

## **Science Policy for Hillside Community First School**

<b>Adopted date:</b>	<b>Spring 2016</b>
<b>Signature of Headteacher:</b>	<b>Jeremy Harrison</b>
<b>Signature of Governing body:</b>	<b>Angela Wood</b>
<b>Next review date:</b>	<b>Spring 2019</b>

# **Hillside Community First School**

## **Science policy**

As teachers at Hillside Community First School we believe in 'Child Centred Learning', meaning that each element of whole school and classroom practice is designed with an understanding of how children learn best at its heart. The interests and questions of the children are taken into consideration whenever we plan science.

### **At Hillside Community First School we believe children learn best when:**

- learning activities are well planned, ensuring progress in the short, medium and long term
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment
- the learning environment is ordered, the atmosphere is purposeful and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

### **Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.**

There will be evidence in the learning environment of:

- Progress in the children's learning, specifically related to Science skills and knowledge (in their books, on the school website, on the walls, in conversation, in their learning behaviour)

Staff will ensure that:

- Science learning is a combination of skills and knowledge. Each topic that is planned includes opportunities for children to review and extend upon their knowledge in that area as well as apply and develop their scientific enquiry.

Implications for the whole school will be:

Programmes of Study in Years 1-4 are informed by the National Curriculum 2014, to:

- ensure continuity and progression of Scientific knowledge and skills
- ensure a broad and balanced Curriculum Map is in place that provides continuity and progression throughout the science curriculum
- make sure a science curriculum policy is in place
- put in place a monitoring cycle to include pupil interviews, lesson observations, planning and work scrutiny,

**Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.**

There will be evidence in the learning environment of:

- Science resources used to support children's understanding of new concepts (scientific vocabulary, books, posters etc.)
- physical materials to assist with more abstract concepts
- specialist resources used to build on children's skills
- related out-of-school and enrichment activities
- role play areas and discovery areas in the EYFS and KS1 classes

Teachers will make sure that:

- well-judged and effective teaching strategies successfully engage pupils in their scientific learning – a hook, learning journey and high quality outcome will be in evidence in each topic
- they use their expertise, including their science subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning
- well framed questions, knowledgeable answers and the use of discussion, promotes deeper learning
- they ensure an appropriate ratio of exposition to learning-activity in their teaching
- appropriate home-learning is sometimes set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study

Implications for the whole school will be:

- The science leader will ensure appropriate resources are sourced, related out-of-school learning opportunities are shared and links are made with other schools in our learning partnership.

**Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.**

There will be evidence in the learning environment of:

- Children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue
- Challenge that is pitched at a level that is achievable when they work hard and try their very best.

- Activities that are engaging and mostly practical

Teachers will make sure that:

- the pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions taken in response to pupils' feedback
- they have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all
- they keep agreed science assessment records using Pupil Tracker

Implications for the whole school will be:

- Science leader will analyse the data to ensure individuals and/or groups are achieving their potential, including those children that are gifted and talented.

**Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.**

There will be evidence in the learning environment of:

- the safe use of resources
- good behaviour for learning

Teachers will make sure that:

- risks have been assessed carefully before carrying out any practical activities

Implications for the whole school:

- health and safety procedures are in place and are adhered to
- risk assessments are developed and used when necessary

**Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.**

There will be evidence in the learning environment of:

- photos, resources and follow-up work from out-of school learning in the classroom to emphasise the value of these experiences

Teachers will make sure that:

- parents are welcomed in to share in their children's Science learning, through workshops, parent consultations, etc.

Implications for the whole school:

- ensure parents are informed about school events and relevant topics through regular newsletters, termly calendars, letters, text messaging, notice boards and the school website

**The policy will be given to all members of staff and copies will be available for parents.**

**PROCEDURES FOR MONITORING AND EVALUATION**

**The head teacher, members of the senior management team and the Science leader will monitor the policy.**