Haughton School

Science Policy

Updated: January 2024 *Review date: September 2025*

At Haughton School we believe that teaching and learning in science should stimulate and excite children's curiosity about the world we live in. Science is fun and we provide children with first-hand experiences in order to develop enquiring minds, learning how to question and talk about science using the appropriate vocabulary.

Aims

When teaching science at Haughton we want our children to look at the world as a scientist, which means we encourage them:

- *to ask questions about the world they live in and to make simple predictions about what might happen 'if...'*
- *to look carefully at the world around them and use their senses to describe it*
- *to be able to use observations to sort and measure things*
- *to record their findings in drawings, words, tables and charts*
- *to develop curiosity and asking scientific questions e.g. why certain things happened and to explain their results*
- *to have a working knowledge of scientific concepts so that they can apply them to their everyday lives and use scientific vocabulary.*
- *to make use of ICT, literacy and maths skills in their investigations, reinforcing children's basic skills*
- *to work and learn to carry out investigations safely using different types of scientific enquiry*
- *to learn with independence ensuring it is accessible for all children regardless of their ability or background.*

The attitudes we want to foster in our children are:

- *An enjoyment and fascination of science*
- *Independence and confidence*
- *Co-operation*
- *Self-motivation*
- *Curiosity and imagination*

In the Early Years Foundation Stage and Key stage 1 the children develop an understanding of the world around them through kinaesthetic, practical activities. We encourage natural curiosity and awe and wonder to explore a range of environments, becoming aware of similarities and differences linked to living things, objects, materials and places. The children have opportunities to develop their scientific and observational skills, using all of their senses, and begin to use the language of science to explain what they see and find out. Areas of the IEYC topics are taught through adult led activities and through child-initiated learning using our enabling environments both inside and outside

This approach is developed and extended into Key Stage 2 where children continue to develop their scientific skill and knowledge of learning.

Planning
At Haughton School Early Years and Key Stage 1 children follow the planning from the International Early Years Curriculum (IEYC) and we use the International Primary Curriculum's thematic and stand-alone Science Units of Work in Key Stage 2. This ensures the appropriate science coverage is planned for each key stage in line with their curriculum offer.

Assessment
In reception the children's progress is assessed through 'Cherry Garden' SEND assessment package.

Assessment for children in Years 1-6 in science is done through the whole school assessment programme iASEND.

Children's work is assessed by direct observation when completing science activities and in discussion with the teacher, as well as on the finished work. Children's achievements are shared with parents in the end of year report.

Recorded Work

Scientific work is recorded in a variety of ways and is appropriate to the age of the children and their individual need. This can include teacher observations, photographs, drawings, tables, graphs, written accounts, and formal write ups.

Health and Safety

Safe working practices are an integral part of all science activities. All staff are aware of safe and correct handling of tools, materials and equipment. The teaching staff demonstrate to children how to work safely and ensures that all children using equipment are properly supervised.

Equal Opportunities

All of the children within Haughton School have an Education, Health and Care Plan (EHCP). The curriculum offered at Haughton School is highly differentiated and takes into account the individual needs of all children. Equal opportunities consideration is also given in respect of cultural differences and experiences and to children whom English is an additional language.

Resources

We keep a wide range of science resources in a central store area in the school. The subject leader is responsible for purchasing, organising and replenishing resources. Key stages will notify the subject leader of any resources needed. The subject leader has an inventory of all resources available to teaching staff.