secure high quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff, including the organisation and presentation of School INSET.
- Take a lead in policy development and review.
- To liaise with outside agencies and attend subject specific courses.
- To report to the Head teacher and Governing Body on science achievement and provision.
- To plan and organise the allocation and purchase of resources in accordance with available budget.

This policy will be reviewed Spring 2021