



Halebanks Church of England Primary School

Science Policy

Curriculum aims and intent

This is our *Statement of Intent* regarding the curriculum, based on the ideas of the pupils, staff and parents of Halebanks Church of England Primary School.

Our curriculum...

- offers a balance of challenge and support
- motivates and engages learners and is both exciting and fun
- provides opportunities for learning both within and beyond the classroom
- offers rich experiences and opportunities: local, national and global
- prepares learners for life beyond school
- enables learners to think critically, analyse and reflect
- develops learners' vocabulary to enable them to articulate their ideas and express their opinions
- enhances pupils' understanding of how to live safely, happily and value themselves and others

Halebanks learners are...

- keen, self-motivated and willing to learn
- ready, hard-working and keen to take an interest in the world around them
- confident and well supported, both at school and at home
- willing to ask for help
- team players
- independent, cooperative and collaborative
- honest and respectful of others' ideas and beliefs
- able to see the value of being 'stuck', and making and learning from mistakes
- determined and resilient
- committed to working for the good of others, the school and the wider community
- keen to give their best

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

National Curriculum: purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

National Curriculum: aims

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

- develop scientific knowledge and conceptual understanding through the 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 them 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

Roles and responsibilities

The Governing Board

The Governing Board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets
- enough teaching time is provided for pupils to cover the national curriculum and other statutory requirements
- proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- the school implements the relevant statutory assessment arrangements
- it participates actively in decision-making about the breadth and balance of the curriculum
- it fulfils its role in processes to disapply pupils from all or part of the national curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- the school's procedures for assessment meet all legal requirements
- the Governing Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the Governing Board is advised on curriculum matters in order to make informed decisions
- proper provision is in place for pupils with different abilities and needs, including children with SEND

Staff

- Staff will ensure that the curriculum is implemented in accordance with this policy.
- The subject leader will organise materials and resources to ensure staff can deliver the curriculum effectively and fully. They will monitor and support staff.
- Class teachers will follow the long term plans and ensure the curriculum is implemented in accordance with this policy.

Organisation and planning

The science curriculum is taught through a topic approach and is organised in a two year rolling programme.

Science is taught following the Cornerstones Maestro curriculum scheme of work.

Topics are mapped out from EYFS to Y6 in the long-term plan. The programme ensures that all aspects of the National Curriculum for Science are taught following a fully progressive and inclusive scheme of work. Knowledge and skills are mapped out in the progression document.

When suitable, units are linked to half termly/ termly themes in the Pathways to Read and Write texts.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- more able pupils
- pupils with low prior attainment
- pupils from disadvantaged backgrounds
- pupils with SEND
- pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through committee meetings, school visits and meetings with subject leaders.

Subject leaders monitor the way their subject is taught throughout the school by engaging with the school's monitoring programme. This includes reviewing curriculum plans, learning walks, book sampling/scrutiny and capturing pupil voice. The subject leader also has a responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the subject leader. At every review, the policy will be shared with the full Governing Board.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives

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