

# **Whitwick St. John the Baptist C.E. Primary School**

## **Science Policy**

**Agreed by Staff: December 2021**  
**Agreed by Governors: December 2021**

**Signed (Chair): \_\_\_\_\_ Date: \_\_\_\_\_**

## **Definition**

Science is about questioning, investigating, and discovering. We believe that, for primary children, science should be practical and investigative and promote the need for caring and sensitive attitudes towards all living things and their surroundings. The science curriculum we offer our children is accessible to all pupils irrespective of gender, ability or social/cultural background.

## **Vision**

At Whitwick St John the Baptist, Science gives children the opportunity to pursue their natural curiosity by exploring and investigating the world around them.

Our pupils develop their scientific skills through hands-on, inquiry based learning which enables the children to raise questions and devise fair-test investigations to answer them. Pupils are encouraged to ask questions, share ideas, try new things, make mistakes and try again. Through this process, the children are able to reflect on their learning and develop key skills that will equip them for the ever-changing world in which they live.

## **Aims and Objectives**

It is our aim to promote the enjoyment of Science and to develop scientific ideas, processes and skills and relate these to everyday experiences. Our aim is that children should learn about ways of thinking, of finding out and communicating ideas and should explore values and attitudes through science.

## **How science is taught**

**Knowledge and understanding** – children are given the opportunity to:

- be curious about things they observe and experience and explore the world about them with their senses
- use this experience to develop their understanding of key scientific ideas and make links between different phenomena and experiences
- begin to think about models to represent things they cannot directly experience
- try to make sense of phenomena, seeking explanations and thinking critically about claims and ideas

**Skills and processes** – children are given the opportunity to:

- acquire and refine the practical skills needed to investigate safely
- develop skills of predicting, asking questions, making inferences, concluding and evaluating, based on evidence and understanding and use these skills in investigative work
- practise mathematical skills *e.g. counting, ordering numbers, measuring to an appropriate number of decimal places, drawing and interpreting graphs and bar charts* in real contexts

**Language and communication** – children are given the opportunity to:

- think creatively about science and enjoy trying to make sense of phenomena
- develop language skills and expand their vocabulary through talking about their work and presenting their own ideas using sustained and systematic writing of different kinds
- learn key scientific vocabulary in each year group as they progress through school
- this key vocabulary should be clearly displayed in each classroom
- use scientific and mathematical language including technical vocabulary and conventions and draw diagrams and charts to communicate scientific ideas
- read non-fiction texts and extract information from sources such as reference books and the internet

**Values and attitudes** – children are given the opportunity to:

- work with others, listening to their ideas and treating these with respect
- develop respect for evidence and critically evaluate ideas which may or may not fit evidence available
- develop a respect for the environment and living things as well as for their own health and safety

A variety of teaching methods will be employed e.g. group and individual work, whole class and teacher demonstration.

### **Foundation stage**

In the Foundation Stage children develop their scientific understanding through the learning strands of “Understanding the world.” Children develop knowledge, skills and understanding through play-based learning, which forms a basis for later work in science.

### **Special Educational Needs**

All children are entitled to all aspects of the curriculum including science. The needs of children with learning difficulties and exceptionally able children should be met by task differentiation.

### **Assessment and record keeping**

Assessment involves:

- informal opportunities for the teacher to discuss work with the children and observe their practice
- formal critical study of children’s work
- end of keystage assessments
- the SENCo should be made aware of any individuals showing slow progress in any area of their work within science and the HAP coordinator for those children who are achieving significantly above the other children

### **Health and safety**

As with all activities in school, teachers need to ensure that teaching in science promotes health, safety and the well being of children in line with the Health & Safety policy.

### **Monitoring and Evaluation**

The monitoring and evaluation is as in line with the monitoring and evaluation schedule. Monitoring and evaluation information will be given to the curriculum lead and head teacher to inform whole school development.