HORSLEY C of E PRIMARY SCHOOL

Together, we can

Jesus said, 'Love one another as I have loved you' (John, 13)

Our Science Policy

INTENT

At Horsley Primary School, Science teaching aims to give all children a strong understanding of the world around them whilst acquiring specific skills and knowledge to help them to think scientifically. We aim for all children to gain an understanding of scientific processes and an understanding of the uses and implications of science, today and for the future.

Through our Christian ethos and core values we believe together we can all become confident and efficient Scientists. At, the progressive scientific knowledge that the children learn, is one of our main priorities. Scientific knowledge and vocabulary are planned and taught in a systematic way, giving children the opportunity to revisit and recap their previous learning before developing their knowledge further.

Scientific enquiry skills are embedded in each Unit the children study and these Units are revisited and developed throughout their journey as Scientists at Horsley. Scientific knowledge and principals are introduced in Key Stage One and studied again in further detail throughout Key Stage Two. This model allows children to build upon their prior knowledge and deepen their understanding of scientific concepts as they progress through the school.

IMPLEMENTATION

The National Curriculum for Science is taught in termly blocks, on a two-year rolling programme for each class. This allows children to link their learning to real life contexts and give meaning to their learning. We aim to make Science as practical as possible, using recording only when it adds meaning to our investigations.

At Horsley Primary School, Science lessons are not just limited to the classroom... we make use of the great outdoors, as well as organising visits and visitors to enhance the children's experience.

As scientists, we ensure we learn scientific vocabulary linked to our Unit of Science. The children are encouraged to use this vocabulary when answering questions, writing conclusions, or presenting results. This vocabulary is explicitly taught and reinforced through their scientific journey at Horsley.

Concepts taught are reinforced through scientific enquiry skills, preparing our children to be scientists in an ever-changing future. All children are encouraged to develop and use a range of skills through conducting investigations. Taking accurate measurements and presenting data in a variety of ways supports their progression through the Curriculum. They are encouraged to question the world around them and become independent learners in exploring answers for their scientific questions.

EYFS (Early Years Foundation Stage)	KS1	Lower KS2	Upper KS2
Understanding the world ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Working Scientifically • Animals, including Humans • Seasonal Changes • Plants • Living things and their habitats • Everyday Materials	Working Scientifically • Forces and magnets • Animals, including humans • Living things and their habitats • Plants • States of matter • Sound • Rocks • Light • Electricity	Working Scientifically • Living things and their habitats • Animals including humans • Earth and Space • Forces • Evolution and inheritance • Light • Electricity

IMPACT

At Horsley Primary School, children lead their learning in science by continuously self - assessing their work, evaluating their predictions, and developing their scientific enquiry skills. Teachers assess children's work in science by making informal judgements as they observe them during lessons, challenging the children at all levels to inspire their curiosity. At the end of a unit, the teacher assesses the children against the objectives for that Unit. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills and knowledge they have

developed in-line with the National Curriculum and these are reported to parents as part of the child's annual school report.

Individual teachers are responsible for the standard of children's work and for the quality of their teaching in science. This is monitored by the Science Lead and SLT, respectively.
Alongside the formative assessment detailed above we also use the following approaches:

- Pupil conferencing alongside book looks
- Internal and external moderation with colleagues
- Learning walks
- Discussion with subject leaders via pupil progress meetings

Children are provided with opportunities for high quality Science learning, ensuring they become confident scientists of the future.