St. George's Catholic Primary School

Science Policy

MISSION STATEMENT

Achieve, Believe, Care

INTENT

At St George's Catholic Primary School, we aim to provide a high-quality science curriculum giving the foundations for understanding the world through the different scientific disciplines. We believe that through science, pupils have the opportunity to investigate and by doing so, develop the skills of observation, enquiry, analysis, interpretation and problem solving. We encourage collaborative and independent working.

At St. George's Catholic Primary School, we aim to provide a high-quality Science education that:

- Provides the foundations for understanding the world through the specific disciplines of biology, chemistry, and physics.
- Inspires pupils and ignites their natural curiosity about the world around them.
- Is matched to the needs of all pupils, supporting and challenging their learning.
- Is practical and provides first hand experiences, through scientific enquiry and investigations.
- Develops pupils' scientific vocabulary.
- Encourages pupils to understand how science can be used to answer questions and explain what is occurring, predict how things behave and analyse causes.
- Apply their scientific knowledge and skills to solve problems in a variety of contexts.
- Develop an understanding of safe ways of working and to take increasing responsibility for managing their own investigations.
- Enables pupils to link the world of science with the Catholic ethos of our school.
- Equips pupils with the scientific knowledge required to understand the uses and implications of science, today and for the future.

IMPLEMENTATION

Our implementation of the Science curriculum is in line with 2014 Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England. This provides a broad framework and outlines the knowledge and skills taught in each key stage. Science teaching will deliver these requirements through our termly units.

- Weekly lessons teach both knowledge and skills that build on prior learning.
- Through preparing their own investigations, pupils work scientifically, using a range of approaches to answer relevant scientific questions.
- Observing over time, pattern seeking, identifying, classifying and grouping, comparative and fair testing, researching using secondary sources.
- Pupils should seek answers to questions through collecting, analysing and presenting data.
- Key scientists are explored in each year group.
- Within EYFS, Science learning focusses on developing enquiry skills and high-quality observations as set out in the early learning goals. Pupils are taught science through 'Understanding the World'. This is taught through teacher-led activities and consolidated through child-initiated learning.

Science Long Term Overview

Science Progression of Learning

Resources

We use a variety of resources to bring the Science Curriculum to life. All resources are found in the Year 5 and 6 shared area.

Educational Visits

We value first hand experiences in the form of educational visits and take every step to ensure they form an integral part of the curriculum for science where appropriate.

IMPACT

The teaching and learning of science enable all pupils to have a wider understanding of the world around them.

Our approach to teaching Science leads pupils to:

- be curious and ask their own questions about the world around them.
- plan, predict and conduct their own experiments to explore questions.
- develop and use accurate scientific vocabulary during investigations and experiments.
- build on their knowledge and skills, leading them to know more and remember more, through well sequenced lessons.
- explain what they know and make links to the real world.

Assessment, Recording and Reporting

Assessment is an integral part of teaching and learning and is based upon teachers' judgements of pupil attainment and progress.

Formative Assessment is, therefore, on-going and varied in nature. In each year group it may involve some, or all, of the following:

- Regular marking of recorded work.
- Teacher observation of individuals, pairs or groups.
- Targeted questioning

Summative Assessment in Reception is through the Foundation Stage Profile and in KS1& 2 pupils' learning is assessed at the end of each term and recorded on Educater. These assessments serve to inform future planning and teaching approaches.
The children may work individually or in pairs or small groups for different tasks and activities. Parents are also updated on their child's progress through annual written reports.

Monitoring and Evaluation

The subject leader will:

- Review the long-term overviews, Science coverage and progression documents.
- Conduct lesson observations, pupil voice and book looks.
- Provide feedback to SLT regarding the teaching of science across the school.
- Share best practice with staff and keep up to date with any subject specific updates.
- Meet with the assigned Governor to review practice across the school.
- Review the Science policy annually.

Equal Opportunity

All children will be given the same opportunity to receive a broad, balanced curriculum regardless of social class, gender, culture, race, disability or learning difficulties.

Review

This policy will be reviewed every three years by the Governing Body or as required by changes in legislation.