



# Science Policy

*Act justly, Love mercy, Walk humbly*

## Queniborough C E Primary School

	Date	Signed
<b>This Policy was adopted on</b>	<b>October 2022</b>	
<b>To be reviewed</b>	<b>October 2024</b>	<i>T. Sharpe</i>

## Vision Statement:

*With **JESUS** at our side, We **ACT** with a sense of right and wrong. We show **LOVE** by being kind to everyone.*

*We **WALK** through each day with modesty in all we do*

Queniborough C of E Primary School

Science Policy

Our Science Policy follows the National Curriculum 2014 guidelines and aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics;
- Develop understanding of the nature, process and methods of Science through different types of science through different types of science enquiries that help them to answer scientific questions about the world around them;
- Are equipped with the scientific knowledge required to understand the uses and implications of Science, today and for the future.

## Intent statement

At Queniborough C of E Primary School we aim to give all students a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them think scientifically. We also aim to ensure they gain an understanding of scientific processes and an understanding of the uses and implications of science, today and for the future.

### Planning - Programme of study

The programme of study is in place to ensure a progressive science curriculum is taught throughout our school. Many areas are revisited and built upon to allow consolidation and to allow knowledge and understanding to become embedded. (Planning matrices can be found in the curriculum folder)

### Special need and higher achievers

- All children with special educational needs build on their own experiences and on the exploration and investigation opportunities provided.
- All children, regardless of their ability, are given the same access to science learning, with less or more able receiving additional support as necessary.
- Pupils considered to be Higher Achievers in science are identified on the HAPs register and are provided with opportunities to develop their independent investigational skills as appropriate.

### Equal opportunities.

Learning opportunities will ensure access for all children to the full science curriculum, regardless of gender, ethnicity or ability. A range of activities and modes of teaching, across the curriculum, ensure that all pupils have the opportunity to engage with science.

### Health and Safety

All staff are responsible of assessing and controlling risk in scientific activities. This should form a part of teachers' planning. All staff should make themselves aware of the following: CLEAPSS Codes of Practice in Science for Local Authorities L222 (located on the Science board in the Staffroom) Appropriate reminders will be given to children about potential hazards and care of the equipment they are using.

### Assessment

Assessment is achieved through:

- Discussions with pupils
- Observation of pupils
- Marking work
- End of unit assessments appropriate to each year group

### Monitoring and Evaluation

Monitoring and Evaluation is achieved through:

- Monitoring and evaluation of pupils' work
- Lesson observations
- Pupil voice
- Book scrutiny's.
- End of unit assessments
- Use of OTrack at the end of each academic year.

Reviewed October 2022 by Tracey Sharpe (Science coordinator)

Next review: October 2024