

Conisbrough Ivanhoe Primary Academy



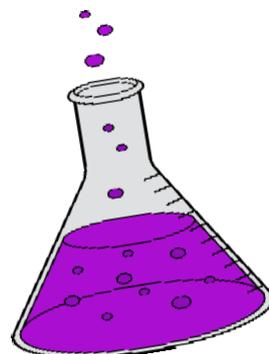
Science

At Ivanhoe, we provide the children with high-quality science education. This gives children the foundations for understanding the world through the specific disciplines of biology, chemistry and physics.

Science has changed our lives and is vital to the world's future prosperity, and all pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Speaking and listening is highly valued throughout science lessons, as this not only encourages children to explore scientific vocabulary but also share and develop their ideas with others.

An emphasis is placed on 'Working scientifically' through inspirational and engaging activities. We strive to develop a love of science where questioning and an exploratory attitude is at the heart of learning.



Science Policy

Introduction

This policy outlines the teaching, organisation and management of science at Ivanhoe Primary School. The school's policy for science is based on the 2014 Curriculum for Key Stages 1 and 2 and the Early Years Foundation Stage Framework, and aims to ensure that all children:

- Develop their scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop their understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer scientific questions about the world around them, and encourages them to ask questions.
- Are equipped with the scientific knowledge required to understand the uses of implications of science, today and for the future.

The Curriculum

At Ivanhoe, we use Cornerstones as a starting point for our science planning to ensure sessions have a purpose, are linked to the class topic and are engaging. We plan sessions to meet the needs of the children at that point and provide challenge for all. We then ensure we progress our children appropriately.

Teaching and Learning in Science

Pupil exploration and working scientifically are at the heart of our science teaching. We encourage the children to ask, as well as answer, scientific questions. We also encourage our children to talk like scientists through the use of **appropriate scientific vocabulary** (outlined in the vocabulary policy).

Early Years Foundation Stage

We teach scientific skills in the reception class as an integral part of the topic learning covered during the year. We relate the scientific aspects of the children's learning to the objectives set out in the Early Years Outcomes. Science makes a significant contribution to achieving the Early Years Outcomes and Understanding of the World, e.g. through investigating what floats and what sinks when placed in water.

Assessment and Recording

These assessments are monitored by the science subject leader.

Resources

Each science unit is allocated a shelf where resources are centrally stored and this is checked and updated regularly. If any resources are required, the teachers are to order via the science subject leader.

Monitoring and Review

Monitoring of the standards of children's learning and of the quality of teaching in Science is the responsibility of the science leader. The work of the science leader also involves supporting colleagues in the teaching of Science, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Health and Safety

It is important that children are taught to handle equipment safely when working scientifically. It is the teacher's responsibility to make sure that all additional adults are aware of safety implications connected with any science activity they are undertaking and that any risks have been assessed and managed. If the teacher is unsure of how to manage the risks of particular equipment, they are to speak to the Health and Safety lead for advice.