



'a small school with a big heart'

ST MARY'S CATHOLIC PRIMARY SCHOOL SCIENCE POLICY

The mission at St Mary's Catholic Primary School, Claughton is to;

**Guide all on their journey of faith,
Nurture a love of learning,
Encourage happiness, confidence and personal fulfilment and
Support all in achieving their full potential.**

Therefore, the development and implementation of our Science Policy supports us in achieving our mission for all the children in our care.

Intent

Rationale

"Science is fun. science is curiosity. We all have natural curiosity. Science is a process of investigating. It's posing questions and coming up with a method. It's delving in."

– Sally Ride

Science teaches an understanding of natural phenomena. It aims to stimulate a child's curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to ask scientific questions and begin to appreciate the way Science will affect their future on a personal, national and global level.

Aims and Objectives

The aims of Science are to enable children to:

- Ask and answer scientific questions.
- Plan and carry out scientific investigations, using equipment, including computers, correctly.
- Know and understand the life processes of living things.
- Know and understand the physical processes of materials, electricity, light, sound, and natural forces.
- Know about the nature of the solar system, including the earth.
- Evaluate evidence and present their conclusions clearly and accurately.
- Consider the uses and effects of science in society.
- Know the names and the contribution made by men and women of science.
- Develop a sense of awe and wonder.

Implementation

Teaching and Learning styles

We use a variety of teaching and learning styles in Science lessons. Our principle aim is to develop children's knowledge, skills and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, scientific questions. They have the opportunity to use a variety of data, such as statistics, graphs, pictures and photographs. They use ICT in Science lessons when it enhances their learning. They take part in discussions and present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Whenever possible, we involve the pupils in 'real' scientific activities, for example, researching a local environmental problem or carrying out a practical experiment and analysing the results.

We recognise that there are children of widely different scientific abilities in both classes 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. We achieve this in a variety of ways by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty (we do not expect all children to complete all tasks) grouping children by ability in the room and setting tasks for each ability group.
- Grouping the children by ability, where the teacher can give extra support to those who need it.
- Providing resources of different complexity, matched to the ability of the child.
- Using classroom assistants where possible to support the work of the individual children or groups of children.

Science curriculum planning

Science is planned as part of a knowledge and skills based curriculum. The science units taught in this correspond to the statutory requirements of all the year groups so that all areas of the National Curriculum for Science are covered.

Although knowledge and understanding of science has to be taught to fulfill the requirements of the National Curriculum, planning must also focus on science skills. The science skills taught in each unit are statutory requirements of the National Curriculum.

We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we also build progression into the Science scheme of work so that the children are increasingly challenged as they move up through the school.

The Foundation Stage

At St Mary's we teach Science to the Reception children as an integral part of the topic work with the KS1 children. As the Reception children are part of the Foundation Stage Curriculum, we relate the scientific aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. Science makes a significant contribution to the objective in the Early Learning Goals of developing a child's Knowledge and Understanding of the World.

The contribution of Science to other curriculum areas.

Religious Education and Personal development

Science teaching offers children many opportunities to examine some of the fundamental questions in life, for example, the evolution of living things and how the world was created. Through many of the amazing processes that affect living things, children develop a sense of awe and wonder regarding the nature of the world.

Science raises many social and moral questions. Through the teaching of Science, children have the opportunity to discuss, for example, the effects of smoking and the moral questions involved in this issue.

We give them the chance to reflect on the way people care for God's world and how Science teaches children about the reasons why people are different and by developing the children's knowledge and understanding of physical and environmental factors, it promotes the gospel values of love, care, tolerance and respect for other people.

English

Science contributes significantly to the teaching of English at St Mary's School by actively promoting the skills of reading, writing and speaking and listening. The children develop oral skills in Science lessons through discussions i.e. of the environment and through recording their observations of scientific experiments. They develop their writing skills through writing reports and projects and by recording information and are encouraged to use the library to research topic work.

Mathematics

Science contributes to the teaching of Mathematics in a number of ways. The children use weights and measures and learn to use and apply number. Through working on investigations the children also learn to estimate and predict. They develop the skills of accurate observation and recording of events. They use number in many of their answers and conclusions.

Computing

At St Mary's School, the children use Computing in Science lessons where appropriate. They use it to support their work in Science by learning how to find, select and analyse information on the internet. Children use Computing skills to record, present and interpret data and to review, modify and evaluate their work and improve its presentation.

Personal, Social and Health Education (PSHE) and Citizenship

Science makes a significant contribution to the teaching of Personal, Social and Health Education. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare, where for example, children study the way people recycle material and how environments are changed for the better or worse. Secondly, in health education where children learn about the importance of good nutrition and a healthy lifestyle, and again when children learn about teeth and hygiene. Thirdly, children benefit from the nature of the subject in that it gives them opportunities to take part in debates and discussions. They organise campaigns on matters of concern to them such as, helping the poor or homeless. Science promotes the concept of positive citizenship.

Teaching Science to children with Special Needs

At St Mary's School, we teach Science to all the 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 learning difficulties. Our work in Science takes into account the targets set in the children's support plans.

Assessment

Each unit of work taught and learnt is assessed by the teachers to determine what learning has taken place. This assessment takes a variety of forms (questioning, quizzes, testing) and is assessed against the knowledge to be gained as stated on the Knowledge planning format. These assessments will inform future planning and provision.

The headteacher will discuss the provision of the teaching of Science in the school with the teachers (staff meetings) and quality assure provision through other monitoring strategies such as book scrutinies, moderation of work and cluster meetings. The headteacher will ensure that a Science Improvement Plan is developed which evaluates current provision and prioritises actions for future development.

Reports to parents are made during the academic year when indications are made as to the individual's progress in this area of the curriculum.

At the end of the school year a school report to parents evaluates each child's progress against National Curriculum expectations.

Resources

At St Mary's School, we are continually building up resources for all Science teaching units which are kept in each class. We are continually building up a library of publications and ideas as well as the resources for this. The library contains a good supply of Science topic books and the internet is used to support children's individual research.

Impact

Monitoring and Review

At St Mary's School, it is the responsibility of the headteacher and teachers to monitor the standards of children's work and the quality of teaching in Science. The headteacher is also responsible for supporting colleagues in the teaching of Science, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The headteacher and teachers are responsible for evaluating strengths and weaknesses in the subject through our embedded self-evaluation strategies (eg book scrutinies) and indicating areas for improvement to be shared with governors and included in the School Improvement Plan.