



COLLIS PRIMARY SCHOOL

SCIENCE POLICY

At Collis KS1 and KS2 Science is taught by building knowledge and understanding of our world through first hand experiences and exploration. We see Science as a practical subject that develops a spirit of enquiry by encouraging curiosity and reason.

Through this approach, we at Collis believe our children are able to develop active and enquiring minds.

INTRODUCTION

Science is one of the three core subjects in the National Curriculum and is weighted accordingly. This policy outlines the purpose, nature and management of the Science taught in Collis School.

The school policy for Science reflects the consensus of opinion of the whole staff and has the full agreement of the governing body.

The implementation of this policy is the responsibility of all the teaching staff.

AIMS

- To ensure that all our children regardless of race, gender, disability, social background or learning ability have equal access to the Science National Curriculum.
- To provide opportunities to develop experimental and investigative skills in a range of contexts.
- To develop scientific skills and scientific processes such as observation and information gathering, asking questions, prediction, hypothesising, designing fair and controlled investigations, measuring, communicating, drawing conclusions, interpreting results and manipulating variables accordingly.
- To acquire a body of scientific knowledge through experimentation and investigation, which builds on and develops the sense of curiosity.
- To ensure that every child enjoys a sense of wonder in the natural and man made world.
- To make good use of the school grounds and habitats (field, nature trail, pond) and to foster links with the wider community and places of scientific interest.
- To understand how our actions impact upon the environment and to develop an understanding of environmental issues and how we can be involved in improving these.
- To develop an understanding of our responsibilities towards living and non-living things and understand the need to treat them with care and respect.
- To look at Science, it's achievements and applications, and how it can change our lives.
- To foster positive attitudes that encourage the acquisition of knowledge and understanding of scientific concepts.
- To develop responsible attitudes towards safety and understand how to use appropriate tools and equipment with accuracy and care.

OBJECTIVES

- To be able to recall and apply scientific information in a range of contexts.
- To be able to apply the processes and skills of science across the breadth of the curriculum.
- To carry out experimental work, collecting and analysing evidence and to describe results using appropriate scientific vocabulary.
- To demonstrate a respect and appreciation of the local environment and organisms living there.
- To carry out experiments and investigations with particular attention to safety.

ENTITLEMENT

Science is a core subject in the National Curriculum. All children will be given the opportunity to cover the programmes of study for KS1 and KS2 within the Science curriculum taught at Collis. Scientific language, as specified in the Statutory Orders, will be introduced as appropriate from Nursery onwards.

CURRICULUM ORGANISATION

At Collis we follow the Folens scheme of work which is based on the QCA requirements (see appendix of long and medium term planning), supported by a wide range of other material. Our scheme clearly sets out the topics through which Science will be taught and skills will be developed. Years 1 to 6 investigate a different topic each half of term, covering six a year. Topics are revisited and further developed each alternate year. At Collis we recognise the importance of developing Sc1 skills. Our scheme of work reflects this through exploring each objective in an investigative way.

FOUNDATION STAGE

Children in the Nursery and Reception classes will access the science foundation curriculum. In the foundation stage children are encouraged to explore scientific ideas which draw attention to the world around them. The foundation stage is taught through Knowledge and Understanding of the World. The children will develop knowledge, skills and understanding that will enable them to make sense of the world. Collis aims to create a Scientific learning environment that encourages the children to explore and question. (Links with Early Years Policy).

EQUAL OPPORTUNITIES

We are aware of the need to give our children access to a Science curriculum relevant to their backgrounds and respective of the multicultural composition of our school and of the society in which we live.

At Collis we provide equal opportunities for all our children to access the Science curriculum irrespective of race, gender, class, religion or disability. We ensure that any resources used are not gender or culturally biased. (Links with EO Policy).

SPECIAL EDUCATIONAL NEEDS

At Collis, we believe that none of our children should be denied the opportunity to access the Science curriculum. We are committed to providing a curriculum in which all the children can take part at a level that is appropriate to them. If necessary the teaching methods or material will be modified to prevent any restrictions to each child's learning experience and thus enabling each child to reach their full potential. Extension activities are utilised for able children at every available opportunity. (Links with SEN Policy).

RESOURCES

Every effort is made to ensure that adequate resources are readily available and accessible to both pupils and staff. Resources are stored in clearly labelled boxes in the Science cupboard in the hall. It is the responsibility of both the staff and pupils to ensure that the resources are used appropriately and remain in good condition. It is the responsibility of the Science Co-ordinator to audit the resources on a regular basis and order new resources when necessary to ensure the school is fully equipped.

HEALTH AND SAFETY

At Collis, all children are made aware of the importance of health and safety considerations when undertaking work in Science. We are aware that there are certain codes of practice that must be adhered to. The teaching staff ensure that children receive demonstrations of how to use any specialist equipment. All equipment is maintained in good condition and stored safely. Staff will always warn children of any foreseen dangers and take necessary precautions. At Collis School we expect our pupils to learn to take responsibility for the safety of themselves and their peers.

CROSS CURRICULAR WORK

Science has strong links with other curriculum areas such as Literacy (through reading and recording), Numeracy (through data handling, measures), ICT (through communication and data handling), and DT (through application of scientific principles). We aim to inform children of these links, highlighting them in the course of their everyday lives.

ASSESSMENT AND RECORDING

At Collis, we see Science assessment as a means of evaluating the effectiveness of teaching and learning. Summative assessments take place at the end of every topic, each half of term. Each class have assessment sheets devised for each topic which detail the achievement attained. At the end of each unit an assessment sheet will be filled in detailing each child's achievement and monitoring their progress as they go up through the school. Results will be moderated across each year group.

Pupils' scientific knowledge, understanding and skills are also assessed formatively through interaction with our children whilst they are working (listening, observing and questioning). We believe that the ongoing observation, monitoring and assessment of skills and concepts gathered is essential.

A summary of each child's progress in Science is presented to parents at consultation evenings and in their annual report.

It is the role of the Science Co-ordinator to monitor the Science taking place at Collis School.

EVALUATION AND REVIEW

This policy was agreed by the teaching staff and the Governing Body. As a working document, it will be reviewed annually.

Alice Bray, Science Co-ordinator
January 2011