

COPPICE
PRIMARY SCHOOL

Science Policy

Date	Review Date	Endorsed by	Approved by	Link Governor
January 2021	January 2023	FGB	Governing Body	Tosin Asaolu Marie Asaolu

Aspire, Believe & Achieve











Policy last reviewed: January 2021

Policy written by: Anastacia Sterling

Signed: *Date:*_____

Coppice Primary School - Science Policy

Introduction

We live in an increasingly scientific and technological age where children need to acquire the knowledge, skills and attitudes to prepare them for life in the 21st century. We, at Coppice Primary School, believe that the teaching of science develops in children an interest and curiosity about the world in which they live and fosters in them a respect for the environment. Through planning from the statutory framework in both the EYFS and the National Curriculum we aim to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics for key stage 1 & 2 or physical development and understanding the world in EYFS
- Develop understanding of nature, the processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future
- Enable children to develop their skills of communication and co-operation through working with others. Encouraging where possible, ways for children to explore science in forms which are relevant and meaningful to them.
- Stress the need for personal and group safety by the correct usage and storage of resources.

Entitlement

Children at Coppice Primary are entitled to:

- High quality Science teaching.
- Experience Science as a regular lesson or activity. At Coppice, we aim to carry out 2 hours per week for key stage 2 and at least an hour for key stage 1. Key Stage 2 also have regular use of the Science Lab for teaching.
- Develop, through practical work, the skills of enquiry, prediction, observing, hypothesising, exploring, evaluating and clarifying at a suitable level for their age and ability. This also includes increased use of precise measurement skills.
- Practical enquiry lessons and 'Working Scientifically' skills to meet the National Curriculum objectives to be included within lessons regularly and where appropriate.
- Include cross-curricular links in lessons where appropriate.

Planning

To achieve continuity and progression in Science, staff should refer to the Coppice Curriculum for the order that the units are taught in. The Foundation Assessment document then aids with the statutory requirements that must be covered within each unit and 'working scientifically', alongside ideas on how to differentiate those learning points. Staff must ensure that from medium term plans, regular science lessons are planned accordingly.

A new Coppice Primary Curriculum was introduced from September 2017 to not only guide teachers in their planning but to also suggest ideas for investigations and cross-curricular links. Teachers are also asked to include the online resource of TIG TAG into their lessons and planning.

Implementation

Ensuring high quality Science teaching will require:

- Enthusiastic staff with good subject knowledge.
- A variety of teaching and learning styles being employed in Science lessons. These will involve; whole class activities, cooperative group work as well as independent individual activities.
- A variety of resources, which incorporates ICT where appropriate.
- Staff to capitalise upon it's cross curricular possibilities and recognise the need to highlight its importance throughout the curriculum.

Equal Opportunities

At Coppice Primary School we are committed to providing all children with an equal entitlement to scientific activities and opportunities regardless of race, gender, culture or class.

Inclusion

At Coppice, we aim to meet the needs of all our children through differentiation in our science planning and by providing a variety of approaches and tasks appropriate to ability levels. Lesson outcomes to range from mixed ability practical work to differentiated written outcomes. This will enable children with learning and/or physical difficulties to take an active part in scientific learning and practical activities and investigations and to achieve the goals they have been set. Most children do not need the scientific objectives differentiated but rather a differentiated approach to learning to enable them to achieve the same objective as the rest of the class. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through more challenging activities. By being given enhancing and enriching activities, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities.

Assessment and Record Keeping

Assessment for learning is continuous throughout the planning, teaching and learning cycle. In EYFS, children are assessed through set, focused tasks and individual profiles are kept of the children. However children are more formally assessed in KS1 and KS2 using a variety of methods:-

- Observing children at work, individually, in pairs, in a group and in classes.
- Questioning, talking and listening to children.
- Marking of children's work should support the child in moving them on, giving a next step in every other piece of work to either consolidate or extend at a level appropriate to their ability.
- Start of unit and end of unit challenge cards or quizzes to help with planning and assessment.

- Each unit and 'Working Scientifically' judgments to be made on the school's Foundation Assessment document and Target Tracker at the end of Year 2 and Year 6.

Children's progress is continually monitored and tracked, throughout their time at Coppice Primary School. Levels of achievement are recorded and fed into the school's tracking system and used to inform future planning.

Health and Safety

Where appropriate, during lessons, reminders will be given to children about potential hazards within the schools science lab and care of the equipment they are using. A risk assessment and checklist is carried out for the science equipment at the beginning of the academic year by the subject leader and the area is checked regularly by all members of staff. Any trips with a focus on science, should have been planned with due regard to the school's 'Procedure for Booking a Trip' document and risk assessments should be carried out and checked by a member of SLT in accordance to the stated document.

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