



Winterton Junior School Science Policy

Introduction

Science is a highly valued area of the curriculum at Winterton Junior School, and is taught in line with National Curriculum objectives and expectations. Through Science, we aim to develop curiosity, enjoyment and skills in order to produce independent learners with the ability to make sense of the world around them. Children are encouraged to ask questions and follow a variety of enquiries to improve their understanding of a range of scientific genres. As a result, children gain skills and abilities vital for testing and investigating, whilst building up a good knowledge of Science itself.

The implementation of this policy is the responsibility of all staff.

Aims and objectives

The aims and objectives of teaching Science at WJS are as follows:

- To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- To develop and understanding of the processes and methods relative to science, through different types of enquiries and investigations
- To equip children with enough scientific knowledge, that they are able to understand the uses and implications of science currently, and in the future.
- To nurture a love of science, so as to inspire a generation of future scientists.

We want pupils to be able to:

- Ask and respond to a range of questions.
- Collect and present data in order to answer these.
- Comment accurately or analyse their findings and reflect upon them.
- Make predictions, based on knowledge acquired or findings.
- Evaluate effectively, enabling better practice in future.

Organisation

Science will be planned and taught to meet the National Curriculum objectives. To ensure children experience a full and thorough Science curriculum, this will be taught for at least one afternoon a week, enabling children to regularly build upon skills and knowledge from previous sessions. Each year group will follow set objectives relevant to their year, in line with National Curriculum objectives.

Working Scientifically

A key part of the Science Curriculum is "Working Scientifically", which details the skills that children need to acquire, in order to be considered working at the expected level. These objectives are divided into Years 3 and 4/Year 5 and 6. WJS has taken the steps to split these objectives further into the year groups, in order to show a clear progression of skills, within the "Working Scientifically" strand of objectives.

Teaching and learning style

We use a variety of teaching and learning styles in our science lessons at WJS. We use whole-class teaching methods, group work and work requiring individual responses. We combine these with enquiry based research activities. We encourage children to ask, as well as answer questions. We offer them the opportunity to use a variety of technologies and equipment; such as computers, iPads, scientific apparatus and tools.

Inclusion

Equal Opportunities

Classroom activities will be planned to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background. We are aware that different children learn in different ways, and the need to allow pupils to work in their preferred styles for some of the time. We will use materials for teaching which avoid stereo-typing, and bias, towards race, gender, role or disability.

We deal with such issues clearly and sensitively when they arise. Pupils with Special Educational Needs are catered for in teachers' planning and delivery of lessons.

Health and Safety

A risk assessment is completed for each visit/fieldwork trip undertaken in accordance with school/LA policy. Health and Safety policies and procedures will be followed when children are using tools and equipment. Please see the Winterton Junior School E-Safety policy for further details on this matter.

Assessment

We assess the children's learning by making informal judgements as we observe them during lessons. The school's marking policy is implemented to provide written and verbal feedback in order to aid further learning. Assessment for Learning is used routinely in lessons, enhancing the learning experience and contributing to progress. Formal assessment is used at regular intervals, to form a clear picture of individual progress.

Subject Leadership

The subject leader coordinates the subject in line with school policy and expectations.

Policy written by Adam Downs: November 2016

Policy agreed by Staff: Autumn 2016

Policy agreed by Governors: Autumn 2016

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