

Holy Trinity Rosehill VA CE Primary School



Science Policy

Holy Trinity Rosehill CA VE Primary School

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Definition of Science

Science is a body of knowledge which is built up through experimental testing of ideas and which is organised in a way that makes it easy to use. Science is also a methodology, a practical way of finding reliable answers to questions we may ask about the world around us.

Rationale for Science

At Holy Trinity Rosehill CA VE Primary School we believe that Science is important because it is a body of knowledge essential to our understanding of the world around us and the skills and knowledge of Science have wide applicability in everyday life. We promote an investigative approach to Science as it affords the opportunity for individual and collaborative learning and allows pupils to develop knowledge and understanding through scientific enquiry.

"Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. Because science links direct practical experience with ideas, it engages learners at many levels."
(Science - National Curriculum Document.).

Aims for Science

Science education for all pupils aims to enable them:

- To use methods of scientific enquiry including planning, obtaining and presenting evidence and considering and evaluating evidence.
- To provide appropriate experiences through which children may be introduced to wide ranging scientific concepts, including biological, physical and chemical sciences, throughout the Key stages.
- To introduce and develop Science in a broad range of domestic and environmental contexts such as technological applications, personal health, the home and the immediate environment in order to ensure Science is seen as natural, relevant and essential to our lives.
- To promote a responsible and caring attitude towards health, safety and other living organisms.

Entitlement for pupils in Science

At Holy Trinity Rosehill CA VE Primary School all pupils will be given equal opportunities to access their entitlement of the Science curriculum. This applies to all children regardless

of age, gender, race and faith, and this is inclusive to children of all abilities. All pupils can access a broad and balanced Science curriculum, which meets the specific needs of individuals and groups of pupils.

Planning for Science

At Holy Trinity Rosehill CA VE Primary School we follow the National Curriculum programmes of study for science.

Delivery of Science

Teaching methods and approaches promote investigative work in order to develop children's independence. A variety of teaching methods are used including whole class teaching, group work and individual work.

Using the skills based curriculum, every opportunity is afforded for pupils to gain experience of biology, chemistry and physics. Skills involved in Scientific Enquiry are built upon and developed over the two key stages. A balance between developing skills and knowledge is therefore promoted.

Breadth of experience in Science education is achieved by offering pupils the opportunity to gain access to Science across wide ranging environments or materials. Procedural and conceptual understanding are developed or consolidated through a variety of contexts which are relevant to the pupil's personal experience. Science is taught in everyday contexts and situations which become more wide ranging as the child progresses through the key stages thus building upon the child's previous understanding and knowledge.

Science interacts strongly with other areas of the National curriculum and where possible Science links are promoted across the curriculum.

Assessment of Science

Resource management for Science.

The Science coordinator carries out resource audits to match resources to teaching and learning. Consumable items are replaced according to need.

Health and Safety Issues related Science

The school is committed to pay due regard to the health and safety issues of pupils Science. The "Be Safe" booklet has been adopted with regards to safety.

At Key stage 1 children will be taught to recognise hazards and risks when working with living things and materials and to follow simple instructions to control the risks to themselves. At Key Stage 2 children will be given an opportunity to assess hazards when working with living things and materials and take action to control these risks.

Subject coordination

The subject coordinator is responsible for monitoring progression and continuity in Science. The coordinator is responsible for monitoring planning, resources and creating a moderated, levelled portfolio of work. The coordinator monitors planning with the head teacher by accessing the staff server for centrally held plans. The implementation policy is monitored by the head teacher and governing body.