



POLICY

This policy has been adopted on behalf of all four academies in The New Guild Trust:

**Moorpark Junior School
Jackfield Infant School
Alexandra Junior School
Alexandra Infant School**

Approval and Review

Committee to Approve Policy	Trust Board Committee
Date of Board / Academy Committee Approval	July 2022
Chair of Board / Academy Committee	
Signature	
Accounting Officer	
Signature	
Policy Review Period	12 months
Date of Policy Review	July 2023

Version	Date Approved	Changes	Reason for Alterations (from and to)
1	30/03/2021	Extra health and safety advice	Changes due to COVID-19
	30/03/2021	Assessment	Catch up plans have been created for missed learning due to lockdowns.



SCIENCE POLICY

MOORPARK JUNIOR SCHOOL

Subject leader: L Holdcroft & Lisa Rodgers

AIMS AND VISION

We encourage our children to REACH and be successful learners. We foster attitudes to ensure that all children BELIEVE in themselves and that anything is possible with positive challenge and determination. Moorpark teaches children to EXPLORE their environment and learn from the variety of enriching experiences in science. Ultimately we BELIEVE that everyone at Moorpark can ACHIEVE the best in everything scientific that they do.

Moorpark Junior School believe that the teaching of science develops in children an interest and curiosity about the world in which they live, and fosters in them a respect for the environment. Through the framework of the National Curriculum, science aims to:

- Equip children to use themselves as starting points for learning about science, and to build on their enthusiasm and natural sense of wonder about the world.
- Develop through practical work the skills of observation, prediction, investigation, interpretation, communication, questioning and hypothesizing, and increased use of precise measurement skills and computing.
- Encourage and enable pupils to offer their own suggestions, and to be creative in their approach to science, and to gain enjoyment from their scientific work.
- Enable children to develop their skills of co-operation through working with others, and to encourage where possible, ways for children to explore science in forms which are relevant and meaningful to them.
- Teach scientific enquiry through contexts taken from the National Curriculum for science.
- Encourage children to collect relevant evidence and to question outcome and to persevere.
- Encourage children to treat the living and non-living environment with respect and sensitivity.
- Encourage the use and understanding of scientific vocabulary



- Stress the need for personal and group safety by the correct usage and storage of resources.
- To enable children to appreciate that we do not always know the answers and results when carrying out scientific enquiry.

ROLE OF THE LEADER

- Has expertise, opportunity and support needed to influence practice
- Assists in setting clear, realistic targets for raising standards and a manageable plan for achieving these
- Systematically monitors and self-reviews through pupil conversations, observations, floor book scans and planning scrutiny.
- Encourages a whole-school approach to professional development of teachers and other staff involved in the teaching of science

Equal Opportunities:

At Moorpark Junior School we are committed to providing all children with an equal entitlement to scientific activities and opportunities regardless of race, gender, culture or class.

Inclusion:

In school we aim to meet the needs of all our children by differentiation in our science planning and in providing a variety of approaches and tasks appropriate to ability levels. This will enable children with learning and/or physical difficulties to take an active part in scientific learning and practical activities and investigations and to achieve the goals they have been set. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through differentiated activities. By being given enhancing and enriching activities, including off site learning and educational visits, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities.



ASSESSMENT AND RECORD KEEPING

Assessment:

Assessment for learning is continuous throughout the planning, teaching and learning cycle using a variety of methods such as;

- Observing children at work, individually, in pairs, in a group, and in classes.
- Pupil voice
- Considering work/materials / investigations produced by children together with discussion about this with them.
- Work created for the science floor book
- Half termly assessment opportunities using TAPS materials, testing key objectives and skills.
- Catch up plans have been created to assess and plan for gaps in children's learning due to lockdown. These continue to be developed and worked on by staff.

Record keeping:

- Assessment records are kept of individual pupils who are working below or above ARE.
- In the floor books, staff note reasons for pupils that exceed or struggle to meet the required level of attainment
- All children now have their own individual folders, so that the journey of each child can be tracked.

Health and Safety:

All staff should make themselves conversant with the following; - In regard to science work in school all teachers will be conversant with the CLEAPPS' "Be Safe" safety booklet. Where appropriate reminders will be given to children about potential hazards and care of the equipment they are using.

In regards to COVID-19, CLEAPPS suggests that practical work can still go ahead but that group sizes are kept to a minimum to avoid sharing of equipment. Staff also need to think carefully about which investigations are safe for children to do and outdoor learning is strongly encouraged.

Moorpark Juniors promotes the importance of educational visits to support classroom learning. These visits occur termly. Any educational visits are planned



with due regard to the school policy on taking children on outings. LA guidance may need to be sought on trips involving farms etc.

RESOURCES

Scientific equipment is kept in a dedicated science room called the Phiz Lab, where children have independent access to them. Lessons are often taught in the lab. These resources are regularly reviewed and supplemented when funding allows. Children are currently being trained to become 'Science Ambassadors' promoting further independence. A set of iPads is also available for the recording of scientific learning.

Homework

Home learning is varied throughout the year groups with a focus on discussing at home the topic or skill that the child has learnt at school.

POLICY REVIEW

July 2023