



SCIENCE POLICY

Reviewed June 2016

Rationale

In the mid-DALES BAWB federation we aim for excellence as we develop in our pupils:

- Curiosity
- Enjoyment
- Skills
- A growing understanding of science knowledge

This is achieved through an approach in which pupils raise questions and investigate the world in which they live. Children from the very start of their educational journey in Early Years are encouraged to investigate and question the world around them.

Aims

- To deliver the Science Programmes of Study of the National Curriculum 2014 and Early Years Foundation Stage curriculum.
- To promote learning through a wide variety of teaching and learning styles.
- To develop investigational skills through relevant practical tasks to solve problems and investigate the world around us.
- To inspire positive attitudes to the learning of science and investigation.
- To develop the use of scientific vocabulary and the ability to use this to express, explain and extend their ideas through oral and written communication, including through the use of appropriate ICT tools.

Guidelines

- Long term mixed age planning for science will be based on the North Yorkshire Science Topics, delivered over a two-year rolling programme.
- Medium term planning will be produced every term by the science subject leader, based upon termly or half termly topics in line with the appropriate North Yorkshire Science Topics
- Differentiation will be made explicit in the weekly/daily planning by individual class teachers, based upon children's prior knowledge, understanding and skills.
- The strong practical mathematical links with investigations will be seen as an opportunity for teaching and should be explored at the weekly planning stage.
- Science will usually be taught by the class teacher, but arrangements for teachers to team teach, or exchange classes to provide a mutual exchange of expertise can be negotiated with the Headteacher.
- The North Yorkshire guidelines for safety - ASE 'Be Safe' 3rd Edition are a **minimum** requirement of health and safety standards. Teachers should notify the science co-ordinator of any suggested amendments. Free advice is available from CLEAPSS hotline 01895 251496
- A wide range of teaching and learning styles will be used, including the North Yorkshire 6 types of practical work:
 1. Observing over time
 2. Pattern seeking
 3. Identifying

Bainbridge

admin@bainbridge.n-yorks.sch.uk
01969 650336

Askrigg

admin@askrigg.n-yorks.sch.uk
01969 650331
headteacher@b-a-wb.co.uk

West Burton

admin@westburton.n-yorks.sch.uk
01969 663230



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

4. Classifying and grouping
5. Comparative and fair testing
6. Research using secondary sources

- There will be an emphasis on investigative and first hand practical experiences, rather than illustrative activities.
- Pupils will be taught to use a wide range of appropriate recording methods, which will include the use of Information Communication Technology at both Key Stage 1 and Key Stage 2.

Assessment

- The assessment of knowledge and skills will be planned for as part of the teaching process. (See assessment policy).
- Summative assessment will take place at the end of each term.

Progression, Continuity and Differentiation

Topics are taught over a two-year cycle. In mixed age classes, where skills and knowledge are revisited, teachers ensure that tasks are pitched at an appropriate level for a particular child or group, using level descriptors in the National Curriculum and North Yorkshire scheme as a guide.

Displays

Displays of science work will be used to emphasise and raise the importance of science in the school. Where possible, interactive displays will be planned for other pupils to explore.

Our Equal Opportunities Policy will be followed in all curriculum subjects.

The role of the Science Subject Leader:

- To be responsible for the development of science in school
- To monitor the effectiveness of science in school
- To support teachers in their planning and strategies for classroom management
- To disseminate new information
- To provide or organise staff training
- To be responsible for providing appropriate science resources
- To liaise with the secondary school regarding continuity.

The Role of Governors

Governors determine, support, monitor and review school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promotes good quality teaching.

Bainbridge

admin@bainbridge.n-yorks.sch.uk
 01969 650336

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