



Haydon Wick Primary School

Policy title

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Aims and objectives

Introduction

At Haydon Wick we believe children learn best when:

- Learning activities are well planned, ensuring progress in the short, medium and long term.
- Teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning.
- Assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.
- The learning environment is ordered, the atmosphere is purposeful and children feel safe.
- There are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

These Key Principles and their specific application to the teaching and learning of Science is described here.

Key Principle- Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Progress in the children's learning, specifically related to Science skills *and* knowledge (in their books, on the school website, on the walls, in conversation, in their learning behaviour)

TEACHERS WILL ENSURE THAT:

- Science learning is a combination of *skills* and *knowledge*. Each unit of Science being planned includes opportunities for children to review and extend upon their knowledge in that area as well as apply and develop their scientific enquiry.



IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- Programmes of Study in Years 1-6 are informed by the National Curriculum 2014, to ensure continuity and progression of Scientific knowledge and skills.
- There is a broad and balanced Curriculum Map in place that ensures continuity and progression throughout the science curriculum
- A science specific curriculum policy is in place.
- A monitoring cycle is in place to support the progress of individuals and groups of learners: Pupil Progress Meetings, lesson observations, planning scrutiny, book-look.
- Each classroom to have a science working wall in them. They show the progress of work over each unit and reflect the current learning. The jigsaw pieces are moved together once an area has been looked at.

Key Principle- Children learn best when teaching and learning activities enthuse, engage and motivate them to learn, and when they foster their curiosity and enthusiasm for learning.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Science resources used to support children's understanding of new concepts (scientific vocabulary, books, posters etc.)
- Concrete materials to assist particularly with more abstract themes.
- Specialist resources used to build on children's skills.
- Related out-of-school and enrichment activities.
- Science Working wall.

TEACHERS WILL MAKE SURE THAT:

- Well-judged and effective teaching strategies successfully engage pupils in their scientific learning – a *hook*, *learning journey* and *high quality outcome* will be in evidence in each unit of learning.
- They use their expertise, including their science subject knowledge, to develop pupils' knowledge, skills and understanding in a structured way, across the range of subjects and areas of learning.
- Well framed questions, knowledgeable answers and the use of discussion, promotes deep learning.
- They ensure an appropriate ratio of exposition to learning-activity in their teaching.
- Appropriate home-learning is set to nurture children's enthusiasm and curiosity, and develop their understanding in areas under study.



IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:

- The Science co-ordinator will ensure appropriate resources are sourced, related out-of school learning opportunities are shared and links are made with other schools and institutions.

Key Principle- Children learn best when assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Children who are motivated to learn through differentiated learning-activities that build on their prior attainment and issue challenge that is pitched at a level that is achievable when they work hard and try their very best.

TEACHERS WILL MAKE SURE THAT:

- The pace and depth of learning is maximised as a result of their monitoring of learning during lessons and any consequent actions in response to pupils' feedback.
- They have high expectations for all children, and plan, resource and direct differentiated learning activities that give support and issue challenge for all.
- They keep agreed science assessment records using Pupil Asset

Key Principle- Children learn best when the learning environment is ordered, the atmosphere is purposeful and they feel safe.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- The safe use of resources.

TEACHERS WILL MAKE SURE THAT:

- Risks have been assessed carefully before carrying out any practical activities.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Health and safety procedures are in place and are adhered to.



Key Principle- Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed.

THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- Photos, resources and follow-up work from out-of school learning in the classroom to emphasise the value of these experiences.

TEACHER'S WILL MAKE SURE THAT:

- Parents are welcomed in to share in their children's Science learning, through class homework and class assemblies.

IMPLICATIONS FOR THE WHOLE SCHOOL:

- Ensure parents are informed about school events and relevant topics through regular newsletters, termly calendars, letters, text messaging, notice boards and the school website.

Monitoring and review

- At the end of each academic year, this policy will be discussed and if necessary revised in the light of any changes.

