Hassocks Infant School

Science Policy

At Hassocks Infant School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. Our aims are set out in our school statement 'How Children Learn Best' which outlines the principles we feel will provide the best opportunities for the children to learn.

Our aims in Science:

- To foster children's wonder and natural curiosity about the world they live in through active engagement in learning experiences.
- To enable children to play, providing opportunities to explore, observe, investigate, repeat, problem solve and represent and make sense of themselves and the world around them.
- To provide children with first-hand meaningful activities that start from their own experiences and interests.
- To develop children's scientific enquiry skills in questioning, predicting, planning, observing, measuring, fair testing, recording, interpreting and working systematically through direct experience.
- To provide opportunities for children to develop knowledge and understanding of key scientific ideas.
- To develop values and attitudes, effectively communicating with others, listening to ideas and treating these with respect.
- To develop skills in recording work and communicating their ideas effectively and in a variety of ways, using mathematical, computing and literacy skills.
- To develop an awareness and sensitivity to the living and non-living environment by accessing the outside environment.
- To develop a responsibility for their own health and safety and that of others when undertaking scientific activities.
- To work in close partnership with parents and carers and the wider community, building on the children's experiences and others expertise.
- To get children thinking and acting as young scientists, carrying out their own experiments, inferring their own conclusions and understanding the relevance of their discoveries to the world in which they live.

The Curriculum

Science is a core subject of the Primary National Curriculum and the work covered in Key Stage 1 builds on the Early Years Foundation Stage (EYFS). Pupils in Foundation Stage develop their knowledge, understanding and skills through play activities and direct teaching from which the pupils undertake planned tasks.

All children will cover the following areas of scientific learning:

Reception	Year 1	Year 2
Understanding the World: To look closely at similarities, differences, patterns and change **Early Learning Goals:** • Children know about similarities and differences in relation to places, objects, materials and living things. • To talk about the features of their own immediate environment and how environments might vary from one another. • To make observations of animals and plants and explain why some things occur, and talk about changes.	• Working scientifically • Plants • Animals, including humans • Everyday materials • Seasonal changes	• Working scientifically • Plants • All living things and their habitats • Animals, including humans • Uses of everyday materials

Assessment

Teachers' assessment takes place on a regular basis throughout the different areas of scientific study. As a unit of work is taught, the children are assessed against specific objectives, where they will achieve 'developing, age expected, exceeding'. Through children's work and knowledge the teacher has gained from discussion with the child, ongoing assessment sheets are completed. This gives the teacher an overall understanding of the level of development for each child, directly linked to their specific end of year age related objectives.
The science co-ordinator monitors the folders each term to moderate and to ensure coverage and evidence and to feed into areas for development.

Meeting the Needs of Individual Children

When teaching Science we recognise that there are children of different abilities and experiences in all classes and we take into account the needs of all children, including the targets set for the children with Individual Learning Plans (ILPs). We provide learning opportunities matched to the needs of all children including the very able, those with barriers to learning and participation and those with different cultural or linguistic origins.

Agreed by SLT
Policy revised and rewritten Sept 2018