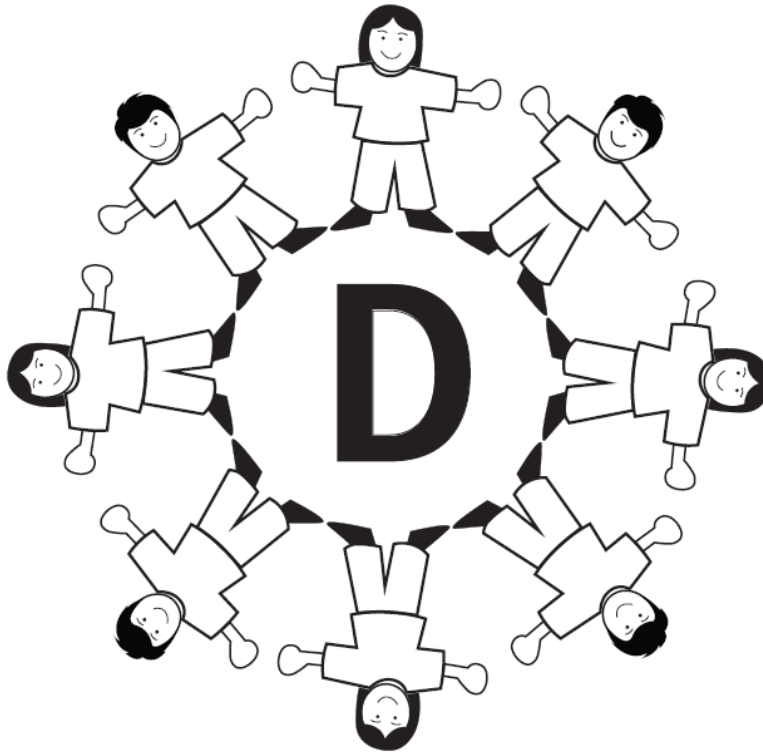


Dalestorth Primary and Nursery School



Science Policy
November 2024

Science Intent

At Dalestorth, 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 of our 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.

We will do all this by:

- Developing the scientific knowledge and conceptual understanding of our children through the specific disciplines of biology, chemistry and physics.
- Develop the children's 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.
- Ensure our children are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

To develop our pupils as scientists we:

- Develop pupils' enjoyment and interest, culminating in a positive attitude towards science.
- Firmly base scientific learning on children's first-hand experiences through the use of practical equipment and the appropriate use of ICT.
- Stimulate pupil's curiosity in the world around them and encourage critical and creative thinking.
- Encourage the development of investigation, exploration, collaboration, observation, evaluation and inspiration.
- Incorporate Science activities within other areas of the curriculum.
- Develop the use of scientific language, as well as a range of recordings and techniques.

Equal Opportunities and Inclusion

- All children are given access to a broad and balanced writing curriculum regardless of gender, ability, race religion.
- Provision will be made for individual needs (SEND).
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (EAL) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

SEND

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We do this by responding to each child's different needs. The level of challenge should not be altered, rather that we change the tools we give to the children, so that they can be successful. If a child is being tracked on BSquared they may receive a more individualised curriculum and may receive a different level of challenge as appropriate. See SEND policy for further details.

Curriculum Organisation

Foundation Stage

Science at Foundation Stage is introduced indirectly through activities that encourage our children to explore, problem solve, observe, predict, think, make decisions and talk about the world around them. It's called 'knowledge and understanding of the world'.

Key Stage 1

In KS1, science is taught in a cross curricular way. With a focus on investigation and exploring the world around them, building on from their discoveries in the foundation stage. KS1 science provides the foundation for understanding through specific disciplines of Biology, Chemistry, Physics. All pupils should be taught essential aspects of the knowledge, methods, processes and use of scientific vocabulary.

Key Stage 2

In KS2 Science, the knowledge, skills and understanding in each programme of study will identify the four areas of science that children study: Biology, Chemistry, Physics, Scientific Enquiry and the children will be able to identify the area of study. All pupils should be taught essential aspects of the knowledge, methods, processes, and uses of science through rational explanation and develop a sense of excitement and curiosity about natural phenomena. Our children should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse causes.

See the subject expectations document for more information.

Teaching and learning

When staff are planning and delivering Science sessions, they will use the guidance set out in the Teaching and Learning Framework. This may include teachers modelling their thoughts as a scientist, using retrieval of knowledge and subject specific sentence starters for writing and oracy work.

Assessment

See the Whole School Teaching and Learning Policy and subject expectations for more information.

Monitoring this Policy

SLT will ensure that staff are clear on the policy. Curriculum leaders will scrutinise work in science to ensure the policy is being followed and feedback to the Head with regards effectiveness and issues that have arisen. It is the responsibility for all staff members to ensure they are clear on the expectation and ethos behind the policy and to seek clarification from SLT if unclear.

The policy will be evaluated and reviewed with staff having an input into any changes.

Parents and Stakeholders

Any parent wishing to read the science policy will be directed to the school's website.

The policy will be shared with the governing body and all members of staff to ensure all are clear on the expectations.

POLICY REVIEW

This policy is to be reviewed every two years.

Policy written by: D. Holt

Policy adopted: February 2021

Policy reviewed by: A. Olpin November 2024

Policy due to reviewed: November 2026