

Waterthorpe Nursery Infant school



Science Policy

November 2013

Approved by: Curriculum Committee

Date of meeting: 10th February 2014

Next review: Spring 2017

SCIENCE POLICY

Introduction

Children have a natural curiosity for everything which happens in the world around them and through science we hope to make a valuable contribution to their understanding.

Aims

Waterthorpe Nursery Infant School pupils will be given opportunities through a broad, balanced and enjoyable curriculum to:

- develop an enjoyment and enthusiasm for science
- build on their natural curiosity through systematic enquiry
- develop scientific skills such as observation, investigation and experimentation
- experience a variety of teaching strategies
- increase their scientific knowledge
- communicate scientific information in a number of ways
- develop and apply I.C.T. capability in the study of science
- make links with other areas of the curriculum
- to develop skills and attitudes which enable children to become independent learners

Objectives

Through teaching Art at Waterthorpe our specific objectives are for children to use the following practical scientific methods, processes and skills:

- asking simple questions
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

Teaching Methods and Organisation

Planning

Science is taught both as an individual curriculum area and cross-curricula to support either topic work or other curriculum areas.

The Foundation Stage children will follow the Early Years Foundation Stage Curriculum. In the area of Understanding the World children develop the skills; knowledge and understanding that help them make sense of the world. This forms the foundation for later work in science.

At Key Stage 1 long and medium term planning details coverage, progression and context for each area of Science. Units will be taught as parts of topics were possible and planning will show careful reference to the learning objectives outlined in the National Curriculum.

Differentiation

Differentiation will predominantly be by outcome. However, care in the planning of the lesson content for the support of pupils with SEN, including the very able, will ensure that they are provided with tasks suitably matched to their ability. Differentiation may be achieved by modifying the task, questioning, language used, stimulus, or by providing extension activities and individual support.

ASSESSMENT, RECORDING AND REPORTING

Science is assessed termly relating to the National Curriculum objectives and key skills and EYFS ages and stages/ ELG's. In addition children will be encouraged to take an active part in the assessment process including e.g. stating their opinions and self-assessment.

Evidence of work can be found in children's topic books, class floor books and Foundation Stage Journals. The Science curriculum is also recorded through photographic evidence which is collected and monitored by the subject leader.

Resources

Science has an allocated budget for Science resources that are managed by the subject leader. There is a central resource area where boxes are labelled according to different scientific areas.

Health and Safety Guidance

There is a Health and Safety policy in school, in which science plays a part in the Personal and Social Health Education of pupils with reference to Drugs Awareness. There is a copy of 'Be Safe' in school which is published by ASE and lays down the guidelines for safety in science.

Inclusion and Equal Opportunities

All pupils will have an equality of access to a broad and balanced curriculum irrespective of gender, ethnicity, class, culture, ability or any other potentially discriminating factor. Additional support is given as appropriate and following our Special Needs Policy. This is reflected fundamentally in all teachers' planning. Our Equal Opportunities policy is adhered to across the Science curriculum.

The role of the Science Co-ordinator

Science within the school is monitored by the subject leader. They will keep staff up to date with new developments. The subject leader has responsibility for leading developments within their area and for monitoring planning, teaching and learning.

SCHOOL IMPROVEMENT PLANNING

Our school Improvement Plan/Single Integrated Development Plan identifies development needs, planned activities, costing and success criteria for Science. This is monitored termly and included in the Headteacher's report to governors. The plan has a full review each year in the Spring term when work is evaluated and new priorities are identified.

LINKING POLICIES

Special Needs
Equal Opportunities
Child Protection
Health and Safety
Design and Technology

Key Stage 1/Key Stage 2 joint Policy Statement:

Waterthorpe NI School and Emmanuel Junior School aim to work in partnership through curriculum leaders to:

- Share and develop policies and procedures
- Share and plan joint curriculum days and events
- Collect a portfolio of work in each school which can be used for monitoring progression
- Moderate samples of work
- Monitor the quality of teaching and learning
- Attend/ arrange/lead CPD together
- Plan the smooth transition of pupils between all year groups

The planned impact of this joint policy is to:

- raise attainment and improve progress across both schools
- Ensure a seamless transition between schools for the children
- Strengthen the relationships and shared support between subject leaders

Monitoring and review

This policy will be monitored by the Science subject leader. A monitoring programme will be followed each year and will include monitoring reports, by the Science leader on the effectiveness of the policy. It will be reviewed in the Spring term of .

Policy Review: This document will be reviewed in spring 2017

Equality Impact Assessment Template

Name of policy or project being assessed?	Date
Science	15.11.13

Priority Level	
High	
Medium	
Low	X

Lead Officer: Helen Stokes
Members of the assessment team: Helen Stokes & Suzanne Marriott
Others involved in the assessment (peer review/external challenge): Curriculum Committee members

<p>What are the aims of the policy or project? Waterthorpe Nursery Infant School pupils will be given opportunities through a broad, balanced and enjoyable curriculum to</p> <ul style="list-style-type: none"> • build on their natural curiosity through systematic enquiry • develop scientific skills such as observation, investigation and experimentation • experience a variety of teaching strategies • increase their scientific knowledge • communicate scientific information in a number of ways • develop and apply I.C.T. capability in the study of science • make links with other areas of the curriculum
<p>Who is the intended customer/service user of this project or policy? Children and staff</p>
<p>What are the desired outcomes from this project or policy? To provide a clear approach to the learning of Science</p>
<p>List any other key policies, procedures, projects or strategies that this policy/project has implications on: Curriculum, Equal opportunities</p>

What are the racial, disability and gender equality implications of the policy or project?

To ensure that all groups are given equal opportunities to access this area of the curriculum

Does the policy or project have any significant positive impact for:

- Different racial groups
- Disabled persons
- Men and women
- Boys and girls

Yes

Does the policy or project have any significant adverse impact for:

- Different racial groups
- Disabled persons
- Men and women
- Boys and girls

No

Do you have any evidence?

Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?

Action to take

If you have indicated there is a negative impact, can it be justified?

YES

NO

If you have indicated there is a negative impact and it cannot be justified, is it discrimination?

YES

NO

If you have answered YES, please list all the changes that you have made to eliminate this discrimination:

Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy

Signed (Person completing the form):

Date 15.11.13