

# Perryfields Primary Pru

## Science Policy



**The Perryfields Vision...**

**To enjoy learning, to enjoy being together  
and wanting to return to mainstream.**



## **Science Policy**

**Date: July 2020**

**Review: July 2022**

### **Mission Statement**

At Perryfield's we seek to provide our pupils with high quality science lessons in order to educate and stimulate the pupils' interest in science and to equip them with the knowledge and skills they need to 'recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena' (National Curriculum, 2013).

Hence, our mission statement is rooted in the Purpose of Study and Aims as described in the Science programmes of study for key stages 1 and 2 as articulated in the National Curriculum.

### **Aim**

To facilitate the above by providing the pupils with quality science resources and as much practical investigation as possible, including the use and promotion of high quality spoken language based on scientific vocabulary.

That there is a progression in taught subject matter and level of working scientifically across the year groups.

### **Curriculum and Planning**

Perryfields comprises of 4 classes:

Class 1 (phase 1) – Years 1 and 2

Class 2 (phase 1) – Years 2 and 3

Class 3 (phase 2) – Years 3, 4 and 5

Class 4 (phase 2) – Years 5 and 6

Each class has a mixture of longer term full-time pupils and 6 week PIP course pupils, who attend morning school at Perryfields and afternoon school at their mainstream setting.

Perryfield's medium term planning follows a rolling programme of half-termly themes, such as Wonder Women, Yes Minister, Invaders, etc. (see Perryfields Curriculum Policy). The themes of each half term provide the opportunity for pupils to experience cross-curricular learning. The intention is that science units are taught in close connection to the planned themes when possible, however, they can be taught as discrete units when an obvious link is not apparent.

Our curriculum mirrors and complements the key stage progression and building on prior learning based in mainstream settings in order that:

- The longer term pupils have maximum chance of returning to mainstream education

- The 6-week course children experience age appropriate learning in order to maximise their chances of a successful reintegration at the end of the 6 weeks.

### Curriculum, learning and skills progression

Taught units are taken from the National Curriculum, 2013, where programmes of study, such as Rocks, Evolution and Inheritance, States of Matter etc. are linked to specific year groups.

The table below illustrates which year groups are taught which units.

Science topic	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working scientifically	✓	✓	✓	✓	✓	✓
Plants	✓	✓	✓			
Animals incl. humans	✓	✓	✓	✓	✓	✓
Everyday materials	✓	✓				
Seasonal changes	✓					
Living things and their habitats		✓		✓	✓	✓
Rocks			✓			
Light			✓			✓
Forces and magnets			✓		✓	
States of matter				✓		
Sound				✓		
Electricity				✓		✓
Properties and change of materials					✓	
Earths and space					✓	
Evolution and inheritance						✓

For each unit the statutory requirements are listed in the National Curriculum science document, which has been provided to each class teacher in their classroom science folder.

For each Key stage the statutory requirements for teaching pupils on how to work scientifically are listed at the start of each key stage in the National Curriculum science document.

Therefore, for each unit pupils will be taught both the subject knowledge and practical investigation skills needed to 'broaden their scientific view of the world around them' and explore, talk about, test and develop ideas about everyday phenomena.

Owing to the transient nature of our class populations combined with the varying lengths of stay of the pupils, a simple Perryfields progression map is not useful.

Therefore, we ensure differentiation across year groups and progression throughout the school by referring to two main documents:

1 – The National Curriculum

2 – Working scientifically across year groups produced by the Ogden Trust.

For example:

At the beginning of a unit class 3 may have 6 pupils – 1 year 3, 4 year 4, 1 year 5 and 1 year 6.

Thus, at the start of each half-termly topic unit the teacher will choose a science unit of study for example “states of Matter” year 4, that best matches the profile of the class with regards age year group, ability level and previous subject knowledge. The choice of subject matter will, therefore, be based on a teacher judgement of best fit for the class.

### **Teaching**

Each class will experience at least 1 hour of focused science teaching a week to be taught during the morning sessions.

Full-time students will also receive cross-curricular linked science learning during identified afternoon sessions, however, this will not detract from the progression and sequence of learning in the morning sessions.

### **Assessment**

Assessment is an essential part of the teaching and learning process providing both feedback and to inform future planning. It should indicate what the pupils know, understand and can do. Assessment is ongoing. We will:-

- a) complete an Assessing Knowledge and Understanding (APP style assessment) at the end of a 6 week behaviour course pertinent to the science work the child has undertaken during their 6 week course.
- b) complete an Assessing Knowledge and Understanding (APP style assessment) at the end of each half term for children that have been p/x & are here for a longer period of time pertinent to the science work the child has undertaken during that half term.

### **Equal Access**

All children regardless of sex, ethnic origin, need, disability or age will have equal opportunities to develop their skills and interest in Science to the best of their ability, within the resources of the school.

The programmes of work for each key stage will be taught to all pupils in ways appropriate to their ability.

### **Safety**

Children will be made aware of the safety aspects when dealing with experimental materials.

Staff will be aware of the safety issues outlined in the County Guidelines for Health and Safety.

### **Role of the Science Coordinator**

The science Co-ordinator is responsible for improving and maintaining the standards of teaching and learning in science through:

- Monitoring and evaluating pupil progress.
- Evaluating and re-developing the provision of science.
- Taking the lead in policy development.
- Supporting colleagues in their implementation of the medium term planning, assessment and record keeping, providing training as required.
- Taking responsibility for purchasing and organisation of resources.
- Keeping up-to date with changes in the subject and disseminating information to colleagues as appropriate.

This policy will be reviewed every second year or in light of subject changes.

Science Co-ordinator: Matt Bourne  
Curriculum Co-ordinator: Rob Harrison

Date: July 2020