



Science Policy

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1. Introduction

- 1.1. At St. George's School our science education provides the foundations for understanding the world through three specific areas biology, chemistry and physics. We stimulate the children's curiosity in finding out how things happen and why, we teach methods of enquiry and investigation, encourage the children to ask scientific questions and instil in them an appreciation of the way in which science affects them on a personal and global level.

2. Aims

- 2.1. To ask and answer scientific questions.
- 2.2. To plan and carry out scientific investigations.
- 2.3. To develop scientific knowledge and understanding through the specific areas of biology, chemistry and physics.
- 2.4. To predict, test and record their findings in different ways.
- 2.5. To equip the children with the scientific knowledge to develop an understanding of the ways science helps us today and for the future.

3. Teaching and learning style

- 3.1. We use a variety of teaching and learning styles to best develop the children's understanding of science.
- 3.2. The principal aim is to develop children's knowledge, skills and understanding. This is achieved through whole-class teaching and discussion, teacher and child led group work carrying out investigations and individual projects.
- 3.3. All children are encouraged to share ideas and suggestions with their peers in the format of discussion or presentations and they will take part in many scientific activities.
- 3.4. In all classes children will have a wide range of abilities and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

4. Science curriculum planning

- 4.1. At St. George's School we base our science curriculum on the

requirements of the National Curriculum and use the Hamilton Plans for science. The curriculum is planned in three stages.

- 4.2. The long term plans are the scientific topics studied during each term.
- 4.3. The medium term plans give details of each unit of work for each term.
- 4.4. The short term plans list the specific learning objectives and expected outcomes of each lesson.
- 4.5. Each topic in science builds on prior learning building progression to ensure the children are increasingly challenged as they move up through the school.

5. The Early Years (Foundation Stage)

- 5.1. Science teaching in the reception class is an integral part of the topic work covered during the year. The work is related to the objectives set out in the Early Learning Goals (ELGs) and makes a significant contribution to developing the child's knowledge and understanding of the world, for example through investigating floating and sinking.

6. Special Educational Needs

- 6.1. We ensure that all children have access to the science curriculum whatever their ability or individual need. We tailor learning opportunities to suit the individual child allowing them to progress to their full potential. This is achieved by setting tasks of increasing difficulty, we would not expect all children to complete the tasks. We group children by ability and set tasks suitable for each ability group and use classroom assistants to support the work of individual children or groups of children.

7. High Potential Learners

- 7.1. It is fundamental to the ethos at St. Georges School that each child is seen as an individual and that we ensure opportunities are given to develop talents in a particular area.
- 7.2. We aim to provide opportunities and experiences to further develop those children seen as high potential learners in

science and enrichment activities are incorporated within their learning wherever possible such as:

- Setting tasks which are open ended and can have a variety of conclusions.
- Setting tasks of greater difficulty requiring research and more scientific thinking.
- Providing science workshops.
- Providing trips to places of scientific interest.

8. The contribution of science to other curriculum areas

8.1. Literacy

Science contributes significantly to the teaching of Literacy within the school by actively promoting the skills of reading, writing, speaking and listening. The children study texts of a scientific nature, they develop their writing skills through recording information and they develop oral skills through discussions and recounting observations of investigations.

8.2. Numeracy

Science contributes to Numeracy within the school in many practical ways. The children use weights and measures and learn to estimate and predict. They begin to develop accuracy in their observations and many of their conclusions include numbers.

8.3. ICT

Science contributes to the teaching of Information and communication technology within the school by offering ways to enhance learning in different ways using different technology. The children use ICT to record, present and interpret data, and they learn how to find, select and analyse information on the internet.

8.4. PSHE (personal, social and health education) and citizenship

Science contributes to the teaching of PSHE and citizenship within the school by raising awareness of environmental

issues such as recycling materials and looking after the environment. It gives opportunities to debate and discuss these issues promoting positive citizenship.

8.5. Spiritual, moral, social and cultural development

Science offers many opportunities to discuss and debate fundamental questions such as the evolution of living things, the way in which we care for the planet and reasons why people are different promoting a respect for the environment and for other people.

9. Marking and Assessment

- 9.1. Marking of the Science work follows our whole school marking policy. The “I Can” statements are used to give each child an understanding of their achievements and to direct them towards the next step of their learning. The teacher uses this information for future planning. Written or verbal feedback is also given to the child to help guide their progress.
- 9.2. At the end of a unit of work a judgement is made by the teacher in relation to the requirements and levels of attainment expected.

10. Monitoring and review

- 10.1. This policy will be monitored by the Head Teacher and reviewed yearly.

18 June 2018
Ellie Graham, Head Teacher