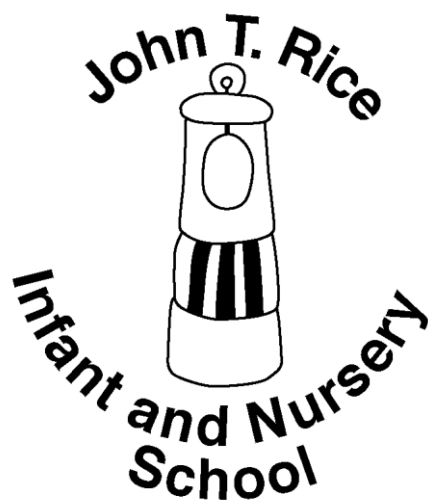


# John T. Rice Infant and Nursery School

## Science Policy



# Science Policy

## Introduction

This policy has been written as a response to changes in the teaching of Science through the New Primary Curriculum 2014 and the changes in the new OFSTED framework 2019.

It is a statement of the aims, principles and the teaching and learning of Science at John T. Rice Infant School. At John T. Rice Infant School we aim to develop children's scientific knowledge and understanding by creating curious, creative thinkers and giving them the necessary skills and confidence to explore and investigate for themselves. We also aim to provide hands-on experience wherever possible and to use drama/role-play to aid understanding.

At John T. Rice Infant School we have high expectations of children's work and celebrate children's achievements, fostering self-esteem and confidence.

## **INTENT**

### Aims

The national curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through specific disciplines of biology, chemistry and physics.
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help the to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future

### Objectives

In Science the children will be taught the age appropriate objectives from the National Curriculum programme of study for:

### Working Scientifically

- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify
- Use their observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions.

## **Year 1**

- Plants
- Animals, including humans
- Everyday materials
- Seasonal changes

## **Year 2**

- Living things and their habitats
- Plants
- Animals, including humans
- Uses of everyday materials

# **IMPLEMENTATION**

## **Teaching & Learning**

### **Our Curriculum**

At John T. Rice we follow a Topic based Curriculum. Our four School Drivers are Effective Communication, Active Learners, Possibilities and Healthy Well-Being, which underpin all aspects of our curriculum. Each Topic has a 'wow' to begin each half term. By using this topic based approach, there is a more complete level of challenge for the pupils.

### **Planning**

Our long term planning is currently based on a one year overview with a different Topic each half term and a planned in 'wow'. Different activities and experiences will be planned following the same Topic sequence in Year 2, effectively giving a two year planning cycle.

Key Stage teams meet half termly to complete the medium term planning. To ensure that the Topics provide adequate coverage and progression through Years 1 & 2, the subject leader has written a progression map containing details of the intended learning outcomes. This provides the basis for the medium term planning.

A scientific investigation will be planned in each half term for each Topic to ensure children are given the opportunity for practical hands on science, to explore and investigate for themselves and to practice and develop their 'Working Scientifically' skills.

Class teachers have responsibility for creating their own weekly planning based on the needs of the children using assessment for learning.

## **Non-negotiables**

Non-negotiables are a clear map of the basic skills to be taught in each year group. These are essential for children to unlock their learning and make progress. Opportunities to teach these skills are interwoven through the Science curriculum.

# **IMPACT**

## **Monitoring & Assessment**

Children are informally assessed during lessons, through questioning and performance which will be used formatively to inform planning. Summative assessments are used at the end of each half-term to show progression, using ScholarPack for Key Stage 1 and Tapestry for Foundation Stage.

Work scrutinies will be completed informally by the subject leader (with either the SLT or teaching staff) to monitor the quality and consistency of work in Science. Planning will be looked at to monitor coverage and progression of Science across the key stage.

## **Speaking & Listening**

Speaking and listening activities should be encouraged within Science whenever possible. These should be linked to the learning objectives for Spoken Language taken from the National Curriculum for English.

## **Equal Opportunities**

At John T. Rice Infant School we are aware of the need for equality of access for all children. Our staff believe strongly in creating equal opportunities for all children and work to this aim. We introduce and build upon the children's awareness of equal opportunities including the development of respect and understanding of multi-cultural, gender and S.E.N. issues.

John. T. Rice Infants is committed to ensuring equality of opportunity in line with the Equality Act 2010. We aim to reduce disadvantages, discrimination and inequalities of opportunity, and promote diversity in terms of our pupils, our workforce and the community in which we work.

We will assist our pupils in achieving to their very best potential. Where pupils experience barriers to their success, we will work with them to address these in a sensitive and

sympathetic way. We will teach our pupils the importance of equality and what forms discrimination can take and the impact discrimination can have.

We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law. The Protected Characteristics that apply to schools are:

- Age (in relation to staff only);
- Disability;
- Gender re-assignment;
- Marriage and civil partnership (in relation to staff only);
- Pregnancy and Maternity;
- Race;
- Religion Faith or Belief;
- Sex; and
- Sexual orientation.

## **E-Safety**

Whilst using a wide range of technologies to teach Science, we need to ensure children are safeguarded. E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

E-Safety depends on effective practice at a number of levels:

- Responsible ICT use by all staff and pupils; encouraged by education.
- Sound implementation of e-safety policy in both administration and curriculum, including secure school network design and use.

This policy was agreed by staff and has been agreed by the Governing Body. This policy was reviewed in Spring 2023 and will be reviewed again in Spring 2026.