BUTTSBURY
JUNIOR SCHOOL

AN ACADEMY SCHOOL

Science Policy

Maximum Effort for Maximum Achievement

Aims

- To develop pupils' enjoyment and interest in science.
- To develop pupils' understanding of key scientific concepts and scientific skills.
- To enable pupils to effectively communicate scientific ideas by using scientific vocabulary.
- To develop positive attitudes which encourage collaborative learning and perseverance.
- To develop pupils' awareness of how science influences and affects our everyday lives.
- To prepare pupils for life in an increasingly scientific and technological world, both today and in the future.

Attitudes

- Encouraging the development of positive attitudes to science.
- Building on our children's natural curiosity and developing a scientific approach to problems.
- Encouraging open-mindedness, self-assessment, perseverance and responsibility.
- Building our children's self-confidence to enable them to work independently.
- Developing our children's social skills to work cooperatively with others.
- Providing our children with an enjoyable experience of science, so that they will develop a deep and lasting interest and may be motivated to study science further.

Statutory Requirements

Statutory requirements for the teaching and learning of Science are laid out in The National Curriculum in England Framework Document, September 2013.

Scientific Enquiry

Science is taught with an emphasis on the pupils engaging in practical enquiry to support and develop their understanding of scientific concepts and skills. Teachers use a range of strategies including: exploration, investigative enquiry and illustrative enquiry. Teachers try to ensure that the children's ideas are used as a basis for enquiry.

Children are encouraged to record their investigations using the relevant process skills which are introduced in Year 3, further developed in Year 4 and fully utilised in Years 5 & 6. This is essential if children are to be enabled to show their knowledge and understanding of a scientific concept, using the correct scientific vocabulary.

Equal Opportunities in Science

- Science in taught within the guidelines of the school's equal-opportunities policy.
- We ensure that all our children have the opportunity to gain science knowledge and understanding regardless of gender, race, class, physical or intellectual ability.
- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- We aim to teach science in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We value science as a vehicle for the development of language skills, and we encourage our children to talk constructively about their science experiences.
- In our teaching, science is linked with literacy, computing and mathematics.
- We recognise the particular importance of first-hand experience for motivating children with learning difficulties.
- We recognise that science may strongly engage our gifted and talented children, and we aim to challenge and extend them through differentiated work, master classes and links with The Billericay School.
- We also access 'Outreach' through The Billericay School.

Assessment and Recording in Science

- We use assessment to inform and develop our teaching.
- Areas commonly begin with an assessment of what children already know.
- We assess for learning (AfL). Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve. Activities during, and at the end of, each topic record achievement and celebrate success.
- We mark work positively, making it clear where work is good, and how it could be improved further. (WWW & EBI)
- We track the children's progress and work is monitored at regular intervals.
- All children's needs are met through appropriate differentiation.
- Informal assessment is continuous and used to inform teaching throughout the school.
- Reports to parents are made verbally, and written once a year, describing each child's attitude to science, his/her progress in scientific enquiry and understanding of the content of science.
- Science tests, which are summative, are used throughout the school and children are tested at the end of a unit of work. These tests have been levelled and are used to guide and support the teacher assessment of each child's level or attainment within his/her year group.

Monitoring and review

Policy Date: Summer 2016

Review Date: Summer 2019