

Lady Katherine Leveson  
Church of England Primary School



Science Policy

*Developed by: Glynis Fenton (Science Coordinator)*

*In consultation with LKLC Curriculum Committee*

*Written: Spring 2009*

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*Lady Katherine Leveson Church of England Primary School*  
*Policy for Science*

*Overview:*

*Executive Summary*

*Rationale:*

Scientific method is about developing and evaluating explanations of the natural world through experimental evidence and modelling. Through science, pupils understand how major scientific ideas contribute to technological change, affect industry, business and medicine and improve the quality of life.

*Key Principles*

Science is the field of study that attempts to describe and understand the nature of the universe. It is an integral part of modern culture, stretching the imagination of young people and helping us to make complex things simple.

Science contributes to the school curriculum by stimulating and exciting pupils' curiosity and developing their interest in, and knowledge of, phenomena and events of the world around them. Science offers a range of activities which can engage all learners by linking direct, practical experience with ideas. The scientific process involves developing and evaluating explanations, therefore encouraging critical and creative thought. Pupils recognise the cultural significance of science and its world-wide development. Studying science encourages pupils to question and discuss science-based issues that may affect their own lives, society and the world.

*Actions / Aims:*

- Science at Lady Katherine Leveson C of E Primary School is concerned with asking questions and finding ways of answering them through practical activities.
- It develops ways of exploring and thinking, in order to investigate ourselves and the environment.
- Children's understanding of science develops as they observe, make comparisons and search for relationships and patterns.
- They use their ideas to make predictions, and it is the testing out of ideas and predictions by practical methods that is the major characteristic of our science curriculum.
- Science provides a context for literacy, mathematical skills and ICT.

*Monitoring and Evaluation:*

- An assessment is completed in line with school practice, during each unit of study (see Appendix 1). A note is made on the assessment sheet to record where children have had difficulties or exceeded expectations. The assessments are then passed onto the next teacher to be used when that area of science is taught again.
- Science Investigation is assessed termly for each child using the level descriptors on the assessment framework. (see Appendix 2). The assessment sheets for each child are kept in the class science folder and are passed on to the next teacher in order to track each child's investigative skills.
- Specific goals are set for individuals versus the assessment framework (per Appendix 2)

### *Curriculum Planning:*

Within the Foundation Key Stage, science is taught as a component of "knowledge and understanding of the world". The emphasis is on practical activities and the use of carefully framed questions. Opportunities are provided for the children to be aware of and make sense of the world around them. Science is developed through structured play.

The long-term plan represents an overview of topics from years 1 to 6. (See Appendix 3) This plan also includes a termly whole investigation and some units on Education for Sustainable Development (ESD).

The medium-term plans are the six units of work over the year based on the Ginn Star Science Scheme, but wherever possible adapted to fit in with the thematic curriculum. The units are adapted to incorporate additional material from the New Star Science Scheme. The units are taught in an order that compliments the thematic curriculum.

Safety issues are specifically taught within the breadth of study section of the National Curriculum for science. See Risk Assessment (Appendix 4)

All staff are required to read the ASE (Association for Science Education) document "Be Safe", which is kept on display in the staff room. As an LEA school, the "CLEAPSS Helpline" (a science advisory service) is available as safety issues arise. The Science Subject Leader receives the CLEAPSS updates and relates any relevant issues to staff.

### *Roles and responsibilities: (if appropriate)*

Teacher's role:

- It is the role of the class teacher to deliver science lessons in a stimulating and challenging way.
- Pupils should be given opportunities to carry out practical investigations both inside and, wherever possible, outside the classroom.
- Formative assessments are carried out half-termly at the end of each unit
- Science investigation and enquiry are tracked termly whilst children are undertaking the investigation.

Parent/carer's role:

It is the role of the parent/carer to give support to their child with any science related homework/research which is linked to the current theme. Each term a homework project is set for each theme. At least one project should be science based and others should include some scientific exploration. (Also, see Science section of Parent/Carers Handbook).

### *School Self Evaluation:*

The Science Subject Leader is responsible for resourcing and developing science throughout the school. This includes observation of science lessons and monitoring books. Each year a school action plan is developed for science to ensure that appropriate progress is made in the teaching and learning of science. This forms the science contribution to the SIP.

