



Devonshire Primary Academy Science Policy



Implementation Date: May 2018
Adopted by Governors/HT: HT
Review period: 3 years
Last review date: May 2018
Person responsible for policy: S Brady

1. Document Purpose

This policy reflects the school values and philosophy in relation to the teaching and learning of Science. It sets out a framework within which teaching and non-teaching staff can operate and gives guidelines on planning, teaching and assessment. The policy should be read in conjunction with the overview for Science, which sets out in detail what pupils in different year groups will be taught.

2. Audience

This document is intended for all teaching staff, school governors and parents.

3. Subject Aims

Science is a core subject within the National Curriculum. The aims of the Science policy are to ensure that children are provided with experiences that will give them a firm foundation in the scientific skills, knowledge and attitudes necessary to enable them to:

- A) develop their individual potential to the full
- B) benefit fully from further scientific education at a later stage
- C) cope successfully with life as adults in a science orientated society.

4. Curriculum and School Organisation

In order to achieve these aims, Science is a key element of the creative curriculum with opportunities for single subject study and integration with other subjects.

Within Science based topics learning activities are sequenced to ensure progression and taught through direct teaching, providing pupils with real experiences, teacher prepared materials, practical tasks for pupils, educational visits and also homework activities which are set occasionally.

Subject planning and evaluation is at class level, between classes in year groups.

5. Planning

All teachers are involved in planning. Planning is used to:

- Set clear achievable goals
- Ensure work is matched to pupils abilities, experiences and interests
- Ensure progression, continuity and subject coverage throughout the school

- Develop assessment procedures
- Provide criteria for evaluation of teaching and learning.

6. Classroom organisation and teaching style

Within classes pupils are taught individually, in groups according to ability and as a class.

7. Assessment

Assessment is used to:

- Provide diagnostic information about individuals/groups
- Plan future teaching and learning
- Provide summative information for teachers
- Provide information for parents
- Contribute to each pupil's written report.

Assessment will be the teacher's responsibility – see assessment policy for further details.

8. Record Keeping

Records of pupils' achievements are kept to plan pupils' future learning, report progress to parents and maintain a written record of pupils' learning.

The records are intended for use by teachers in school, support staff, parents and teaching staff of transfer school.

9. Reporting

Parents are invited to attend Parents' Evening to discuss their child's progress in autumn and spring; yearly reports will be given in the spring term and if parents wish to discuss their child's annual report they can meet formally or informally at any mutually convenient time by arrangement with the teacher concerned.

10. Co-ordinator Role

The role of the teacher co-ordinator is described in the relevant job description.

In planning the co-ordinator should:

- Review and contribute to teacher planning
- Prepare policy and Scheme of Work
- Prepare a subject development plan

The co-ordinator will assist staff by:

- Leading staff meetings and INSET activities
- In class teaching support
- Ordering, monitoring and maintaining condition and availability of resources

The co-ordinators responsibility for monitoring and evaluating includes:

- Analysing pupils access to the subject
- Regular review of pupils work and assessment

11. Resources and Accommodation

Resources are available to all staff in a set secure location.

12. INSET Provision

Needs are identified through:

- Appraisal
- Curriculum review/evaluation
- Inspection/external advice
- School development planning.

Needs are recorded and prioritised by the co-ordinator and the senior management team.

13. Equal Opportunities

It is the responsibilities of all teachers to ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible. Please refer to school Equal Opportunities Policy.

Monitoring of the policy in operation is the responsibility of co-ordinators and Headteacher.

14. Special Educational Needs

All pupils will have access to a broad, balanced curriculum which includes Science. The provision for pupils with SEN in Science is the responsibility of the class teacher in consultation with SEN co-ordinator where appropriate.

Please refer to school SEN and G & T policy.

15. Evaluation

Evaluation is carried out to enhance teaching and learning and is the responsibility of class teachers, co-ordinator and senior management team.

Evaluation methods will include:

- Assessing pupils work and achievements
- Staff discussion
- Classroom observation as required

Evaluation will be conducted according to subject planning with the School Single Plan as required by changes in the National Curriculum.

16. ICT

ICT is incorporated into Science and provides the children the opportunities to apply the basic skills throughout their Science learning. ICT is integrated throughout Science. Teachers can identify where ICT can be taught alongside Science to enhance teaching and learning.