

Holbrook Primary School
Science Policy

The whole school aims to:

- * Have high expectations for all pupils and staff.
- * Develop skills in all areas of the curriculum.
- * Develop lively, enquiring minds and the ability to apply themselves to tasks.
- * Develop caring for others and sharing in the school community as a whole.
- * Develop personal qualities such as respect, confidence and self-discipline in a caring and positive atmosphere.

When teaching Science at Holbrook we want our children to look at the world as a scientist, that means:

- * we want them to ask questions about the world they live in and make simple predictions about what might happen if.....
- * we want them to look carefully at the world around them and use their 5 senses to say what it is like
- * we want them to be able to use observations to sort and measure things
- * we want them to record their findings in drawings, words and tables and charts
- * we want them to say why that happened and explain trends in their results
- * we want them to have an everyday working knowledge of science so they can apply it to their everyday lives.
- * we want them to make use of ICT, literacy and maths skills
- * we want them to work and learn safely
- * we want them to learn with independence using Sc 1 skills

The attitudes we want children at Holbrook to foster are :

- * an enjoyment of science
- * good presentation
- * independence and confidence
- * co-operation
- * self-motivation
- * curiosity and imagination

Curriculum

Holbrook Primary School uses Tom Robson's Wiltshire Scheme of Work which is heavily focused on the development of Sc1 skills. We feel it is important to be able to step out of the scheme of work allowing staff to follow the children's interests and questions.

The scheme of work is organised into Foundation Stage, KS1 and KS2 with different activities identified for years 3 and 4 and years 5 and 6.

How we ensure quality Science teaching;

> teachers look at the units they need to teach in Science through out the year and decide which term to teach each one, so that links can be made with other curriculum areas. The order of the units is recorded on their termly overview.

> teachers use the Scheme of Work to identify what they have to teach

> We plan using termly overviews and then break it down into a weekly plan. Copies of both are kept in the Orange folders in the staffroom.

> We teach the Sc 1 skills explicitly and encourage children to practice them within the context of an investigation and practical activities.

> We differentiate by asking different level questions to match ability, by outcome, by setting up one task that has a variety of levels associated with it or by giving different tasks to different groups

> We share the key skills we are focussing on at the beginning of every lesson.

> We create a Science learning journey in our classrooms at the beginning of a unit, which identifies the key questions and skills. The journey reflects what the learning is in the classroom on a weekly basis and allows the children to follow their learning.

> We discuss the key question and refer to the learning journey at the beginning of every lesson so the children can identify where this piece of learning fits into the unit.

Assessment

- At the beginning of each year the class teacher decides on what level a child's target should be. These targets reflect expected or above expected progress for a child throughout the year.

- We use Science star stickers to identify children during lessons that have displayed significant progress or development in their understanding. The skill, date and how much support was required is recorded on the sticker before it is attached to the inside of the science book.

- We record our observations and evaluation of the lesson on our planning, often making a note of the next steps of learning for the class or particular groups. This knowledge is then used to plan the next appropriate and focussed Science lesson.

- We monitor pupils progress in Sc 1 by using the Science assessment statements to support our assessments of skills.

- We monitor pupils progress in Sc 2, 3 & 4 by using the level descriptors to support our assessments of knowledge.

- We track our children's progress on Science tracker sheets on a six weekly basis. This assessment is based upon an overall view of a child's use of Sc 1 skills and their knowledge of Sc 2, 3 & 4 . The tracker sheets are stored on the staff server under pupil assessment.

- We use the school marking policy in science to feedback to children, ask questions to stimulate a greater thinking or challenge statements they have made. In KS 1 this is mainly verbal feedback, where as in KS 2 it is often verbal and written feedback.

- Written feedback is made when it is felt that it would benefit the child's understanding and may not occur on every piece of recorded work.

- Where a piece of learning has been discussed with an adult, the letters VF will appear on that piece.

- From year 2 we allow time for children to look at comments made in

previous lessons and act upon them.

> Knowledge and Understanding in the Foundation Stage is assessed mainly through observations. These observations are recorded on post it notes and attached to the class learning wall. These then support the highlighting of their profile, which takes place four times a year.

Monitoring

> Science Subject Leader meets with the Link Science Governor to discuss the curriculum, effective teaching and assessment on an annual basis.

> The Science Subject Leader produces a written overview of Science twice a year, focussing on achievements and areas for development.

> The Science Subject Leader will monitor planning and complete a work scrutiny three times a year. Feedback will be given to staff.

> The Science Subject Leader will monitor effective teaching through completing a curriculum walk on a termly basis. Feedback will be given to staff.

> The Science Subject Leader will monitor assessment termly looking at end of unit assessments and linking these with end of year targets. Feedback will be given to staff.

> Targets are monitored throughout the year by the Science Subject Leader and feedback is given to staff. The feedback particularly focuses on those children that are struggling to make the progress expected, those children that are almost achieving their targets and those that have exceeded their targets.

> The head teacher is informed of all monitoring that takes place throughout the year, so he is aware of developments.

Resources

- Science resources are stored in Beech along the right hand wall.
- Teacher's support texts in science are available in Beech in a black box labelled 'Teacher Resources'
- Children's science books are kept in Beech in a black box labelled 'Science Books'
- Science revision guides are stored in the first cupboard in Beech.
- The Library Resource Centre is used by individual staff to supplement and enhance their science teaching and displays.
- All resources are returned to Beech at the end of each unit.

Health & Safety

- All teachers should be aware of potential hazards when using science equipment in the classroom and discuss these risks with the children. These health and safety issues will be identified on teacher planning.
- When using hazardous materials and equipment in the classroom, teachers should refer to the A.S.E Primary Science Safety Document and the Wiltshire Health and Safety document to check up to date procedures. These documents can be found with Science Resources in Beech.