

YSGOL GYNRADD



## Science Policy

## Introduction

This policy outlines the teaching, organisation and management of science taught and learnt at Albert Primary School.

The implementation of this policy is the responsibility of all staff (teaching and LSAs). The responsibility for monitoring and review is within the remit of the Curriculum Leader, the SMT, the Headteacher, the Curriculum Committee and finally the Governing Body.

## Aims

- Develop pupils' thinking skills.
- Promote pupils' awareness and understanding of gender, cultural and moral issues.
- Develop pupils' as active citizens.
- Incite pupils' curiosity and creativity.
- Develop pupils' communication skills so that they can search for, access and select relevant scientific information, from a range of sources.
- Provide opportunities for pupils to explore different types of enquiry such as exploring, pattern-seeking, making things and fair testing.
- Provide a range of experiences that enable pupils to be actively involved in the three stages of scientific enquiry, namely planning, developing and reflecting. Planning stage to develop pupils' decision making skills regarding the proposed method; Developing stage to actively engage pupils in exploring and discovering; Reflecting stage to promote pupils' analytical skills by selecting on findings, and linking learning to similar situations.
- Improve pupils' skills in literacy, numeracy and ICT.

## Teaching

### Teaching and learning of Science in Early Years/Foundation Phase

Throughout the Early Years/ Foundation Phase, children are taught science as part of 'Knowledge and Understanding of the World', guided by the Ages and Stage document and Early Learning Goals. Cross-curricular opportunities are planned with specific reference to areas of learning and extension of skills are planned in the Enhanced Provision Areas. Recording of evidence will be found in their Topic Books.

### Teaching and learning of Science in Keystage two

The teaching of Science is planned to help develop the key scientific skills of:

- Asking questions
- Hypothesising and predicting
- Planning and carrying out a range of investigations
- Using equipment correctly
- Observing and measuring

- Recording data
- Presenting results in a variety of ways, including the use of ICT
- Comparing and evaluating results, looking for patterns
- Drawing conclusions

We believe that through developing key scientific skills pupils should acquire knowledge and understanding:

- Pupils are given the opportunity to develop their understanding of the human body, in particular, the role of the major organs, the need for a balanced diet and the effects of drugs such as alcohol and tobacco.
- Pupils investigate plants and animals through practical fieldwork and research, in order to develop their understanding of the interdependence of living organisms and their adaptation to surroundings.
- Pupils develop their knowledge and understanding of our Solar system, in particular, properties such as day and night, seasonal change and relative positions of the planets.
- Pupils practically investigate a range of materials in order to acquire an understanding of their properties, and how these relate to their uses and recyclability.
- Pupils undertake a variety of practical activities in order to explore key concepts within lights and sound, such as how light travels and how different sounds are made.
- Pupils investigate electrical circuits in order to understand how electricity is controlled; and a variety of forces including magnetism, friction, gravity and air resistance in order to understand how forces affect movement.

### **The Literacy and Numeracy Framework**

Within the science curriculum we ensure that the children develop their skills in line with the Literacy and Numeracy Framework where appropriate.

### **Role of the Curriculum Leader**

The Curriculum Leader for Science will:

- Support colleagues in teaching the subject content and developing the detail within the Scheme of Work
- Renew, update and complement resources needed to deliver the curriculum within annual budget statements.
- Audit and monitor current practice – reporting findings to both staff and SMT and if applicable the Governing Body.

- Monitor colleagues planning within this subject to ensure progression and continuity of provision.
- Work co-operatively with colleagues, SMT and ALNCo.
- Attend and report to the Governing Body Curriculum meetings when required.
- Keep abreast of developemnts within science on a local and national level.

### Assessment

Science will assessed under the school's assessment policy and tracking system - INCERTS.

### Resources

Resources will be purchased within accordance to the school budget statement.

### Health and Safety

All our policy documents need to read alongside our Health and Safety / Educational Visits Policies.

Document Information			
<b>Created by -</b>	Claire Hutchinson	<b>Reviewed by -</b>	Curriculum Committee
<b>Last Review-</b>	November 2014	<b>Next review -</b>	September 2017
<b>Review Cycle -</b>	Every 3 years	<b>Accepted by FGB -</b>	December 2014
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