Science Policy

Campton Academy

Approved by:	Akhtar Ahamed
Signed:	
Date approved:	February 2023
Next review due by:	February 2025

At Campton Academy we seek to provide a warm and nurturing environment for the children, where they can thrive safely and achieve their very best. This policy is written in support of our mission statement: 'Every learner valued, every opportunity seized, every achievement celebrated.

Introduction

This policy outlines the teaching, organisation and management of science taught at Campton Academy. The school's policy for science is based on the primary national curriculum. The implementation of this policy is the responsibility of all teaching staff. At Campton we believe that science is a way of working that allows children, through practical first hand experiences and secondary sources, to develop their knowledge and understanding of the world in which they live. These experiences should enable children to observe, question, investigate, make sense of and communicate and evaluate their findings.

Aims

Through high-quality science teaching, we aim to help our pupils understand how major scientific ideas have played a vital role in society. We aim to prepare our pupils for life in an increasingly scientific and technological world. We will to do this by:

- Delivering high quality, interesting and engaging science lessons;
- Using scientific contexts to develop and consolidate cross-curricular skills in literacy, Maths and ICT;
- Developing and extending pupils' scientific knowledge and understanding;
- Developing pupils' ability to work scientifically and involve pupils in planning, carrying out and evaluating investigations;
- Developing pupils' scientific vocabulary and ability to articulate scientific concepts clearly and precisely;
- Ensuring that all pupils are appropriately challenged to make good progress in science.

Teaching and Learning

At Campton Academy teachers plan and deliver high-quality and engaging science lessons incorporating a range of teaching and learning styles. Teachers will provide opportunities for pupils to:

- Learn about science, where possible, through first-hand practical experiences;
- Develop their research skills through the appropriate use of secondary sources;
- Work collaboratively in pairs, groups and/or individually;
- Plan and carry out investigations with an increasingly systematic approach as they progress through the school;
- Develop their questioning, predicting, observing, measuring and interpreting skills;
- Record their work in a variety of ways e.g. writing, diagrams, graphs, tables;
- Read and spell scientific vocabulary appropriate for their age.
- Be motivated and inspired by engaging and interactive science displays, which include key vocabulary and relevant questions.
- Learn about science using the outdoor learning environment.

Planning

- Science in the Early Years Foundation Stage is planned using the Early Years Curriculum 'Understanding of the World'.
- Key Stage 1 and 2 teachers plan science lessons using the National Curriculum (2014).
- All science lessons have focused learning objectives, clear differentiation and success criteria to ensure that pupils make at least good progress.
- 'Working scientifically' is embedded throughout the areas of learning in key stage 1 and 2; this focuses on the key aspects of scientific enquiry which enable pupils to investigate and answer scientific questions.
- Areas of learning within key stage 1 and 2 ensure that statutory requirements are being covered through the specific disciplines of biology, chemistry and physics.

Monitoring

The Science curriculum is monitored by the science co-ordinator through staff meetings, learning walks, observations of teaching, monitoring of medium term plans, children's work, pupil voice and analysis of data. Details of monitoring and evaluation schedules can be found in the Science action plan and the School monitoring schedule. The Principal will monitor the implementation of the Science Policy and its associated policies such as Assessment and Inclusion. They will also ratify (in conjunction with the Governing Body) the Science Policy and the Science Leader's Action Plan.

Assessment and Record Keeping

Assessments of children's progress is made through a combination of end of unit assessments, ongoing teacher assessments, formal tasks and Year tests where appropriate. A record is kept of children's achievements in science including 'working scientifically' through teacher's own notes and in pupil's books. Progress and achievement in Science is reported to parents through termly reports and during autumn and spring term parent meetings.

Inclusion

At Campton Academy teachers ensure that they adopt an inclusive approach to their science planning and teaching; ensuring that pupils of all abilities and backgrounds have an equal opportunity to make good progress and enjoy science.

Resources

A range of resources is available which successfully supports delivering the science curriculum and enables all learners to reach their full potential.

- The Science Subject Leader is available for support where needed.
- Resources for each unit are stored in the Science cupboard

Health and safety

- Teachers must plan safe activities for science and complete a risk assessment if necessary.
- Teachers and teaching assistants need to be aware of health and safety procedures when using equipment/food in science lessons.
- Pupils must be aware of the need for personal safety and the safety of others during science lessons.

Curriculum enrichment

We ensure that children have access to a wide range of educational experiences outside of school through trips. We celebrate national science week in March to inspire learning.

Progression

We recognise that our curriculum planning must allow for children to gain a progressively deeper level of knowledge, understanding and skill competency as they move through the school. Our science plans are progressive and enable teachers to adjust plans to meet the particular needs of individual or groups of children.

A science skills map helps teachers to plan progression in AT1 and is used to support medium term planning.

A science key knowledge map helps to ensure that children are revisiting topics and building on previous knowledge.

Approved by ……

Reviewed …….