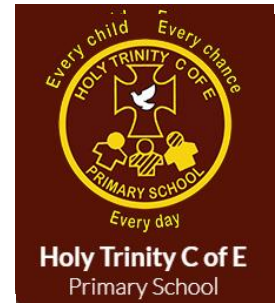


# Science Policy 2022

*Every Child, Every Chance, Every Day.*



## School Vision

*"You are precious and honoured in my sight," Isaiah 43:4*

As a church school our vision and ethos is deeply Christian with this promise by Jesus of 'life in all its fullness' at its heart. Our vision embraces the spiritual, physical, intellectual, emotional, moral and social development of young people. Our ethos is underpinned by the modelling and promotion of eight core values. These are: Peace, Responsibility, Friendship, Consideration, Caring, Respect, Honesty and Forgiveness. We offer a vision of human flourishing for all, one that embraces excellence and academic rigor, but sets them in a wider framework.

## Our Intent

Through a positive, inclusive environment, we aim to provide a wide range of opportunities within the science curriculum to encourage inquisitiveness and stimulate an interest in the environment and current environmental issues. Our intent is to enable children to understand scientific processes to understand the science around us. Asking, finding and proving through scientific enquiry.

## Aims and objectives.

Through the teaching of science, we aim to develop an awareness and understanding of scientific processes and the world around us. Children will learn about a variety of topics set out in the national curriculum,. They will participate in regular enquiries, fieldwork and outdoor learning. They will develop research, analysis and problem-solving skills and apply their mathematical knowledge. We aim for the children to make the links between their science learning and developments in the world around us.

We have developed 4 key concepts which underpin each learning journey:

- Scientific communication
- Application of mathematical knowledge
- Observation and enquiry
- Analyse and conclude

## Science Lessons at Holy Trinity.

Each science journey should look similar to the following:

- Start with a hook/ wow moment.
- A big question.
- Pre assessment related to big question.
- Little questions used as learning intentions.
- Quick quizzes to check prior knowledge—questions checking knowledge from last week, last term, last year. Quick quizzes are used to help embed knowledge as well to check knowledge by going through answers.
- Key scientific vocabulary a focus in each lesson and used/defined by staff and children.
- A variety of quality sources/resources used for children to explore and evaluate.
- Plan for scientific experiments related to the 4 key concepts.
- Plan for opportunities for child led scientific enquiries (posing their own

questions and researching these)

- Post assessment
- A chance for children to explore the three drivers

## Assessment.

Assessments for science are due at the end of each term. These judgements should be used to inform planning and make amendments where needed. A statement regarding science lessons should be made in the child's report at the end of each year. Each knowledge organiser details what must be covered in the units. TAFs have been created to aid assessment.

## Resources.

A wide range of resources are available for each key stage. The subject leader will refresh and update the resources when needed. It is the responsibility of everybody to make sure that the resources are looked after and put away neatly when they are finished being used. The school is a member of Hamilton, which should be used appropriately for the planning and resourcing of lessons.

## Monitoring and review.

The subject leader is responsible for the monitoring of the standard of children's work and for the quality of teaching in Science. The work of the subject leader also involves supporting colleagues in the teaching of Science, being informed about current developments in the subject, and providing a strategic lead and direction for Science in the school.

Pupil conferences, learning walks and planning checks will take place throughout the year where strengths and next steps will be clearly outlined with dates for review.

Dated: 8<sup>th</sup> April, 2022

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