



Barton Primary School

Reviewed on:	March 2019
Next Review:	March 2021
Staff Responsibility	M Young
Governor responsibility	FGB
Signed by Chair	

Science Policy

Rationale

It is very important that this policy reflects the essential part that science plays in the education of the children at Barton. It is important that a positive attitude towards science is encouraged amongst all our children in order to foster self-confidence and a sense of achievement. Children need to be encouraged to explore and communicate the structure, patterns and relationships within science in order to solve the everyday problems and develop their own scientific thinking.

Purpose

- To ensure that teachers meet their statutory obligations with regards to the teaching of science.
- To raise science standards by promoting a high standard of excellence and consistency of approach amongst all staff.
- To ensure procedures for planning and assessment enable a broad and balanced curriculum that has continuity and progression and addresses equal opportunities.
- To foster a positive attitude to science as an interesting and exciting part of the curriculum.
- To foster in children the confidence to apply their knowledge, skills and ideas in real life contexts both within and outside the classroom and become aware of the uses of science in the wider world.
- To provide children with scientific experiences that develop their understanding of themselves and the world in which they live.
- To develop the enquiry skills of predicting, asking questions, making inferences, concluding and evaluating based on evidence and understanding and use these skills in investigative work.
- To introduced and extend children's knowledge and understanding and know that scientific ideas change and are modified.
- To develop the ability of pupils to communicate their ideas using appropriate scientific vocabulary.
- To encourage safe practice in all areas of science.
- To help provide pupils with the competence and confidence to deal with a life in an increasingly scientifically complex society.

Principles of Science teaching:

- There are high levels of enthusiasm in our lessons from teachers and children.
- The children are expected to ask questions and answer them through investigations.
- Adult interaction prompts and extends thinking for all levels of ability.
- Adults model, and children use, scientific vocabulary, demonstrating their understanding of it.
- New learning is happening which builds upon previous skills and knowledge.
- Assessment informs planning.
- Technology is used in science lessons.
- All children have a 'Can do' attitude to their science learning.

Recording:

Scientific work should be recorded by the children in a variety of ways e.g. drawings, scribed or verbal, recordings in floor books or on tape, graphs, photos, diagrams and should suit the requirements of the task set.

Assessment

It is necessary to be constantly evaluating what individuals and groups are learning and what they bring to the learning situation. Through evaluation, any difficulties can be identified and specific help to remedy the problem can be given.

Evidence of children's work may be kept in the form of teacher's notes, children's drawings, plans, photographs, construction models, writing etc.

Feedback to pupils about the progress in science is achieved through the marking of work.

Language

Teachers need to be aware of and use the correct scientific vocabulary at all times. Children need to be encouraged to understand and use the appropriate terminology when presenting a scientific justification, argument or proof. Key vocabulary is selected from the science Framework and included within weekly planning.

Inclusion

At Barton we plan to provide for all pupils to achieve, including boys and girls; pupils with SEN; pupils with disabilities; Pupil Premium children; higher attainers including Gifted and Talented children; pupils from all social and cultural backgrounds; children who are in care and those subject to safeguarding; pupils from different ethnic groups and those from diverse linguistic backgrounds.