

DALLIMORE PRIMARY SCHOOL

SCIENCE POLICY

Introduction

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies this curiosity with knowledge. It engages learners at many levels, by linking ideas with practical experiences. Through experimentation, children can look for patterns and trends, leading to the formation of conclusions based on evidence. Through science, children can understand how major scientific ideas contribute to technical change, and the improvement of people's quality of life. They can also recognise the cultural significance of science. Children can learn to question and discuss science related issues that may affect their own lives, the direction of society and the future of the world.

Aims

1. To teach children the scientific knowledge, understanding and skills set out in the National Curriculum.
2. To enable each child to develop the confidence and ability to apply their scientific knowledge, skills and attitudes to everyday life.
3. To use initiative and perseverance when tackling problems, exploring new material, objects and situations
4. To give children an understanding that science has both beneficial and harmful effects on our society and that there are social and moral implications to science.
5. To develop in the children a caring and sensitive attitude towards living things and the environment.
6. To encourage children to work co-operatively giving consideration to others and to learn, take an interest in and gain pleasure from science-based activities.

These aims imply that science is not always taught in isolation, but is linked wherever possible to other subjects.

Coverage of the National Curriculum

Wherever possible the school has adopted a topic based approach to teaching Science. Some units of work are still taught as stand alone lessons. The National Curriculum, along with APP grids and some QCA units of work, is used to plan and ensure full coverage.

The science units for each year group have been allocated according to 'best fit' for each term over the school year. These are documented on long term planning sheets

Medium term planning for science is based in clear learning objectives using the school's medium term topic planning sheets.

Short term planning is done on a weekly basis/daily basis using the school's weekly subject planning sheets. Walt titles provide clear objectives. Assessment is ongoing and informs planning.

At the end of each topic, attainment is highlighted on APP grids for each ability group. This is used to help provide an overall level at the end of the year.

The Foundation Stage will follow the Foundation Stage Profile.

Teaching and learning skills

The aim of our teaching is, where possible, to base it on first hand experience, so the children will be:

Observing, measuring, classifying, predicting, recording, communicating, problem solving and investigating.

In experimental work teachers will lead and guide a great deal during the early years and aim to withdraw more as the children develop their skills and knowledge, so allowing children to take the lead in planning and conducting experiments, becoming independent learners.

Written work is mostly recorded in Science books, although some may appear in topic books when closely linked to the main topic.

Resources

The science co-ordinator identifies needs in discussion with other staff. All resources are regularly monitored by the science co-ordinator.