

Shapla School Science Policy

June 2009

Science is the process by which we attempt to understand, explore and explain the world around us; hence at Shapla we believe all children must have stimulating and regular access to science. Key to this are child led investigations and using and applying process skills.

Aims

- 1) Within the framework of the National Curriculum we aim to develop children's scientific skills, knowledge and understanding.
- 2) To enable children to develop a scientific attitude of curiosity.
- 3) To have equal access to the science curriculum.

Our approach to Science

Children will be given opportunities to:

- 1) develop their understanding of the scientific process through systematic enquiry, using both first hand and secondary sources as appropriate
- 2) use IT to collect, retrieve and present scientific information
- 3) relate their work in science to everyday life
- 4) consider simple scientific ideas and the evidence for them, also to collect evidence to test scientific ideas in a variety of ways
- 5) communicate scientific ideas and observations using appropriate scientific vocabulary
- 6) present information in a variety of ways including drawings, diagrams, tables and in speech and writing; at KS2 children should also use standard units of measurements and include graphs to record and present information;
- 7) consider health and safety in the context of their science work and take action to control risks
- 8) increase their scientific understanding by using practical, problem solving and investigational work- including the key skills of: observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating
- 9) ask and answer their own questions as far as practicable
- 10) develop science informally through science clubs, school visits, and other out-of-school activities

The teacher's role is to:

- 1) teach in imaginative and enjoyable ways
- 2) make links to other subjects
- 3) teach Sc1:Scientific enquiry through the contexts of the three main content areas: Sc2:Life and living processes, Sc3:Materials and their properties, Sc4:Physical processes
- 4) teach the science elements of the foundation stage document through the Early-Learning Curriculum: Knowledge and Understanding of the World

Equal Opportunities and Special Educational Needs

Science is taught within the guidelines of the school's equal-opportunities policy.

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

We recognise that science may strongly engage our gifted and talented children, and we aim to challenge and extend them.

As science is traditionally a field favoured by boys, it may be necessary to make sure that girls are aware of their achievements and positively discriminate in favour of girls.

Planning

Science Planning comes from the topic based International Primary Curriculum [IPC]. It is the coordinator's responsibility that the units taught cover the learning goals of the IPC, with any gaps being supplemented into suitable topics. Coverage of the National Curriculum is ensured by a very few more supplementary objectives at this stage.

Practical and investigative work should be ongoing throughout the year although the degree of focus may vary. Children should generally complete at least one in-depth enquiry in each topic, taking increasing responsibility for planning, executing, recording and interpreting the results.

Resources

The school has a central store of specialist equipment which may be borrowed but which must be returned promptly to the correct storage place, clean and in good condition.

It is the responsibility of the class teacher to ensure that children are taught the correct ways of handling and using scientific equipment.

Health and Safety

The teacher is responsible for the children in his/her class, and therefore must have an awareness of whether due regard to safety is being shown. Children must be shown how to use equipment safely and correctly. Dangerous activities must be directly supervised by the teachers. Copies of the safety guide "Be Safe" are available with the science resources.

Assessment, Monitoring and Tracking

In order to help children to become scientific a teacher must know where the children have reached in the development of science process skills and science concepts.

Assessment should follow in line with Assessment for Learning practices outlined in the Assessment policy. Children's progress in scientific enquiry skills will be tracked continuously. Children who are not succeeding, and children who demonstrate high ability in science, are identified and supported.

The school science coordinator monitors progress through the school by sampling children's work at regular intervals.

Reports to parents are made once a year, describing each child's attitude to science, his/her progress in scientific enquiry and understanding of the content of science.

This policy was reviewed by staff in June 2009
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