



## Science Policy

Category: Curriculum

<b>Created by:</b>	Staff	<b>Date:</b> V1 25 March 2021
<b>Derbyshire County Council (DCC) model used/ adopted? Other Model?</b>	No	<b>Model date:</b>
<b>Approved by:</b>	Governor	<b>Date:</b> March 2021
<b>Reviewed by:</b>	JH	
<b>Nominated Governor:</b>	JH	
<b>Review Period:</b>	2 yr	
<b>Next review due by:</b>	<b>March 2023 – Extend to Dec 2023</b>	
<b>Should it be on the Website?</b>	Yes	
<b>Is there personal information in the document?*</b>	No	
<b>Related Documents:</b>		

### Intent:

- For pupils to be at age-related expectations or above in science.
- For pupils to be confident when recalling science knowledge at an age appropriate level.
- For science to be delivered through practical experiments and investigations where-ever possible, in order to promote interest and curiosity.
- For core scientific skills and knowledge to be at the heart of science lessons.
- For pupils to learn different strategies to conduct scientific experiments.
- For pupils to develop an understanding of science vocabulary and to use these appropriately.
- For pupils to develop a love of science and a curiosity about the world they live in.
- For pupils to acquire strategies to enable them to become independent learners in science.
- For pupils to enter into discussion in relation to what they are learning in science and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly.
- Pupils to take pride in their science experiments and conduct their experiments to a high standard.
- To plan for progression across each year group.

## Implementation:

- All pupils to receive a weekly science lesson.
- Promote a positive scientific culture in school.
- Pupils throughout school to have an opportunity to carry out scientific investigations or experiments on a regular basis
- Working walls to be present (and up to date) in all classes, with science displays which are relevant to current learning.
- Vocabulary – relevant to the current science learning - to be displayed in classes.
- Units of work to be planned which cover all national curriculum science statements.
- Teachers to plan opportunities to use science in other curriculum areas, where appropriate.
- Work will be differentiated as required, allowing all children to access - and make progress in - their science learning.
- Practical experiments and investigation will often take precedence over written work,
- Where appropriate, work will be carried out in small groups. In groups the written contribution of each child will be clear through the use of different coloured pens.
- Work will be documented in floor books.
- Teachers will regularly reinforce previously gained scientific knowledge, using quizzes, questioning, recapping and reviewing of floor books.
- Displays will include children's science work to encourage pride in work and to show that work is valued.
- Subject leader will provide an annual action plan for the subject and addresses areas for development and improvement.
- Subject leader presents two reports for the governors each year so they are up to date with any new initiatives that have been introduced and the impact of these.
- Subject leader ensures that teachers have an up-to-date knowledge of the subject requirements.
- Subject leader and teachers review science progress and attainment data in a timely and proactive way.
- Statutory science assessment is reported appropriately to the Local Authority and Government.
- School has appropriate science resources which are effectively managed (replenished and updated as necessary).

## Impact:

- Pupils enjoy science lessons and are engaged with their science learning.
- Pupils discuss science with excitement and interest.
- Pupils are proud of their science work.
- Pupils know that others value their science work; they see it on display and shared on Dojo with their families etc.
- Pupils know when to apply science skills in other curriculum areas.
- There is evidence of a clear teaching sequence in the children's books.
- Pupils' presentation is of a high standard.
- Teachers use a variety of assessment methods to monitor progress in science.
- Teachers track pupils' progress at the end of each unit.
- Subject leader conducts learning walks, lesson observations, pupil interviews and book monitoring throughout the year. These inform future areas for improvement; confirmation that the maths policy is being followed; and the impact of new initiatives.
- Standards being met at the end of EYFS, KS1 and KS2 are broadly in line with local and national averages.
- Each year data is analysed and any areas for improvement identified and addressed.