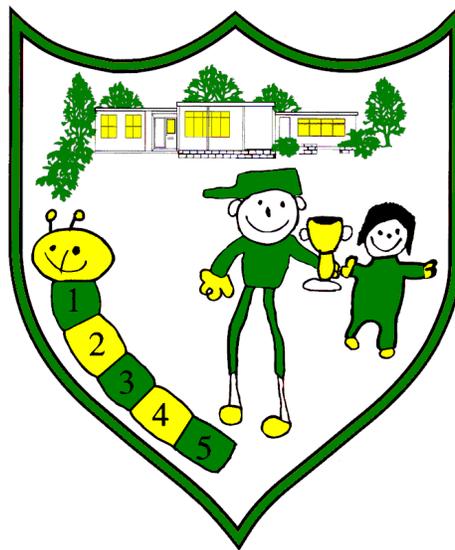


Bawnmore Community Infant School

Policy for Science



Curriculum Subject Leader: Sally Bows

September 2018

Review date: September 2021

This policy reflects the values and philosophy of our school in relation to the teaching and learning of science.

Aims

At Bawnmore Community Infant School we aim to:

- Encourage children to enquire, explore and observe the world around them.
- Develop knowledge and understanding of important scientific ideas, processes and skills and relate these to everyday experiences.
- Provide first hand practical opportunities to observe changes over a period of time, notice patterns, group and classify things, carry out simple comparative tests, and find things out using secondary sources of information.
- Encourage children to use scientific vocabulary to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.
- Ask questions recognising, that they can be answered in different ways.
- Encourage children to work independently and as part of a team.

Principles

Science at Bawnmore Community Infant school is great because:

- Teachers plan exciting science lessons which are taught regularly as part of the Learning Challenge Curriculum. Children lead their learning by asking questions and are encouraged to have enquiring minds.
- Children are fully involved in practical investigations and are given opportunities to talk about their learning, developing their use of appropriate scientific vocabulary.
- When possible teachers invite visitors into the classroom and regular opportunities are planned to explore the school grounds and local area to enhance learning opportunities.
- Children are encouraged to value the opinions of everyone in the class and lessons are differentiated where necessary to ensure all children are challenged and fully engaged in their learning.

These principles were developed by the staff and children at Bawnmore 2018

Teaching and Learning

Science is taught through a cross curricular approach where suitable and is based on the Learning Challenge Curriculum. We use a variety of teaching and learning styles in science lessons including whole-class teaching, small group work and engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, scientific questions. They use ICT in science lessons where appropriate to enhance their learning. The children have opportunities to take part in role-play and discussions, and they present their work in a variety of ways. Science displays in classrooms and around the school are used to celebrate children's work and provide a stimulus for science.

Equal Opportunities

At Bawnmore Infant School all children are given full access to the National Curriculum. Staff will endeavor to help all children to reach their potential, irrespective of race, gender, age or ability. This includes those who have special needs and who are gifted in science, and will require differentiation over and above that needed for all the other children in the class. As an inclusive school, we would seek to accommodate those needs by taking elements of the activity to be embarked upon and allowing the child to learn at his/her own level.

Resources

The science equipment is stored in the science area. The drawers have resources for practical science investigations

We have a range of teacher reference books and guides.

We have a large selection of children's information books in the school library and around the school.

We have an outdoor environment which can be utilized and developed for scientific use.

Health and Safety

It is important that all teachers are aware of the responsibility they have regarding health and safety both inside and outside the classroom. Our children are encouraged to develop their understanding of issues relating to health and safety when working with living things, materials and scientific processes. The children learn to:

- Recognize hazards to themselves and others in a range of activities
- Take action to control the risks.

The school recognizes that the safety of children, other adults and teachers is a prime consideration in any science work. We follow the procedures and recommendations set down in 'Be Safe', published by the Association for Science Education, a copy of which is available for staff reference in the science resource area.

Science Curriculum Leader

The curriculum subject leader will:

- review the science policy
- seek to enthuse pupils and staff about science
- advise and support staff in the planning, delivery and assessment of science
- manage and develop resources for science
- monitor and evaluate science throughout the school to ensure progress across Key Stages
- keep up to date with current developments through attending courses/feedback
- provide information to staff through INSET and staff meetings.

Assessment, Recording and Reporting

Assessments are made by class teachers against the National curriculum science objectives.

In the foundation stage assessment is linked to the Early Learning Goals "Understanding of the World" and is recorded in the foundation stage profile. Parents receive a mid- year report and an end of year report showing progress and attainment in science.

At the end of the key stage each pupil's level of achievement is levelled against the national standards and included as part of their report. This is based on teacher assessment.

All work in books is marked in accordance with the school marking policy.