



Science Policy

Issue 2 – September 2014

The Spencer Academies Trust has delegated Full responsibility to the Local Governing Body (LGB) of Wyndham Primary Academy for this Policy. It is the LGB's responsibility to ensure this Policy is implemented and reviewed in accordance with statutory and legislative arrangements.

The Spencer Academies Trust may, on an annual, basis undertake audits to confirm that appropriate arrangements are maintained by the Academy.



Wyndham Primary Academy

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1	September 2013	A Scotland		Formal Issue
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1.0 Aims and objectives

The Aims of Science at Wyndham Primary Academy are:

- To develop children's scientific and technological knowledge and understanding.
- To develop the essential subject skills such as observation, exploration, investigation, experimentation, interpretation, communication, questioning, evaluating and hypothesizing.
- To encourage children to be creative in their approach to science.
- To develop awe and wonder.
- To gain enjoyment from their scientific work.
- To understand the uses and implications of science.
- To enable children to develop their skills of co-operation through working with others.

2.0 Teaching and learning style

The school uses a variety of teaching and learning styles in science lessons. Our principal aim is to develop children's knowledge, skills, and understanding through a creative curriculum. We do this through whole-class teaching, individual/group activities and enquiry-based research activity. Where possible they use ICT to support science lessons.

We recognise that there are children of different abilities in all classes. Learning opportunities are provided for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- Providing learning opportunities which are open-ended and can have a variety of responses.
- Differentiating learning experiences to enable inclusion.
- Safely providing a range of equipment which enables learning to be interesting and engaging.
- Strategically deploying additional adults to ensure progress is made.

3.0 Science curriculum planning

The school uses Chris Quigley's Key Skills as a basis for planning.

The science curriculum 'topic' plans stems from the focus book for the term. From this the class teacher will decide the best way to incorporate the science key skills.

A working planning document is drawn up outlining the key skills to be taught during the focus book and asks a key question, which is to be addressed during the 'Science focus'. In this they will include information about possible learning experiences (including modelling), What and Why?

It is the teacher's responsibility to ensure that over the course of a year all key skills, appropriate to the year and level are taught.

Alongside this each topic will incorporate an area from the National Curriculum 2014 Programme of Study. The programmes of study for science are set out in a grid year-by-year for each key stage. Teachers however are only required to teach the relevant programme of study by the end of the key stage therefore having the flexibility to introduce content earlier or later than set out. In addition, schools can introduce key stage content during an earlier key stage if appropriate.

At the end of each topic, the grid for the class year will need to be updated, highlighting coverage, informing teachers what areas have been covered and what areas need to be addressed in the coming years.

4.0 The Foundation Stage

A creative child led topic approach to teaching and Learning in the Foundation Stage is linked to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged from birth to five. A rich learning environment is also provided where children can explore, investigate and question.

Activities similar to those from Forest Schools are incorporated into the early years setting to encourage children to be aware of the environment around them. The children are made aware of why it is imperative to take care of our environment so that future generations may enjoy it.

5.0 Teaching Science to children with special needs

We teach science to all children, whatever their ability. Science forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with Special Educational Needs and our work in science takes into account the targets set in the children's Individual Plans (IPs).



6.0 Assessment and recording

Teachers assess children's work in science by making informal judgements as we observe them during lessons. On completion of a piece of work, the teacher marks the work in line with the school's marking policy and comments as necessary. Comments should make it clear to the child what they have achieved and what they can do to improve.

At the end of a focus book teachers should complete a key skills assessment sheet to show who is working above, below and at Age Related Expectation (ARE) for the area of topic covered. The Science Coordinator will use a sample of children's learning journeys to moderate teacher's judgements. Children are tracked at the end of each half term and each academic year.

7.0 Resources

We have sufficient resources for all science units in the school and keep these in a central store. Class teachers inform the Science Coordinator if additional resources need to be purchased.

8.0 The role of the Science Coordinator.

The monitoring of the standards of children's work in Science is the responsibility of the Science Coordinator. They will support colleagues where possible, keep informed about current developments by attending CPD sessions, where possible coordinator meetings and feeding back to staff any relevant information.