



Firs School Science Policy

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DISTRIBUTION

Please note that 2 copies of this policy are printed as standard and distributed to the following areas.

- 1) The Staff Room
- 2) The School Office

This policy can be viewed on the school website at <http://www.firsschool.net/parent-area/school-policies>
The electronic version of this document is also available direct using the URL printed on this document.

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1 RATIONALE

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy intends to:

- make clear our vision of the curriculum subject of Science as part of teaching and learning at The Firs School
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating Science
- define clear responsibilities in relation to Science
- provide clear definitions and purposes for the teaching of Science

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs and disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils. The fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are a full part of every area of the curriculum and school life.

The assessment and recording of Science is part of the overall assessment of the child and should be seen alongside all the other areas of development. Assessment in Science reflects the general principles and procedures laid down in the school's assessment policy. This also contains details of the reporting and marking procedures within the Firs School.

2 SCIENCE CURRICULUM

At The Firs we base our Science Curriculum delivery upon the English National Curriculum and use the following documents to inform our planning:

The Programme of Study for Science - updated September 2013

[Science Programmes of Study KS1 / KS2](#)

The statutory framework for the Early Years Foundation Stage - updated 19 January 2024

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

The early years outcomes document - updated 9 October 2023

[Early years foundation stage profile handbook - GOV.UK](#)

Our lessons for Key Stage 1 and 2 use [Hamilton planning frameworks](#) as a guideline and each year group produces long term and medium term plans for Science which are translated into weekly plans by each teacher.

Science makes an increasing contribution to all aspects of life. Pupils are naturally fascinated by everything in the world around them, and teaching science enables them to explore their world and make sense of it and, through this, to develop their understanding. The National Curriculum ensures that science is a continuous part of pupils' experiences in school by giving it the status of a "core" subject, to be taught from the age of five. Therefore science is a fundamental part of the education of all of the pupils at The Firs School.

We aim:

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- To encourage and build upon our pupils' natural curiosity, stimulating them to ask questions and motivate them to investigate;
- To develop their knowledge and understanding of science, making the concepts we study relevant to their everyday life and giving them opportunities to explore and observe at first hand where possible;
- To teach the pupils scientific skills and strategies and to develop positive attitudes which encourage them to share responsibility for their own learning

The different areas of Science are all important and addressed through various means at The Firs. The curriculum includes investigation, biological, chemical and physical elements equally and a sense of wonder and awe is fostered and questioning is encouraged.

3 RESPONSIBILITY

The Subject Leader for Science is Mrs C Johnson, who is responsible for improving the standards of teaching and learning in Science through:

- Monitoring and evaluating Science across the school
- Scrutiny of planning to ensure consistency across the school and appropriate coverage in line with the National Curriculum.
- Lesson observations/learning walks to ensure teachers are carrying out the aims of the Science curriculum.
- Termly work scrutiny of children's books/work, planning and effectiveness of the marking policy.
- Learning Review meetings.
- Pupil conferences.
- The quality of the Learning Environment e.g. working wall, display and scientific investigations.
- Analysing data and tracking pupil progress and attainment.
- Identify high performing scientists through assessment results/teacher feedback - invite them to attend a G&T science school club and North West G&T workshop days.
- Supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent Science developments.
- Informing SLT of Science issues.
- Reporting to Headteacher on subject progress.
- Visiting other schools and forming professional links
- Royal Society Biodiversity Project - termly reports and liaise with partners at Chester University and Ness Gardens to organise investigations with classes

4 RESOURCES

- The majority of the Science planning is based on the Hamilton plans, the school has a subscription to this website.
- EYFS use a planning format based on the Early Learning Goals with particular reference to: [Understanding the world - Help for early years providers - GOV.UK](#)
- Resources are available in Hamilton planning at [Hamilton Trust](#)
- There is also a wealth of free material on the Internet.
- For summative assessment of science we use the [GL assessment PTS at the end of the year](#).
- The school has a large quantity of science equipment which is centrally stored and available for use in any part of the school, it is part of the responsibility of the school Science Subject Leader.

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- The Science Subject Leader will request resources as and when needed. Decisions are made regarding expenditure in consultation with staff and SLT/Directors. Priorities are established through review of the strategic school development plan (SSDP) - The Firs' Priorities, through the Science Action Plan and requests from staff. Resources are then purchased on the basis of this information