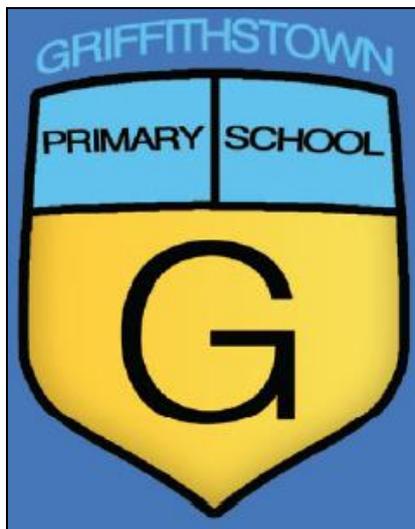


GRIFFITHSTOWN PRIMARY SCHOOL



Title	Science Policy
Date	November 2014
Author	A McGhee



INSPIRE, CHALLENGE, ACHIEVE

Purpose

The purpose of this policy is to ensure a consistent and corporate approach to Science learning and teaching across the school

Aims

Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills.

We believe that a broad and balanced science education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

We aim to:

- Prepare our children for life in an increasingly scientific and technological world.
- Foster concern about and active care for our environment
- Develop the skills of investigation - including observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating.
- Develop the use of scientific language, recording and techniques.
- Develop the use of ICT in investigating and recording.

Wider school aims/ethos

The policy is underpinned by the school's mission statement, vision and aims.

Consultation

This policy has been created following consultation with staff, parents and children.

Teaching

- Science is a core subject in KS2.
- Children in the Foundation Phase are taught science through Knowledge and Understanding of the World
- We encourage children to ask and answer their own scientific questions where appropriate.
- Teachers are expected to plan units of work that suit the children's interests, current events, teaching styles, and make best use of any support staff and available resources.
- A rolling programme is in place where there are mixed year group classes.
- Science is closely linked with literacy and mathematics and we take every opportunity to develop LNF skills.

ICT

- We use ICT to develop the pupils' scientific understanding. Children are given the opportunity to use ICT to enhance their presentation of science.

- We use ICT for enquiry work, including microscopes, digital cameras, video capture of images, laptops, smartboards, ipads, and data logging.
- We use the school's intranet to share science resources.

More Able and Talented

We recognise that science may strongly engage our more able and talented children and we aim to challenge and extend them by providing activities and learning experiences which match their ability.

Assessment Recording Reporting

- Children are involved in the process of self-improvement - recognising their achievements and acknowledging where they could improve (AfL).
- Work is marked in accordance with the Marking Policy – see website.
- Once each term, children's work is compared with exemplars/whole school examples during moderation/standardisation staff meetings
- We have an online tracking system (INCERTS) to record children's progress.
- The school science coordinator monitors progress through the school:
 - Planning scrutiny
 - Book scrutiny
 - Listening to learners
 - Learning walks
- The Y6 staff provide attainment levels at the end of KS2. This teacher assessment is based on assessment records and work samples.
- Reports to parents are made verbally each term during parent consultations and receive written reports once per year.

Roles and responsibilities

Governors

Governors will review the policy annually.

Headteacher

Will ensure the policy is adhered to and monitor and review.

Teachers

Must ensure they understand and carry out policy. Any comments about the policy should be shared during the review process.

Pupils

Pupils are involved in the review of the policy, through the process of 'listening to learners'.

Equal opportunities

Please see policy. We ensure that all our children have the opportunity to gain science knowledge, understanding and skills regardless of gender, race, class, physical or intellectual ability.

Health and safety

Please see policy.

Planning

All staff should plan to ensure the policy is adhered to in their every day work. Science lessons are planned weekly at KS2. Subject skills and key skills to be covered are identified and shown on the planning format. Success criteria, next steps and assessment for learning opportunities are also shown.

In the Foundation Phase Knowledge and Understanding of the World is planned across the term to include elements of science, history and geography.

Teaching

All staff are responsible for the implementation and teaching of the expectations within the policy.

Organisation

In KS2 Science remains a core subject and is taught for the recommended time of two hours per week.

Children's work is recorded in a variety of ways such as models, photographs, videos, audio recordings and electronically on laptops.

Resources

Resources that affect the implementation of Science learning and teaching are audited and maintained by the Science coordinator. Any deficiencies or breakages in resources and equipment should be reported to the coordinator for replacement.

Other Documents and Appendices

*A policy statement, originally drawn up in December 2009 by the Association's Safeguards in Science Committee stating the Association's position on health and safety in relation to practical work.
See Appendix 1*

Appendix 1

Health and safety in good practical science

A policy statement, originally drawn up in December 2009 by the Association's Safeguards in Science Committee stating the Association's position on health and safety in relation to practical work.

The Association promotes and supports good practical work¹ in science education in schools and colleges.

To provide pupils with an effective, broad, balanced, rich and developmental practical science experience, teachers are required to use a wide range of chemicals, materials, living and once-living organisms and equipment. Some of these will be hazardous or will generate hazardous products. Some situations, eg activities in fieldwork, or the design of a building, may also present hazards.

Teachers and technicians cannot, and should not, avoid such hazards but should take them into account, minimise the risks from them, and balance any remaining risks against the benefits of potential learning.

A process of risk assessment is essential for teachers and technicians to review and minimise risks to pupils and staff. The duty of issuing risk assessments rests with the employer who generally fulfils this by providing science departments with model risk assessments. The ASE supports this in several ways: by publishing model risk assessments in some of its books and journals; through the work of the Safeguards in Science Committee; and by collaboration with its partners, CLEAPSS and SSERC, and the organisations to which its members belong.

The ASE believes that there are few science resources or activities where the risks cannot be effectively controlled and managed. Managing health and safety need not be onerous, nor should it inhibit effective and exciting science teaching and learning. The Association vigorously refutes the argument that health and safety legislation inhibits exciting practical work. In reality, almost any practical activity which was carried out in schools in the past is still legal and possible, perhaps with a few modifications or additional precautions. Staff may need to be given adequate guidance, preparation time and training.

Science teachers should also use the opportunities presented by practical science to teach pupils about hazards and risks, and how the latter can be sensibly controlled. Educating children about risks and risk management is a vital component of preparation for adult life.

¹ The ASE supports the publication *Practical Work in Science: A Report and Proposal for a Strategic Framework* (2008), including the definition of practical work, from The Science Community Representing Education (SCORE)

Science Policy 2014

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