Perton Primary Academy

Science Policy

2019 – 2020

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Approved by LAC :

Review date: 11/20

Aims.

This policy outlines Perton Primary Academy's aims and strategies for the successful delivery of Science. This policy should be read in conjunction with other key school policies such as Curriculum intent, Teaching and Learning policies, Finance, Health and Safety and SEND policies.

This policy has been developed by the Science Leader in consultation with the teaching staff and senior leadership team. Guidance from pupil, and staff voice questionnaires have helped to shape this policy. This policy will be updated yearly to reflect any new initiatives and changes to national curriculum expectations.

Our Aims.

Perton Primary Academy believes that every child should have the right to a curriculum that champions curiosity, supporting pupils in achieving to the very best of their abilities. By providing interesting and exciting learning opportunities, we recognise the value that high quality cience education can play in enriching and inspiring pupils.

Science at Perton Primary Academy aims to provide pupils with the understanding, knowledge and skills required to investigate scientific concepts. Our pupils will understand the impact science has at a global, national and personal level by implementation of these aims:

- Pupils will be competent in planning and carrying out scientific investigations.
- To inspire pupils to be scientifically inquisitive, with a thirst for learning.
- Create learners who can evaluate evidence and present findings accurately and clearly.

Science Curriculum at Perton Primary Academy.

Alongside our school Yoimojii values, our scheme of work follows Cornerstones Scheme of work. This includes topic related lessons, and knowledge focused investigations known as 'Love to Investigate'. Cornerstones supports our teachers in planning fun, engaging science lessons which help to raise standards and allows all pupils to achieve to their full potential. Any areas not covered by cornerstones are planned in line with the National Curriculum. The curriculum has been organised so that there is a bank of investigations provided to support less experienced teachers to deliver high quality lessons.

To ensure sequencing and progression, Cornerstones essential skills for Science have been given to teachers as a planning tool so that knowledge can be built on. See attached the Essential skills for Years 1 – 4.

Early Years and Reception

In the EYFS children learn about the world around them through the 'Understanding of the World' and 'Physical Development' – Health and 'Self-Care' as detailed in Development Matters. The Early Learning Goal, 'Understanding of the world' involves guiding children to make sense of their physical

world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Children's interests and experienced are followed, in addition to any seasonal changes; the importance of a healthy diet and exercise and discussions about similarities and changes appropriate to their age and development. Through observations, child-initiated and focused adult-led teaching, children build on their knowledge and are encouraged to ask enquiring questions. Exploring life cycles is part of our Spring experiences, which have included caring for chicks and observing the metamorphosis of butterflies.

ELG 14 The world:

• Children know about similarities and differences in relation to places, objects, materials and living things
• They talk about the features of their own immediate environment and how environments might vary from one another
• They make observations of animals and plants and explain why some things occur, and talk about changes
Exceeding descriptor: They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.

Assessment.

Formative assessment is undertaken in each Science session and pupils are encouraged to be involved in the process. Steps to Success are given in each lesson and are marked alongside Feedback policy for the school (Pink and Green, Next steps where appropriated). Next Steps are given to extend scientific thinking or address misconceptions from an investigation or session.

At Class Teacher's discretion, SeeSaw may be used to record the pupils working scientifically and this will be identified by the SeeSaw logo on a steps to success sticker.

Summative Assessment is completed termly using Educater. This is a star based system which has the full Science Curriculum objectives and pupils are given 1,2 or 3 stars based on their understanding of each unit of work.

Resources.

All resources are procured with the consideration of value and impact. The resources must have meaningful impact on the pupil's learning and allow them to work scientifically using equipment. Protocol details for resources can be seen in the school's finance policy. Resources are maintained and replenished when needed, or when they have been brought to the attention of the Science Leader.

Inclusion.

See Inclusion Policy for learning.

Monitoring, Evaluation and Feedback.

Monitoring standards of teaching and learning within science is the primary responsibility of the Science Leader alongside SLT. All teachers are expected to assess pupils using the feedback policy, and assessment policy. The Science leader may conduct the following to check the successful implementation of the curriculum:

- Learning Walks
- Book Looks
- Governor meetings
- Pupil and Teacher Voice Questionnaires
- Moderation

Details of monitoring are included on the Whole School Monitoring plan for 2019 -2020.

Roles and Responsibilities.

Roles of Head Teacher and SLT:

- Monitoring the implementation of the Science policy and associated Feedback and Assessment Policies.
- Approving Policies for Science alongside the LAC.

Roles of the Science Leader:

- Raising the profile of science in the school and wider community
- Monitoring the standards of Science
- Giving Feedback to develop standards of Science Teaching
- To provide/ find opportunities for CPD for staff

Roles of the Class Teacher:

- To plan alongside the Essential skills to ensure sequencing and quality of knowledge.
- To Assess children in their ability in Science using Educater.
- To motivate and inspire children in Science lessons.