GILLINGSTOOL PRIMARY SCHOOL

Inspire ~ Believe ~ Achieve

SCIENCE POLICY

Signed ...

Name: Dave Llewellyn

Chair of Governors

Date: November 2020

Signed .....

Name: Caroline Carter

Headteacher

Date: November 2020

Rationale

Science at Gillingstool provides the foundations for understanding and appreciating the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and it is vital to the world's future prosperity and sustainability.

All pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Purpose

Our 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.

Guidelines

- Details of units to be taught each term can be found on the science long-term plan.
- Science involves a combination of practical activity, individual work, group and whole class teaching. As part of this, a range of teaching and learning styles will be used.
- For pupils to make consistent progress, science activities must be differentiated to meet pupil need and to provide challenge where appropriate. Differentiation will be achieved by varying the task, support and outcome.
- Children should be encouraged to observe, explore and ask questions.
- Oracy will form part of each and every science lesson.
- Children should work cooperatively to collect and evaluate evidence and consider whether tests and comparisons are fair. Details of the progression of scientific enquiry skills can be found on the scientifically enquiry progression document.
- Children should share their ideas and communicate them using scientific language, drawings, charts and tables.

- In each term, there should be opportunities to plan practical investigations and experiments, and test, measure and record their findings.

- Cross-curricular links enable children to use the skills acquired in a meaningful way and allow children to recognise how ideas contribute to technological change and improvements to the quality of life.

- Equipment and resources are stored in the science cupboard and should be easily identified and readily accessible to all children.

Safe Practice

Children are encouraged to consider their own safety and the safety of others at all times in science lessons. Teachers will be provide a safe and secure environment for children to learn.

For any experiments which may be considered to pose particular risk, a risk assessment form must be completed and the Science Subject Lead and Head teacher must be consulted. Staff should use CLEAPPS for reference.

Conclusion

At Gillingstool, we encourage the children to develop their thinking in terms of a scientific process that involves discovery and exploration as well as acquiring a bank of science knowledge and understanding.

We encourage children's curiosity to learn about the world around them and consider how science is linked with other areas of the curriculum.