



# Holy Name Catholic Primary School

LOVING LEARNING LIVING LAUGHING  
TOGETHER IN FAITH



INVESTOR IN PEOPLE



## Science Policy

### MISSION STATEMENT EXTRACT

"We aim to provide a broadly based and balanced curriculum so that children will acquire the skills, concepts and knowledge appropriate to the Primary stages of education"

### **General Rationale**

This policy is intended to support the teaching and learning of Science. It considers how to manage the National Curriculum statutory orders to achieve consistency, continuity and progression for all pupils. Science permeates all aspects of our lives. All pupils have the right to a broad, balanced and relevant science curriculum. In teaching science we aim to provide a wide range of experiences for children to explore and enable them to relate their observations to real life situations. It is considered important to recognise cross-curricular opportunities where they exist in order to contextualise science in meaningful situations and support children's broader development.

### **Overall Aims**

We aim to

- a) Deliver to a broadly based curriculum which provides positive and creative experiences to every child
- b) Provide firsthand opportunities which encourage the use of the senses and awareness of themselves
- c) To widen pupils' world and their knowledge of it
- d) To widen pupils' vocabulary
- e) To initiate investigations building on the natural curiosity of the pupils, develop scientific skills and help pupils, appreciate the nature of scientific knowledge and explanation.
- f) To make science link to other areas of the curriculum
- g) To fulfil the demands of the National Curriculum and Curriculum Guidance for the Foundation Stage.
- h) Increasingly (Rose Report) recognise the need for children to be taught the skills of being a scientist and effective learners through practical experience.

### **Planning**

Foundation Stage: A one year cycle of topics using The Curriculum Guidance for the Foundation Stage has been developed. The experiences are planned based on the Early Learning Goals. Within these areas, opportunities are provided to develop attitudes, skills, concept, knowledge and understanding.

National Curriculum: The school uses the QCA units as a scheme of work. These units are identified on a long term planning grid. (Appendix A) LCP activities are used to supplement QCA. Teachers place medium term plans on the shared area and annotate a written version of their planning at the end of the term. These annotated sheets are stored in the Deputy Head's office.

Annotated versions should show:

- a) Objectives
- b) How the lesson was taught
- c) Differentiation
- d) Evidence of classroom organisation
- e) Use of additional adults
- f) Assessment opportunities

### **Organisation**

Science is taught as a separate subject across all the key stages, linking with other themes and subjects as and when appropriate. Children are taught in normal classes without the use of specialist teachers. QCA units are identified on the long term grid. At KS1, one and a half hours are devoted to Science with two hours in KS2. There will be some half-term blocks where Science is taught for less time, and others where it is taught for more. Continuity and progression is ensured through the use of the spiral curriculum as detailed in the LCP and QCA schemes.

### **I.C.T. and Cross Curricular Links**

Wherever possible, links are made to other curriculum areas. There is a particular emphasis on the role of ICT in Science. Opportunities for the use of ICT are detailed in the medium term planning of topics. Classes have access to the internet through the Leeds Learning Network. Science activities linked to the QCA units of work have been placed on the Science area of the shared area.

### **Teaching Strategies**

A variety of teaching methods are used in science in our school. Science is taught through direct teaching of whole class, groups or individuals as appropriate. Teachers plan to provide differentiation for ability groups including extension work for more able pupils. Classroom support is used if needed for children with special needs. Teachers use appropriate DVDs, software, SMART boards, websites, television programmes, visits and visitors, museum and library services, as well as other outside agencies and providers to supplement their teaching. There should be an emphasis on practical work, where children set-up experiments themselves and record their observations.

### **G&T Programme**

We look for additional ways to enhance the learning experience of more able and gifted pupils through extension activities within the classroom as well as activities organised through outside providers.

### **Monitoring and Evaluation**

The Science Co-ordinator is responsible for monitoring the medium term planning and the teaching of Science throughout the school. In addition, the co-ordinator is responsible for the resources, assessment of science and monitoring the standard of learning. It is the responsibility of the co-ordinator to keep the Headteacher informed of developments in Science.

### **Assessment, Recording and Reporting**

At Holy Name School, we see assessment as an integral part of the teaching process.

Assessment, recording and reporting is in line with the school A.R.R. Policy.

There is continual informal assessment to inform planning and marking is in line with school policy. The Programmes of Study and Level Descriptions of the National Curriculum provide the broad objectives against which pupils' progress is assessed. On completing a topic, each teacher (KS1/KS2) assesses the children in line with the QCA expectations. This is recorded on a teacher assessment grid (Appendix B) and the co-ordinator is informed of all results. This sheet is passed on with the records at the end of the year. Children are awarded an overall level in each of the four components of Science at the end of the year and this is recorded in the Cohort Tracker. Children in Year 2 are assessed by the teacher for SATs with children in Year 6 taking the KS2 SATs in the Summer term. Parents are informed of each child's progress in the annual report.

### **Equal Opportunities and Special Needs**

Holy Name Equal Opportunities and Special Needs policies are reflected in all curriculum policies. In Holy Name we promote equality of access to science education for all learners, regardless of their gender, culture, background or ability. We use a variety of starting points which appeal equally to both boys and girls and activities are planned in such a way to encourage full and active participation by all children irrespective of ability.

### **Additional Staff in the Classroom**

Support staff work alongside the class teacher to support children with IEPs and lead small groups or work with individuals under the direction of the class teacher.

### **Home School Links**

In some topics children are asked to undertake simple tasks at home linked to the area of study. (ie: Learning Logs) Children are encouraged to research information for some topics at home and to bring materials which link to them to school. A written report is sent to parents in the summer term on which there is a summary of their child's progress in Science over the year.

### **Resources**

Resources for the teaching of Science are stored in a central resource area beside the library. Books are stored in relevant classrooms and in the central resource area.

## **Health and Safety**

Teachers are responsible for ensuring that appropriate risk assessments and safety measures are applied in the planning of all science activities. Teachers plan safe activities for Science and children are made aware of safety issues connected with materials and activities.

Where teachers are in doubt about safety they consult the Science Co-ordinator or the available guidelines.

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