



Science Policy

The following policy outlines the purpose, nature and management of science as taught at Salisbury Primary School. The policy has been developed to:

- a) Achieve consistency, continuity and progression from EYFS to KS1, from KS1 to KS2 and from KS2 up into KS3.
- b) Ensure statutory requirements are met.
- c) Ensure all staff are aware of the vision for Science within the school.

It was developed in line with the purpose of study and aims of the science national curriculum:

Purpose of study of national curriculum

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims of national curriculum

The national curriculum for science aims to ensure that all pupils:

- Develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the **nature, 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.

Science at Salisbury

At Salisbury we set out to maintain and develop our students' natural curiosity by actively encouraging and supporting them to ask questions about the world around them. We believe that this will foster our students' enthusiasm for science and help them fulfil their potential. Whenever possible we endeavour to enable students to discover concepts for themselves by observing scientific phenomena and conducting investigations. Similarly, students' own questions are explored through scientific enquiry: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing; researching using secondary sources.

Teaching and Learning

In KS1 science is taught for one hour a week, whilst in KS2 it is taught for two hours. Teachers plan lessons based on the Salisbury medium term plans, developing these to take into account their children's prior knowledge and understanding. Where relevant explicit links are made to the Creative Curriculum topic (for example the topic "The Stone Age" and the science topic "Rocks" in Y3). Children are taught as a whole class within which they will work independently, in pairs and in groups depending on the activity. When appropriate different tasks are set according to the ability of the child and adults may support groups or individual children as appropriate.

Marking is carried out in accordance with the school's marking policy. Subject knowledge target sheets are stuck in each book at the beginning of each new science topic. These have space for completion by the student, a peer or the teacher. A "working scientifically" assessment grid for the relevant phase (Y1-2, Y3-4 or Y5-6) is in the back of each students book. Teachers highlight the skills as and when they are demonstrated by each student. These are used to help inform a teacher assessment at the end of each term using the assessment policy codes (E for emerging, TI for towards independence, EX for expected, M for mastery, WA for working above). Moderation of children's work at staff meetings, and within year group teams, ensures that teacher assessment is accurate and consistent across the school. At the end of the school year teachers report on each students' effort (VG, G, S, IN) and attainment and write a comment regarding their progress in science.

Resources

An inventory of all science resources is saved in the staff shared area of the curriculum drive (RM Staff/Staff Resources/Resource Assistants/Science Resources/Science Inventory). This includes a list of resources organised into topic boxes, as well as general resources and a list of posters, books and DVDs. Resources must be requested via the resource assistants at least two days before they are required and returned once they are no longer needed. Any requests for new or additional resources should be discussed with the science leader at

least a week before the topic is due to begin. Any petty cash requests (for example for flowers or food) must be signed off by the science subject lead before the items are bought.

Monitoring and review

The science subject lead is responsible for improving the standards of teaching and learning in Science by:

- Mapping the science topics and working scientifically skills across the school to ensure knowledge and skill progression
- Writing and up-dating the medium term plans.
- Identifying relevant links to selected Creative Curriculum topics.
- Monitoring the standards of children's work and quality of teaching through book and planning scrutiny and observations of lessons.
- Support teachers in the planning, teaching and assessment of science through the provision of INSET and by working with individual teachers.
- Ensuring the availability of high quality resources.

Louise Baldwin - Science Subject Leader

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