



# The Meadow Community Primary School and Pre-School

## Science Policy

This policy is intended for all teaching and non-teaching staff; local governors; parents and other interested parties.

<b><u>Aims</u></b>	To ensure that all children are taught a broad and balanced science curriculum in line with the 2014 changes to the National Curriculum following the Symphony Learning Framework.
<b><u>Objectives</u></b>	<ul style="list-style-type: none"> <li>• Develop scientific knowledge and conceptual understanding of all the primary science disciplines.</li> <li>• Develop an understanding of scientific technique, process and methodology to allow the answering of scientific enquiry.</li> <li>• Develop a scientific knowledge which allows an understanding of the scientific world around them and the implications of science on past, present and future life.</li> </ul>
<b><u>Curriculum content</u></b>	The Meadow Community Primary School used the science national curriculum and its accompanying end of Key Stage expectations as the starting point for teachers to ensure a broad and balanced curriculum coverage. The Symphony Learning Framework is used alongside the Symphony on Track.
<b><u>Scheme of work</u></b>	We currently use Plan Bee as a starting point for our science topics.
<b><u>Planning and Teaching</u></b> <b>Including: -</b> <ul style="list-style-type: none"> <li>• inclusion for SEND</li> <li>• opportunities for Gifted, Talented and More Able children</li> </ul>	<p>All pupils will have the opportunity to become scientific regardless of gender, race, socio-economic background, physical, sensory or intellectual ability. We ensure that expectations are high and support is appropriately provided for all children.</p> <p>Work is differentiated offering different levels of challenge within a lesson.</p> <p>To extend most able pupils, tasks should be available which encourage their own higher level scientific thinking skills through open ended tasks and questioning.</p> <p>Where appropriate, Science is taught in partnership with Theme units, Maths and computing lessons, as there are many overlapping skills taught in these subjects.</p> <p>We have science ambassadors in school.</p>
<b><u>Assessment, Recording and Reporting</u></b>	<p>Children should be assessed in line with the Symphony on Track associated to their year group. This will allow teachers to gauge the progress of children through the school. Data is collected at the end of each term.</p> <p>All teachers should be aware of the end of Key Stage expectations that are available alongside the 2014 National Curriculum.</p> <p>Year 6 will submit final assessment levels for children in line with national guidelines for that academic year.</p> <p>Work should be kept across Key Stages to provide a solid evidence base for these decisions to be made and standards to be moderated.</p>
<b><u>Professional Development</u></b>	<p>School INSET takes place as needed.</p> <p>The co-ordinator attends development group meetings each term and other relevant courses as they arise. Staff meetings are planned on a yearly basis to address any issues arising from mid-term and key stage assessments, use of new materials and resources or other linked initiatives.</p>
<b><u>Monitoring and Evaluation</u></b>	<p>Teaching standards are monitored through:</p> <p>Tracking of termly assessments,</p>



	<p>Scrutiny of planning and children's work, Pupil interviews focussed on understanding and knowledge. Tracking of progress across Key Stages.</p>
<p><b><u>Multi-cultural opportunities and awareness of 'British Values'</u></b></p>	<p>Following the national curriculum pupils should learn about:</p> <p>The influence women have had on science British scientists and their global effect British innovation and its effect on global science Moral and ethical implications in science Cultural and religious implications of science</p>
<p><b><u>Additional arrangements for children in receipt of 'Pupil Premium'</u></b></p>	<p>As with any subject, pupil premium children should be monitored extensively to ensure that gaps in attainment do not occur between themselves at peers. Extra support should be offered to children who fall behind to allow gaps to be narrowed quickly.</p>
<p><b><u>Health and Safety ( including e-safety and safeguarding, if applicable)</u></b></p>	<p>All teachers must be clear as to the purpose of the work and ensure that any "testing" that needs to be carried out by pupils complies fully with the <b>Health and Safety policy</b> issued by <b>Leicestershire County Council</b>. Safety hazards should be identified at the beginning of lessons and children regularly reminded of these throughout.</p> <p>Especially during research, children should be working in line with school's policy on <b>E-safety</b>.</p>
<p><b><u>Resources and displays</u></b></p>	<p>As a core subject, science displays should be visible and apparent in all classrooms. Ideally they would show a range of ability levels, scientific vocabulary, scientific questioning and be presented in line with school's <b>display policy</b>.</p> <p>The majority of resources are stored in the small hall cupboard. Staff should notify the school science coordinator with any resource concerns. The resources are under constant review.</p>
<p><b><u>Partnership with parents/carers</u></b></p>	<p>Teachers provide parents with an overview of the topics covered in their year group. Additionally, information should be reported to parents about their child's attitude towards the subject.</p>
<p><b><u>Partnership with other agencies</u></b></p>	<p>Teachers and the science coordinator should work with STEM agencies to promote the positive ethos of science within the school. We are currently working on gaining the PSQM.</p>
<p><b><u>Other</u></b></p>	<p>Where possible, teachers should make use of the extensive outdoor space available to the school to allow children to experience science in the real world.</p>