



Written: March 2018
Next Review: March 2021

The Reddings Primary and

Nursery School

Science Subject Policy

Subject Statement

This policy sets out to ensure consistency in the teaching and learning within Science across the school. This is to ensure that learners are equipped with the ability to explore, discover and investigate. These first hand experiences will in turn enable them to understand more about the world they live in. We aim to ensure such experiences will be appropriate, relevant, challenging and satisfy the children's curiosity.

We aim to:

- build on the learners natural curiosity
- teach the children scientific knowledge
- teach the children scientific skills through 'hands on activities'
- stimulate them to investigate, question and develop attitudes of science
- teach them to communicate ideas using appropriate scientific language
- teach them how to evaluate their findings and suggest explanations

Teachers are encouraged to use multiple teaching and learning styles to make science a fun and engaging subject which has a focus on Scientific enquiry as well as scientific knowledge.

Progression of skills and Knowledge

A progression of skills and knowledge is shared with all staff.

This is stored centrally in the RMStaff → Subjects- Science folder.

Planning Expectations

At The Reddings, we use both the National Curriculum Science document and the HfL Progression in Science document, as the basis of our curriculum planning. The Foundation Stage use the Early Learning Goals as the basis of their curriculum planning. Topic overviews are written at the beginning of each topic, identifying areas of coverage of knowledge and skills. There is a long term plan for each year group to ensure full coverage and progression in science across Key Stages is achieved.

The class teacher is responsible for writing the short-term plans in the form of lessons plans for each lesson. These plans list the specific learning objectives of each lesson and show where differentiation of ability occurs

Planning Format

At The Reddings, the agreed planning format is used by teachers to plan innovative, challenging and engaging lessons. A clear learning sequence should be planned for with opportunities for effective AfL, questioning, investigative skills and recording of learning considered.

Assessment

Assessment is an on-going, formative process. Teachers use their classroom assessments and annotations to adapt planning to ensure effective support and challenge. We assess learners' work in Science by making informal judgments as we observe them during the lessons.

Before beginning a new unit of work, learners complete a KWL grid. On completion of work, the learners will self-assess their work and return to the KWL and complete by adding their key learning and understanding.

Following this the teacher marks the work using the marking guidelines and comments are made to support the learning process with next steps given when required

All learners are tracked in Science using a distribution sheet. This is then analysed by the Subject Specialist and SLT. The Subject Specialist undertakes termly outcome monitoring, which is shared as a report to the SLT.

Learners in the EYFS are currently assessed against the Foundation Stage Profile as part of the Understanding of the World.

At the end of Key Stage 1 and Key Stage 2, teacher assessments must be submitted along with English and Maths. The subject specialist provides an annual analysis of the statutory assessments to the SLT and Governing Board.

Progress in Science is reported to parents via the school report.

Resources Used

We have sufficient resources for all Science teaching in the school. We keep these in a central store in the link where all the resources are clearly labeled for all to access. The library contains a good supply of science books and each classroom has internet access. We have a Science Zone, an outdoor classroom area which we are continuing to develop, providing an excellent resource when teaching various aspects of Science.

It is encouraged by SLT and Subject Specialist, that when possible teachers include visitors, workshops and education trips as invaluable resources when considering the high quality teaching and learning of science.

Monitoring

It is the responsibility of the Science Specialist to monitor the standards of learners' work and the quality of teaching in Science. The Science subject specialist is also responsible for supporting colleagues in the teaching of Science, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The science subject leader is responsible for writing their part of the School Improvement Plan (SIP) and for ensuring that the planned actions are implemented.

Renewal of Policy

This policy should be reviewed at a minimum every three (3) years. Should key changes occur in the curriculum or with Science teaching pedagogy, the policy should be reviewed earlier if necessary.