St Augustine of Canterbury
Roman Catholic Primary School
Christus Heri, Hodie, Semper

Science Policy 2022-2023

At St Augustine of Canterbury, we believe that through science, pupils will continue to deepen their respect, care and appreciation for God's natural world and all its phenomena. Scientific questions, exploration and experiences will encourage pupils to begin to appreciate the way in which Science will affect their lives and futures on a personal, national, and global level

Curriculum Statement

Intent	At St Augustine RC Primary School, it is our intention to provide a high quality science education that provides children with the foundations they need to recognise the importance of Science in every aspect of daily life. Our curriculum will enable children to become enquiry based learners collaborating through researching, investigating and evaluating experiences. It will encourage respect for living organisms and for the physical environment. Throughout the programmes of study, the children will progressively acquire and develop the key knowledge and Working Scientiically skills which have been identified within each unit and across each year group. This ensures systematic progression in accordance with expectations of the national curriculum. Teachers will ensure that all children are exposed to high quality teaching and learning experiences. They will be encouraged to ask questions about the world around them and work scientifically to further their conceptual understanding and scientific knowledge. Children will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. It will provide opportunities for the critical evaluation of evidence and rational explanation of scientific phenomena as well as opportunity to apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. Children will be immersed in key scientific vocabulary, which supports in the acquisition of scientific knowledge and understanding. All children will be provided with a broad and balanced science curriculum which reflects the equality and diversity policies and practice in school
Implementation	Teachers create a positive attitude to science learning within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards in science. Our whole school approach to the teaching and learning of science involves the following; ● Science will be taught in planned and arranged topic blocks by the class teacher. This strategy ensures coverage and progression of knowledge and skills. It also allows careful consideration of what cross curricular topics can be weaved together to enable the achievement of a greater depth of knowledge. ● Existing knowledge is checked at the beginning of each topic, using strategies approrptaite to the topic and year group. This ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating

	children's interests. ● Planning involves teachers creating engaging and high quality lessons where opportunities are created which allow children to apply their knowledge, and find out answers for themselves. Children are encouraged to ask their own questions and are given opportunities to use their scientific skills/research to discover the answers. Teachers use timely questioning in class to address misconceptions, test conceptual knowledge and skills, assess pupils regularly and identify gaps in learning. Tasks are selected and designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. ● We build upon the knowledge and skill development of the previous years. As the children's knowledge and understanding increases, they become more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence. ● Working Scientifically skills are embedded into lessons to ensure that skills are systematically developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics. Science events and showcases are used as an opportunity for children to apply their skills and knowledge while taking not of a relevant and "hot" topic in the Science world at that particular moment. ● Teachers demonstrate how to use scientific equipment, and the various Working Scientifically skills in order to embed scientific understanding. Teachers find opportunities to develop children's understanding of their surroundings by accessing outdoor learning where possible and appropriate. ● Regular events, such as Science Week allow all pupils to come off-timetable, to provide broader provision and the acquisition and application of knowledge and skills. These events often involve families and the wider community. ● At the end of each topic, key knowledge is reviewed by the children and rigorously checked by the teacher and consolidated as necessary.
Impact	The successful approach at St Augustine's RC Primary results in a fun, engaging, high-quality science education, that provides children with the foundations and knowledge for understanding of God's world. ➢ Pupil voice – Through discussion and feedback, children will talk enthusiastically about Science and will understand the importance of the subject. ➢ Evidence in knowledge – Children are taught knowledge as dictated by the national curriculum through discrete Science lessons. This is done in a progressive manner and opportunities are presented to deepen their knowledge (cross curriculuar activities, themed days and a flexible timetable support this) whilst ensuring links are continuously made to world around them ➢ Evidence in skills – Children are taught skills linked to National Curriculum objectives through engaging, meaningful and progressive learning. ➢ Outcomes – Assessments, moderation, end of Key Stage data and analysis of the key learning documents will provide evidence of standards across school and areas for development. Children at St Augustine's overwhelmingly enjoy Science and this results in motivated learners with sound scientific understanding. Children discover the importance and relevance of Science in their lives and learn of the possibility of future careers in the

Statutory Requirement and Curriculum Entitlement

The structure of Science teaching at St Augustine of Canterbury is based upon the Science National Curriculum and the Early Years Framework guidelines and covers all the recommended objectives to ensure that children have access to a broad and balanced Science curriculum.

The structure of the week in EYFS, KS1 an KS2 ensures that children have adequate time to develop knowledge and skills for their given year group. The Science skills that the children develop within other lessons (i.e. maths) are utilised and supporting the Science curriculum. We strive for children to be before they leave to continue their educational journey at secondary school.

Equal opportunities and Inclusion

- All children are given access to a broad and balanced Science curriculum regardless of gender, ability, race of religion.
- Provision will be made for individual needs.
- Equal opportunities are provided for all children including those with special educational needs or gifted and talented children.
- Children with EAL will be given additional resources and teaching to support their learning.
- A feeling of self-worth will be engendered throughout the activities.

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- Children with special needs will be identified and work within their individual level.

This policy also needs to be in line with other school polices and therefore should be read in conjunction with other school policies found on our website