



CURRICULUM POLICY

SUBJECT: Science

DATE: Spring Term 2024

SUBJECT LEAD: Ross Gray

REVIEW DATE: Spring Term 2025

1.Mission Statement

At Giles Junior School, we aim to support our children in developing their scientific knowledge through carefully planned exciting Science opportunities. All Science lessons, where appropriate, are cross-curricular and embed previous learning to deepen understanding. We aim to support our children in developing an understanding of the process and methods of Science by providing a range of scientific enquiries, investigations and questions to help them explore the world around them. We hope to develop and nurture our children's natural curiosity by not only following the National Curriculum, but also following their questions and interests to develop a love, passion and appreciation for Science.

2. Intent

Scientific enquiry skills and vocabulary are embedded in each topic the children study and these topics are revisited and developed throughout their time at Giles Junior. Topics covered in Key Stage One are revisited and continued in further detail throughout Key Stage Two. Thus allowing the children to grow in their understanding, building upon their prior knowledge and increasing their enthusiasm for the topics whilst embedding this procedural knowledge into the long-term memory. Cross curricular opportunities are encouraged where possible, including school trips, themed days, internal visitors and workshops.

2. Implementation

Good science teaching builds progressively on pupils existing ideas. In order for effective delivery of science education, across weekly lessons there should develop opportunities for:

- Finding out children's ideas using a variety of elicitation opportunities.
- Analysing children's ideas.
- Providing opportunities for testing ideas, thereby possibly changing them.
- Providing opportunities for developing process skills so that testing is scientific.

The schools medium term planning and coverage of key scientific skills will be used by teachers to plan and drive the journey of Science for every year group, building on from prior learning and develop progressively key skills and developing depth and aims to:

- Provide opportunities for children to develop the process skills associated with science education as well as develop a greater knowledge and understanding of life processes and living things, materials and their properties and physical processes as described in the National Curriculum for science.



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- Promote enjoyment and enthusiasm for learning through real, first –hand and rich science experiences so that all children explore, question, predict, plan, carry out and make observations and conclusions about their scientific tests.
- Allow children to discuss and present their work using scientific language, observations, diagrams, jottings and charts
- To foster positive attitudes such as curiosity, perseverance, willingness to use and appraise evidence, willingness to tolerate uncertainty, critical reflection and enthusiasm.
- Develop an understanding of the importance of Science in everyday life. 4 Each class in both Key Stage 1 and Key Stage 2 will provide children a weekly science lesson, which will be an 2 hours in duration.

Learning opportunities for all children will be matched to ability, this will be achieved through a range of differentiated group learning opportunities throughout all lesson, matched to the children's relative starting points, working interdependently to support each other through peer learning and challenging children with open-ended investigative opportunities.

In addition, other subjects will play a part across lessons in lesson where children will be able to develop and apply their mathematical, English and computing skills. For example using mathematical skills for repeated testing of results to calculate averages in science.

3. Inclusion

In Science lessons, differentiated activities or resources will be given to support lower attaining and extend more able pupils. Children with learning difficulties will be identified and have provision made for their particular needs. Provision for pupils with special needs and any other access issues related to this subject are detailed in the SEND policy. At Giles Junior School we have high expectations of all SEND learners. **See Science Inclusion document for further guidance and explanation.**

4. Assessment

In order to ensure progress is being made in Science, teachers are required to complete the foundation marking sheet for each lesson to support their tracking of pupils progress and attainment in Science. The marking sheet should be completed by the class teacher, or whoever taught the lesson (HLTA etc.) for each of the Science lessons covered within the overall unit. This should be completed as soon as possible after the lesson has finished to ensure that any gaps in skills or knowledge are being identified promptly. These should also be referred back to regularly to ensure that future planning is adapted accordingly to guarantee progress is being supported and encouraged. If a child is identified as being Greater Depth in a lesson, this should not be dismissed and instead should be revisited by the teacher to ensure the children are retaining their skills and knowledge, as well as being given the opportunity to progress them further. This data can then be accessed and used the following year by the next teacher, and help them see how the children in their class have



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progressed with their Science learning objectives so that they can meet the needs of their new students more readily.

5. Monitoring

The Science subject leader will check in with teachers to gain an insight into what has been taught and offer any assistance needed. The subject leader will ensure coverage across all year groups and identify where there may be training needs or further support with planning and assessing for staff. This data/information can also be used to support events such as More Able and PPG activities and workshops. Science book looks and informal learning walks should take place each term to ensure the intent, implementation and impact expectations are consistently in place across the school. Pupil and staff voice is conducted twice a year to ensure staff feel supported and confident in their job roles and children feel engaged, enthused and challenged within their PSHE learning.