

Curriculum Policy Document
Document Name: Science Policy
First Written Date: March 2019
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Reviewed By: All Staff
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Document No: CP006



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Rationale

Science at Bramhope Primary School is about developing our children's knowledge and understanding of the world in which we live. We aim to develop their curiosity through first hand experiences, investigations and questioning. At Bramhope we have 5 core principles that our science teaching and learning revolve around:

- We are **curious**
- We ask **scientific questions**
- We develop our **scientific knowledge**
- We use **scientific vocabulary**
- We complete **practical investigations**

Bramhope was awarded the PSQM (Primary Science Quality Mark) award in September 2018.

Organisation of Content

In EYFS, we use the Early Years Framework. Children are introduced to science through looking at their understanding of the world around them and are taught to be curious and ask questions.

In KS1 and 2 we use the New National Curriculum (2014) to ensure that children are taught the required content. We have a 2 year rolling programme to allow for the mixed age classes, which ensures progression in all areas.

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- 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
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

[View Science Curriculum here](#)

[View Long Term Curriculum Overview for KS1 with National Curriculum Objectives here](#)

[View Long Term Curriculum Overview for KS2 with National Curriculum Objectives here](#)

Assessment of content

Assessment is ongoing and takes place formatively each lesson. Teachers use a range of activities to identify whether children have met the expected standard each lesson. Teachers use an assessment grid to show that children have achieved each objective. The assessment grids allow teachers to have a clear understanding of how many children are working at and towards the expected standard which is used for end of key stage judgements. We use Snap Science resources to ensure that we are 'closing the gap' of those pupils not meeting the expected standard.

Accountability

The science subject leaders are responsible for the coordination, planning and monitoring of the science curriculum. The subject leader monitors planning from all key stages to ensure progression. Monitoring visits are used to ensure teaching is consistent and that the core principles and working scientifically objectives are being used. The subject leader supports colleagues in their teaching, by keeping them informed about current developments, providing ongoing CPD to develop teacher's subject knowledge and ensuring all classes are using the most up to date resources. Teaching and learning is also monitored through lesson observations.

Teaching strategies employed

Science is taught in a variety of ways that meet the needs of the individual learner. These may include: practical situations and first hand experiences, often be enhanced by educational visits and visitors. Teachers use the school grounds and wildlife garden when appropriate. Teachers may use ICT where appropriate, a variety of grouping structures, varying levels of adult support and an insistence on scientific specific vocabulary. We hold an annual 'Science Day' which takes place during British Science Week. The school is a member of the ASE and we use this for planning and assessment.

Provision for all children

Teachers plan lessons that are inclusive and adapt resources appropriately to ensure that all children can access the curriculum. There is no greater depth expectation in science, however teachers ensure that through a range of methods they are developing all children's scientific knowledge and challenging the most able.

Inclusion

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. All teachers, when planning, ensure that the activities they are completing are accessible to all.

Health and Safety

The school follows the guidelines of the “Be Safe” booklet for all general health and safety issues connected to science. In addition, staff should refer to the Health & Safety policy. During their time here, pupils are taught the importance of safe handling of tools and equipment and encouraged to assess and minimise risks with increasing independence.