**Science Policy @ All Saints**

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| **Purpose of Study at All Saints** | |
| A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world’s future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. | |
| **Intent** | |
| At All Saints, we understand that children learn science through doing science. As a result, we encourage our pupils to question, investigate, discover, participate and learn: we encourage them to be scientists. | |
| **Implementation** | |
| Science in EYFS is likely to focus on working scientifically through the different enquiry types and fostering curiosity. The building blocks of topics such as plants and animals will inevitably be cemented in EYFS as well, however, and teaching in the subsequent key stages will build upon and develop this knowledge to ensure children meet the National Curriculum requirements for each topic.  Working scientifically will be embedded within every science lesson where children will work as individuals, pairs or in small groups to achieve the aims. They will be encouraged to use scientific vocabulary when discussing scientific concepts and to recognise that it is not important whether their predictions are right or wrong; the value is in the investigating and drawing conclusions.  Science will be taught weekly in every class (KS1 – 1.5 hours per week, KS2 - 2 hours per week), in line with best practice recommendations. Additional time for science, e.g for STEM week or trips and workshops will be timetabled throughout the academic year. Science will be accessible for all pupils regardless of their writing and reading abilities. | |
| **Impact** | |
| Through our science work at All Saints, children will understand that science is what is happening all around them. It is more than men in white coats working in labs; it is everything from the stars in the night sky to the creatures living in the darkest depths of the oceans to the make-up of Earth itself. They will question and show an interest in the wider world.  Our pupils will learn to work scientifically through different enquiry types, understand the links that science has with other subjects (STEM) and recognise the value of further education, or even potentially a career in science later in life. | |
| **Presentation in books** | |
| Presentation in science will follow the same high expectations as in other areas of the curriculum at All Saints. We have chosen to use floor books from EYFS through to Y6 to provide an insight into how our children work scientifically and to evidence the quality of science teaching and learning at All Saints. The use of floor books in science will also help to support teachers’ assessments, promote collaboration and group work in science, as well as motivate children  The learning objective and enquiry type should be explicit in floor books and evidence from all children must be included. | |
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| **Equipment and Resources** | |
| Our new science resources should be used as much as possible. Teachers should also make full use of other resources within school.  See Science Equipment list. | |
| **Assessment** | |
| Teachers will use formative assessment within lessons to enable them to tick off ‘Can I?’ statements for each child at the end of every science topic. These statements will link directly to the National Curriculum objectives. | |
| **Downloads and Links** | |
| See resources folder. | |
| ***Written by subject leader*** | Charlotte Clark |
| ***Signed by Head of school Teacher*** | Miss Mackle |
| ***To be reviewed July 2021*** | |