GREAT CHART PRIMARY SCHOOL

SCIENCE POLICY

SEPTEMBER 2024

A Great Place to Discover and Learn

Vision Statement
A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement
Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect
Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

Science is a way to understand our world by carefully thinking about it and testing our guesses with observations and experiments.

Science Policy

1. Intent

We aim to teach a rich, diverse and engaging curriculum that enthuses, and engages all learners at Great Chart school. To develop pupils' enjoyment and interests in science, deepening their understanding of current global issues and taking an interest in their own healthy lifestyles. We aim to offer learners an environment to explore and develop their understanding of key scientific concepts and skills. We will enable pupils to effectively communicate ideas by using the correct scientific vocabulary. 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.

2. Implementation

A high quality of teaching in science will be implemented throughout our Foundation stage, KS1 and KS2. There is a clear progression of skills across the school. All year groups from EYFS to Year 6 follow the Great Chart Science Progression of Knowledge and Skills document showing our three areas of learning. (What makes it Go, What makes it live, What makes it Change). Great Chart school vision and ethos will be evident in planning and teaching of science.

Foundation Stage
Science is taught in the EYFS according to the New Statutory Framework for the Early Years Foundation Stage. It is incorporated in one of the four specific areas within 'The World' in which pupils develop the crucial knowledge, skills and understanding that helps them make sense of their world.

Key Stages 1 and 2
The knowledge and skills within the National Curriculum Programme of Study are met using The Kent Scheme of Work for Primary Science and appropriate cross curricular opportunities. (See resources in team drive)
In Key stages 1 and 2, a unit of work for science is covered each term with some topics covering multiple terms. (See resources in team drive)

Assessment

KS1 and KS2, children's science learning is assessed regularly throughout the year, this helps embed and use knowledge of science units fluently, or to check their understanding and inform teaching. Retrieval practice happens at the beginning or end of each lesson to recall units taught the year before, the term before or the week before.
Assessment of the children's progress is recorded on a grid throughout the year.

3. Impact

Scientific Enquiry
Science is taught with an emphasis on the pupils engaging in practical enquiry to support/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 some of the children's ideas are used as a basis for enquiry.
Science investigation days will provide opportunities for children
ICT
Pupils are taught to use a range of ICT equipment to enhance their scientific learning. E.g. cameras to record investigations, data loggers for accurate measurements of temperature and digital microscopes for close observation.
Programmes such as Excel are used to create graphs and charts to record results.
Recording pupils work

Pupils are taught and encouraged to use a range of recording strategies to communicate their ideas and scientific findings.

PE

Pupils are taught that a healthy attitude to life is important and are given opportunities to engage in healthy activities and education.

4. THE MONITORING OF STANDARDS

Responsibility of the Class teacher

Teachers assess pupils according to the Key Skills and Knowledge Levelled Outcomes.
This information is used to inform Teaching & Learning.
Summative assessments are made by class teachers at the end of each unit of work.Children are assessed and tracked on Arbor. Science Leads analyse data in term 2, 4 and 6 and report back to staff and SLT.
Marking is used to acknowledge achievements and to show the pupils what they need to do in order to improve. Scientific spellings are modelled and corrected.

Responsibility of the Science Leader

To develop and undertake, in conjunction with the head teacher, a monitoring schedule for each academic year. Including: work scrutiny, planning scrutiny, pupil interviews, lesson observations, Monitor and analyse year groups using Target Tracker.

Information from monitoring is shared with staff and a report made to the governing body.

5. RESOURCES

Class teachers are responsible for informing the Science Leader and Finance Officer of resources which are required in order to deliver their planned curriculum.
Shared Science resources are stored (in the labelled drawer boxes on the top of the ramp outside the large hall.)
White laboratory coats are to be worn when carrying out an investigation.
A range of non fiction texts relating to science topics, scientists and diversity are available in classrooms and as part of the guided reading resources within the school.
Science based workshops and organisations are regular features of the school year.
The whole school environment is used to maximum potential in order to support delivery of the science curriculum.
School visits and visitors are planned regularly to enhance learning and help the pupils to relate scientific enquiry to the real world. Cultural capital is defined at Great Chart by providing all children with the knowledge, experiences, language and social skills they need to have the best chances possible.

6. HEALTH AND SAFETY

The safe use of equipment and materials is promoted at all times. Risk Assessments will be completed when necessary with advice from the Science Co-ordinator and H&S Manager.
All accidents and incidents are reported to the Health and Safety Officer who makes a decision as to appropriate action.

7. ADDITIONAL 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.
Gender, disability and cultural differences are reflected positively in the school.

8. THE ROLE OF THE SUBJECT LEADER

- To undertake monitoring of standards in science and use this to inform the science action plan.

- Provide leadership and management of their subject 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 related issues. To plan and organise the allocation and purchase of resources in accordance with available budget.
- To implement the Eco schools project working towards their award.

Date of next review: July 2025