Inspire ★ Believe ★ Achieve

'Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith.' 1 Timothy 4:12

Science Policy

Intent

In our rapidly changing world, Science is a vital part of our curriculum at Yealand. Our intent is for children to be excited about Science, curious about the phenomena and events in the world around them, and to never stop asking questions.

Through high-quality teaching, enquiry based learning, and real-life experiences in our countryside setting and Forest School, it is our intent for all children:

To harbour a curiosity about the world around them, and have opportunities to explore it.
To learn through Working Scientifically, by thinking and learning like real scientists.
To learn by exploration and investigation.
To have a secure knowledge of age appropriate scientific concepts.
To learn both independently and in cooperation with others.
To relate scientific learning to real-life situations.
To use scientific language confidently.
To encourage critical and creative thinking, perseverance and a sense of achievement.

After consultation with governors, parents, staff and children about how to ensure scientific learning is always the best it can be, we have decided on the following **Key Principles for Teaching Science at Yealand**:

At Yealand, SCIENCE is great when:
we explore and discover for ourselves;
we ask questions and find ways to answer them;
we carry out practical activities;
we work scientifically when investigating;
we relate our science learning to the real world
and have time to ask ….What if ….?

Implementation

We implement a progressive approach to teaching Science, ensuring learning builds on prior skills and knowledge each year.
At KS1 and KS2, teachers use the National Curriculum for teaching science to ensure that all parts of the National Curriculum Programme of Study are taught. The National Curriculum for Science (2014) describes in detail what pupils must learn in each year group within each strand of science, as well as the key Working Scientifically requirements for Years 1 and 2, Years 3 and 4 and Years 5 and 6. Children in Nursery and Reception follow the Early Years Foundation Stage Curriculum for Understanding the World, as they make progress towards, and where appropriate beyond, the Early Learning Goals.
The objectives are woven into our well planned and sequenced creative curriculum, with different topics throughout the year having a science focus. We ensure that all children cover all objectives by the end of each Key Stage, and that there are opportunities to revisit, reuse and consolidate key learning facts.
Our school scheme of work is a working document composed of ongoing plans produced on a half-termly and week by week basis and take into consideration the needs of all our children. A range of resources from providers like STEM and Explorify are used to enhance the curriculum. Each class teacher is

responsible for the planning and teaching of science in their class, in consultation with the Science Subject Leader.

Through careful planning and thorough preparation we ensure that throughout the school children are given the opportunity to take part in:

Practical activities.
Exploration followed by investigation.
Access to a wide range of scientific equipment.
Asking questions and the opportunity to find the answers.
Independent, group and whole school discussions and activities.
Scientific outdoor learning.
Making predictions and carrying out fair tests.
Critical thinking and opportunities to follow new lines of inquiry.
A whole-school Science Week during each academic year.
Trips, visits and clubs linked to the science curriculum.

Impact

The impact of our Science curriculum is that all children are equipped with the scientific skills and knowledge for the next stage of their education and for life in the world outside the classroom.

Assessment

As with all aspects of the curriculum, ongoing assessment takes place in Science. This formative assessment is used to inform planning and next steps. In Key Stage 1 and Key Stage 2 teachers assess the children's learning against the National Curriculum objectives for their year group. The children are assessed as being developing / secure / exceeding. Progress is tracked on the Dimension Tracker termly, enabling an overview of learning throughout a year group, key stage or individual.
Children in Nursery and Reception are assessed against the Early Years Foundation Curriculum and Development Matters. Regular moderation meetings are held within the school and the Science Subject Leader attends LA meetings and training with consultants in order to ensure accuracy in assessments.

Resources

Scientific equipment and resources are held in a communal area in the school so that they can be easily assessed by all. Resources which are appropriate to one particular Key Stage may be held in the relevant classroom. Children are taught to recognise and select the appropriate scientific equipment that they need to carry out explorations and investigations.

Monitoring and Evaluation

The Science Subject Leader works alongside all the teachers; monitoring and evaluating the quality and standards of science throughout the school. Opportunities to review the scheme, policy and published materials are given on a regular basis during staff meetings.

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