

# **The Manor CE Primary School**

## **Science Policy**

### **1. Rationale:**

The school believes that Science is a vital part of the curriculum and an important element in children's learning. Children must realise how science has developed through history. Furthermore science is still developing rapidly with innovations, which have a major impact on the world. The teaching of Science at The Manor Primary School should ensure children's curiosity. Interest and enjoyment of the subject are maintained throughout their time at the school and also provide a strong basis for their secondary education.

### **2. Purposes:**

- 2.1 To deliver the programmes of study for the National Curriculum for Science.
- 2.2 To ensure that children explore and learn scientific knowledge, principles and vocabulary.
- 2.3 To develop the use of Science links throughout the curriculum.
- 2.4 To enable children to develop and expand their skills through using a range of science equipment and information resources.
- 2.5 To develop research skills and to make decisions on what is appropriate for their work.

### **3. Guidelines:**

#### **3.1 Planning**

Children will develop their scientific knowledge and skills and will be given the opportunity to experience and develop their understanding of the subjects taught. The QCA scheme of work will be the basis for planning. Each teacher will complete an overview sheet, which will show:

The topic to be covered  
The objectives and skills  
A brief description of activities  
Cross-curricular links

#### **3.2 Scientific Enquiry (SC1):**

It is vitally important that a balance is maintained between Scientific Knowledge and Scientific Enquiry. Both of these aspects of the science curriculum are given equal weighting as and when appropriate. An emphasis is placed on the children's enquiry skills and the whole school is committed to developing these skills.

### **3.3 Resources Provision:**

All children will have access to appropriate science equipment within their classroom environment. Continuity and progression in the use of equipment will be ensured through the scheme of work. Resources will be regularly monitored and new equipment introduced as and when necessary. Full is made of our conservation area as a valuable teaching resource and 'outside classroom'.

### **3.4 Teaching and Learning Styles:**

Science is one of the core subjects within the primary school and is given the correct amount of teaching time per week as prescribed by .

In the Foundation Stage, the children are taught Science through Knowledge and Understanding of the World.

A variety of teaching and learning styles is used to facilitate learning in Science. A teacher, teaching assistant or parent may lead activities or activities may be pupil led. Demonstrations, structured activities, investigation and problem solving approaches are used. Children work in a variety of groupings, including mixed gender and ability and children are given the opportunity to work collaboratively and independently.

### **3.6 Assessment**

Ongoing assessment is an essential part of good practice, ensuring that the abilities and needs of pupils are met. Assessment of children's achievements, identified by the QCA scheme of work as Key Skills, is recorded, thereby promoting continuity between classes and key stages.

### **3.7 Monitoring**

The plan for developing and monitoring Science is outlined in the Science Action Plan that is updated yearly or as necessary by the Science Co-ordinator. The Science co-ordinator and senior management also monitor the implementation of this policy and scheme of work.