

Redgate Community Primary School

Science Investigation Policy

We LEARN

We COLLABORATE

We NURTURE

We GROW

We are SAFE

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Aims

- To provide outstanding coverage of the 'Working Scientifically' strand of the Science national curriculum.
- To develop investigational skills through relevant and practical tasks
- To promote positive attitudes to the learning of science
- To ensure there is a clear progression of disciplinary knowledge across the school

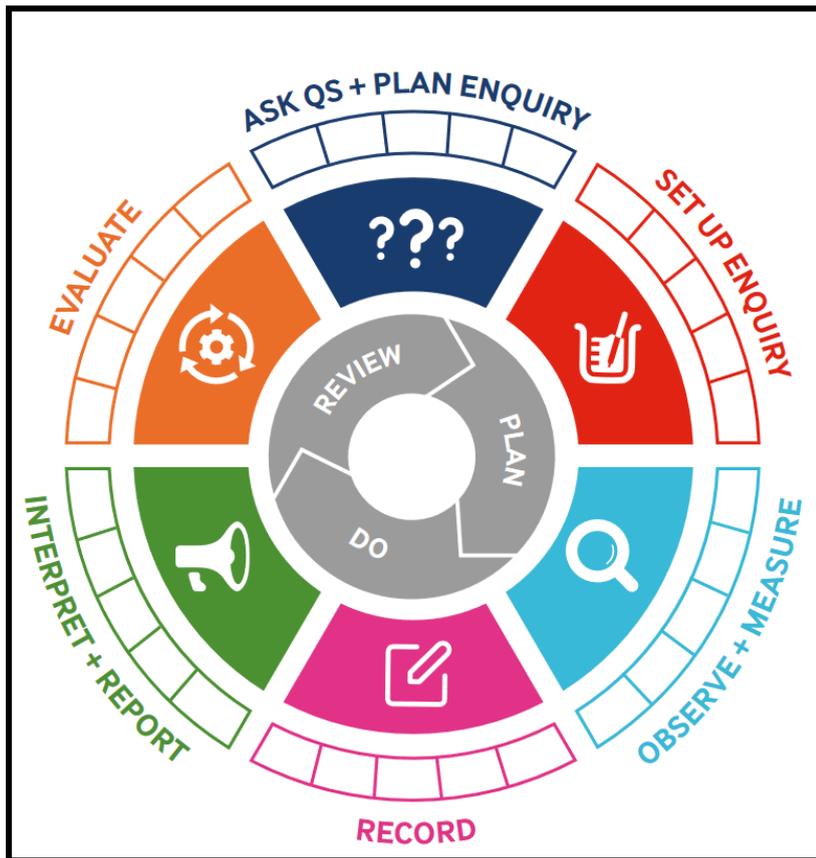
Guidelines

- A minimum of one full investigation will be completed for each topic
- Investigations will be clearly planned for in medium term plans
- Cross curricular links should be made where possible to give investigations a clear and interesting context
- The guidelines for safety - ASE 'Be Safe' Guidelines are a minimum requirement of health and safety standards. Teachers should notify the science subject leader of any suggested amendments.

- Pupils should be taught to develop increasing independence about how they will conduct their investigations.
- Links to skills in other curriculum areas, especially maths, computing and technology should be developed where possible, giving pupils an opportunity to apply their knowledge in other areas.
- Resources need to be cleaned after use and returned to the science cupboard.
- Investigations should be marked using the school's marking policy in addition to the end-of-topic assessment wheel.

The Investigation Process

All science investigations will follow the T.A.P.S Working Scientifically wheel method, with skills and recordings being developed as pupils move through to Year 6. In EYFS and The Pines specialist provision, the model will remain as the guideline but the process will be adapted to suit the emerging needs of the pupils.



Questioning

All science investigations need to start with a question. Wherever possible this should be linked to the current enquiry focus, a real-life issue or a book-led stimulus. Investigation questions should be purposeful so pupils can put their science learning in context.

Planning an Enquiry

This may take the form of a whole class or group discussion where the pupils are given a chance to plan what they are going to do to answer the investigation question. As pupils move through school years, this process should become increasingly independent with them taking greater control

of the investigation. Planning an enquiry should also provide opportunities for pupils to form a prediction/hypothesis of the outcome.

Observe and Measure

Pupils will carry out their investigation under guidance from the teacher. They will be taught what evidence they should be looking for and how to appropriately measure any relevant data.

Record

In Key Stage One, pupils will need to be taught appropriate methods for recording results and support will be needed for drawing tables and other recording methods accurately. As pupils progress through into KS2 they should take greater responsibility for selecting a recording method which is most suitable for the type of data they are gathering.

Interpret and Report

Pupils must be given time to look at and analyse the results that have been collected. In KS1 this may be as a class discussion in which the teacher supports them in identifying trends, as they move into KS2 pupils should have a greater understanding of what their results tell them and be able to use them to draw conclusions.

Evaluate

After the investigation is complete, pupils should be given the opportunity to reflect on their learning. They should be able to suggest ways to improve their investigations and identify questions that they may wish to follow up

Covid-19 Response

We recognise that Covid-19 has had a significant impact on pupils' learning and access to opportunities to build their Working Scientifically skills. Redgate is committed to bridging this gap however, there may be a number of pupils who require additional support towards independence in the above areas.