



Hunnyhill Primary School

Date of Review	7 th February 2017
Next Review Due	February 2019
Staff Responsibility	Science Lead
Responsibility FGB/Committee	FGB
Signed by Chair of Governors	

Science Policy

Our Vision

Hunnyhill Primary School understands the need for all pupils to develop their Scientific ability as an essential component of all subjects and as a subject in its own right. A good understanding of scientific knowledge and conceptual understanding helps to support pupils' work across the curriculum.

We believe that Science is a body of knowledge built up through experimental testing of ideas. Science is also a practical way of finding reliable answers to questions we may ask about the world around us. Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills.

We believe that a broad and balanced science education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

It is very important that this policy reflects the essential part that science plays in the education of the children at Hunnyhill. It is important that a positive attitude towards science is encouraged amongst all our children in order to foster self-confidence and a sense of achievement. Children need to be encouraged to explore and communicate the structure, patterns and relationships within science in order to solve the everyday problems and develop their own scientific thinking.

Statutory Requirements

Statutory requirements for the teaching and learning of Science are laid out in, The National Curriculum in England Framework Document for Teaching, September 2014 and the Statutory framework for the Early Years Foundation Stage, September 2014.

How Science is structured through the school

Planning for science is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for Science 2014' and, 'Understanding of the World' in the Early Years Foundation Stage. Science teaching at Hunnyhill Primary involves adapting and extending the curriculum to match all pupils' needs. Where possible, Science will be linked to class topics. Science will also be taught as discrete units and lessons where needed to ensure coverage. Teachers plan to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available.

Purpose

- To ensure teachers meet their statutory obligations with regards to the teaching of science.
- To raise science standards by promoting a high standard of excellence and consistency of approach amongst all staff.
- To ensure procedures for planning and assessment enable a broad and balanced curriculum that has continuity and progression and addresses equal opportunities.
- To foster a positive attitude to science as an interesting and exciting part of the curriculum.
- To foster in children the confidence to apply their knowledge, skills and ideas in real life contexts both within and outside the classroom and become aware of the uses of science in the wider world.
- To provide children with scientific experiences that develop their understanding of themselves and the world in which they live.
- To develop the enquiry skills of predicting, asking questions, making inferences, concluding and evaluating based on evidence and understanding and use these skills in investigative work.
- To introduce and extend children's knowledge and understanding and know that scientific ideas change and are modified.
- To develop the ability of pupils to communicate their ideas using appropriate scientific vocabulary.
- To encourage safe practice in all areas of science.
- To help provide pupils with the competence and confidence to deal with a life in an increasingly scientifically complex society.

Principles of Science

With consultation between all teaching staff and the pupils of Hunnyhill, a 'Principles of Science' was created – the key elements from which the teaching and learning of science should be centred. Science lessons are good when:

- The children are engaged and enthusiastic throughout the lessons.
- The lessons are child led.
- Children are discussing and questioning science and their thinking.
- Conclusions are found by completion of practical investigations.
- Children are set a challenge or a question to answer.
- Children are building upon existing skills and knowledge.
- Children are inspired and have a desire to learn more.
- Assessment informs planning.
- Cross curricular links are being made.

Recording

Scientific work should be recorded by the children in a variety of ways e.g. drawings, scribed or verbal, recordings in floor books or on tape, graphs, photo's, diagrams and should suit the requirements of the task set.

Assessment

It is necessary to be constantly evaluating what individuals and groups are learning and what they bring to the learning situation. Through evaluation, any difficulties can be identified and specific help to remedy the problem can be given. Evidence of children's work may be kept in the form of teacher's notes, children's drawings, plans, photographs, construction models, writing etc. Feedback to pupils about the progress in science is achieved through the marking of work and verbal discussion.

Language

Teachers need to be aware and use the correct scientific vocabulary at all times. Children need to be encouraged to understand and use the appropriate terminology when presenting a scientific justification, argument or proof. Key vocabulary is selected from the science Framework and included within weekly planning.

Inclusion

At Hunnyhill we plan to provide for all pupils to achieve, including boys and girls, pupils with SEN, pupils with disabilities, Pupil Premium children, higher attainers including Gifted and Talented children, pupils from all social and cultural backgrounds, children who are in care and those subject to safeguarding, pupils from different ethnic groups and those from diverse linguistic backgrounds.

Please also see [Teaching & Learning Policy](#)