



SCIENCE POLICY 2016

Rodmarton Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share the same commitment. All staff and volunteers are subject to an enhanced DBS check.

Please refer to the school's Safeguarding Children Policy for more information.

'We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.'

Agreed date: March 2016

Next review: Spring 2018

Science is provided in a purposeful atmosphere and through a stimulating environment that promotes observation, enquiry and the need for caring and sensitive attitudes for all living things and their surroundings.

Our Aims in Teaching Science

- To ensure that each child has full access to the science curriculum and corresponding activities regardless of differences in race, gender, religion or ability.
- For children to look at the world as a scientist. This means we want them to ask questions about the world they live in and build upon their natural curiosity.
- For children to be able to plan a fair test and explain why it is fair.
- For children to be able to use observations to sort and measure things. They should record their findings in a variety of ways (drawings, words, tables, charts), be able to say why things happened and explain trends in their results.
- To foster concern about, and appreciation of, our environment.
- To prepare children for life in an increasingly scientific and technological world by helping them to have a working knowledge of science so they can apply it to their everyday lives.
- For children to make use of ICT, Literacy and numeracy skills within science.
- For children to work safely by recognising hazards and risks both to themselves and others.
- To provide children with an enjoyable experience of science so they will develop a firm interest and be motivated to study further.

Resources – Material

Science resources for investigation and exploration are found in the Science cupboard. These resources are in labelled trays. Staff reference books can be found in the staff room and other books may be borrowed from the school library.

Resources – Human

Rodmarton Primary School encourages the use of individuals and outside agencies to build upon and enhance the scientific knowledge within the school. The subject leader endeavours to raise attainment and ensure the continuing development of Science teaching throughout the school by:

- Keeping 'up to date' in the subject, especially with any changes to the curriculum/assessment of science made by DfE.
- To work alongside colleagues offering support and advice where necessary.
- To identify areas of weakness within the subject and focus on improving this by providing support, training, etc.
- Managing resources.

Teaching Styles/ Strategies

At Rodmarton Primary School, we aim to promote effective scientific learning. This is carried out in the classroom using a variety of strategies that may include:

- Providing children with opportunities to observe, listen, talk to each other, make drawings, write reports and evaluate what they have done.
- Offering opportunities for children to experience first-hand practical investigations and experiments.
- Encouraging children to think by questioning them and getting them to ask questions of their own.
- Getting the children to work as a class, small group, in pairs or individually.
- Applying mathematical skills to science e.g. measuring, bar charts.
- Encouraging the reading of science based texts and using ICT to develop research skills and enhance subject knowledge.

Special Needs/Equal Opportunities

Science is a critical area for promoting equal opportunities and counteracting stereotypes. This will be achieved by:

- Scientific work of an appropriate level will be made available to children, without prejudice, whatever their age, ability, sex or ethnic origin.
- Teachers being aware that different religion and dietary laws may restrict a child's access to some activities. For example it would be insensitive to plan work involving food handling during Ramadan.

Safety Issues

- Pets/live animals
- Microbes
- Chemical substances
- Heating substances
- Electricity
- Apparatus and equipment.
- Personal Safety (jewellery, hair, eye protection)

It is the duty of all staff to:

- Recognise and assess the hazards and risks to themselves and others when working with living things and materials.
- Take action to control these risks and hazards.
- Be familiar with the contents of the Health and Safety Policy in general.

Teachers should be aware of the following:

- Pupils in Years R to 4 should not use glass containers. They may be used in Years 5 and 6 when the nature of the work means that there is no realistic alternative.
- Rechargeable batteries are not to be used for circuit work. This is due to them becoming very hot if short-circuited.
- Where iron filings are used for work on magnets, they must be enclosed in a clear plastic container.
- Birds are not allowed into school.
- Children are not to be exposed to mould.

Assessment/Record Keeping

Science assessments will take place at the end of each block of Science teaching.

Assessments will be recorded on the school assessment tracker, Insight.

Success Criteria

The subject leader will review the success of the policy by:

- Monitoring books/evidence to see if children's work reflects the skills that should be being taught.
- Monitoring the curriculum by looking at planning to ensure progression is taking place and that the learning objectives are being met.

The children will:

- Show an enthusiasm for the subject and start to view the world as a 'scientist' by asking questions about their environment.
- Demonstrate a progression in the scientific skills they have. Results are recorded in a variety of ways from tables to graphs etc.
- Children will understand the term 'fair test'.

