



# Haydon Wick Primary School

## Science Policy

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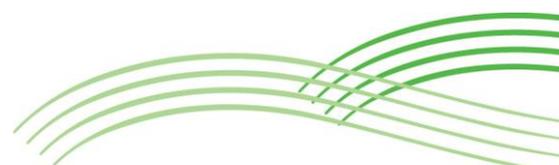
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## Aims and objectives

### 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.*

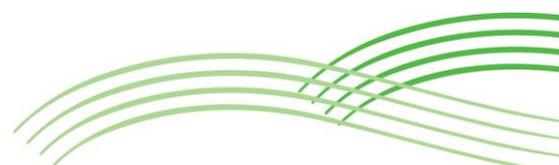
**Key Principle- Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.**

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 *substantive and disciplinary 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, book-look.
- Each classroom to have a working scientifically wheel and relevant vocabulary on display.

**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.**

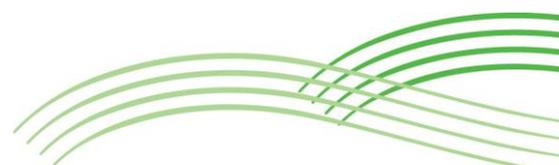
#### THERE WILL BE EVIDENCE IN THE LEARNING ENVIRONMENT OF:

- 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.

#### TEACHERS WILL MAKE SURE THAT:

- Well-judged and effective teaching strategies successfully engage pupils in their scientific 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 to develop their understanding in areas under study.

#### IMPLICATIONS FOR THE WHOLE SCHOOL WILL BE:



- The Science Lead 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 learning opportunities 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:

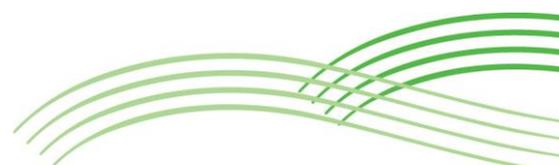
- The safe use of resources.

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 Class Dojo.

### **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.

