



BAWB Federation Science Policy

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Reviewed by:	Eleanor Harrison
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Equality Statement:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

Distinctive Christian Vision

This policy has been written and/or adopted with our distinctive Christian ethos in mind:

Rooted in the message of the Good Samaritan, we provide an aspirational education for all. We flourish academically, spiritually, and socially.

Matthew 22v 37-39 (NEB): Love the lord your God with all your heart, with all your soul, and with all your mind. Love your neighbour as yourself.





Intent

Science enables pupils to raise questions and investigate the world in which they live, building on their skills and factual understanding.

The National Curriculum states what must be taught in each key stage, these areas of study are outlined in our 4 year long term curriculum plan, giving an overview of the progression of science teaching throughout the school. Foundation Stage pupils investigate science as part of Understanding of the World. Children are encouraged to investigate through practical experience; teachers guide the children and plan opportunities that allow the children to experience and learn whilst experimenting for themselves.

Our aims:

- to develop pupils' enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life
- to build on pupils' curiosity and sense of awe of the natural world
- to use a planned range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of science
- to introduce pupils to the language and vocabulary of science
- to develop pupils' practical skills and their ability to make accurate and appropriate measurements
- to develop pupils' use of computing in their science.
- to extend the learning environment for our pupils via our outdoor environment and the locality

Implementation

Curriculum Planning

The school uses North Yorkshire medium term planning for each unit of work (taken from our long term plan), these are adapted and annotated by class teachers to provide tailored science provision for their own classes. The science key skills document provides support for teachers to ensure progression is planned into lessons in both key stages.

Learning Environment

Science working walls in KS1 and KS2 provide support by displaying:

- key vocabulary and images for the unit of work
- assessment ladders for the relevant year groups
- the five types of scientific enquiry posters.
- examples of pupils work from prior learning
- questions to develop thinking skills

Resources for lessons will be readily available throughout science lessons.

Marking

All work is marked using our marking policy. Written feedback provides pupils with guidance on how to improve their work and provides challenges to deepen learning; challenges to which pupils respond in their purple pen.

Scientific enquiry labels are used to highlight which of the 5 types of scientific enquiry have been covered each lesson, consolidating pupils' understanding of the skills they have used.



Impact

Assessment of Science

Assessment is continuous and forms the basis of next steps of learning.

Assessment is through marking of books and observations made within lessons recorded using Target Tracker statements.

Pupils are assessed using Target Tracker at the end of each term and end of key stage judgements are made by class teachers assessing whether or not pupils have met the standard.

Leadership of Science – how will we know we have been successful?

LEADERSHIP OF SCIENCE

Role of the Headteacher

- Lead, manage and monitor the implementation of the curriculum, including teaching and learning (which includes weekly / unit planning).
- With the governors, keep the governing body informed about the progress of the curriculum.
- Ensure that mathematics remains a high profile in the school's development work.
- Deploy support staff to maximise support for the curriculum.

Role of the subject leader

The science leader is responsible for leading the development of mathematics through the school by:

- Ensuring that teachers are familiar with the curriculum
- Lead by example in the way they teach in their own classrooms
- Prepare, organise and lead training, with the support of the headteacher
- Support the headteacher in carrying out an annual audit and action plan with staff and governors
- Work co-operatively with the SENCO in providing advice and support for staff
- Observe colleagues teaching on a termly basis, with a view to identifying the support they need
- Attend training provided by The Swaledale Alliance science team.
- Work alongside the headteacher in planning, organising and leading events for parents about the curriculum and our policies
- Discuss regularly with the headteacher and governors the progress of implementing the curriculum
- Report on achievement and the quality of teaching and learning through careful data analysis and thorough monitoring

Role of the class teacher

- To ensure progression in science in line with the new curriculum
- To develop and update skills, knowledge and understanding of science
- To identify inset needs in science and take advantage of training opportunities
- To keep appropriate on-going records
- To plan effectively for science (with year group partners), liaising with manager when necessary
- To inform parents of pupils' progress, achievements and attainment



The BAWB Federation
Bainbridge, Askrigg, and West Burton Primary Schools
Mid-Dale Excellence in Education
Executive Headteacher: Miss Charlotte L. Harper

Role of Governing Body

- To monitor the effective leadership of science across all three schools through the rigorous monitoring schedule
- To report back to the curriculum committee on a regular basis.