



Introduction

Freegrounds Infant School is a Rights respecting school. Children and adults work together to recognise and act upon the rights of the child within our school, local community, and the wider world. We believe that by understanding their own rights children learn to respect and value the rights of others.

In this policy we specifically recognise the following articles from the UN convention of the Rights of the Child:

Article 3 All adults must do their best and the interests of the child must be a top priority.

Article 13 Every child has the right to find out things and share what they think with others.

Article 24 Every child has the right to the best health care possible including information to help them stay well.

Article 28 Every child has the right to a good quality education.

Article 29 Education must develop every child's personality, talents and abilities to the full.

Our Vision for Science at Freegrounds Infant School

"At Freegrounds Infant School we are 'building the future together' and believe that an exciting and stimulating curriculum, that incorporates Science and the ability to work scientifically, will create motivated, independent learners. Led through a cohesive project approach, the children will be provided with opportunities and experiences which will provide the children with the necessary core scientific knowledge and investigative skills to answer their questions about those processes. We recognise that children live in an age of fast-moving science and we believe that this area of learning is fundamental to exploring, understanding and influencing the world in which we live.

Rationale

Children have lots of questions about the world around us and at Freegrounds, our aim is to provide them with the necessary core scientific knowledge and investigative skills to answer their questions about those processes.

We recognise that children live in an age of fast-moving science and we believe that this area of learning is fundamental to exploring, understanding and influencing the world in which we live. It offers a wealth of experiences and ideas that encourage children's natural curiosity and creativity, inspiring awe and wonder. Science supports the development of technology and advances in technology lead to new scientific discoveries, shaping how we live safe and healthy lives in our rapidly changing society.

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.

Guidelines

The principal focus of our Science teaching at Freegrounds Infant School is to enable our children to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They are encouraged to be curious and ask questions about what they notice. Adults help children to develop their understanding

of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They are encouraged to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. We firmly believe that where possible learning in Science should be done through first-hand practical experiences, but there is also be some use of appropriate secondary sources, such as books, photographs and videos. 'Working scientifically' is described separately in the programme of study, but is always be taught through and clearly related to the teaching of substantive Science content in the programme of study.

Equal opportunities statement

Freegrounds Infant School will endeavour to offer equal opportunity of access to all children regardless of gender, race, religion or disability.

Assessment:

Early Years Foundation Stage

Assessment in EYFS is ongoing and part of day to day practise. Children's achievement within the age bands for 'The Natural World' is closely monitored by all adults. Observations are made of the children during their self-initiated play (Discovery time). These are recorded and tracked on whole class grids and through the use of the online learning journal Tapestry. Provision and enhancements are planned according to their need based upon their next steps.

Key Stage 1

Children's achievement in Science is assessed against the 'ARE' for the aspect of science covered. Both the key knowledge and working scientifically skills are assessed at the end of every learning project where is a subject lead. This assessment and other knowledge about the child are used to follow children's progress and update tracking documents using the school format. Children's learning in science is recorded in their project book. All work will be marked in line with the school's Feedback Policy. Assessment is an ongoing process carried out by informal and formal assessments

Curriculum coverage

Early Years Foundation Stage

In the Early Years, children work to the Statutory framework for the early year's foundation stage (EYFS). The section 'Understanding the World' involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about the past, people, places and the environment.

The EYFS curriculum at Freegrounds Infants is led by the children's ideas and interests. Topics are generated by observations of the children in their discovery time, one off events, special visitors or interesting objects. Topics can last anywhere between one day to 3 weeks depending on how interested the children are and how they lead their learning.

Discovery time in EYFS is a designated time throughout the day were the children can choose their own learning with their peers. This provides an opportunity for the adults in the classroom to interact with the children during their play and provide opportunities to build on each child's individual next steps in this area of their learning.

Key Stage 1

At Freegrounds Infant School we teach Science through a topic based approach which allows children as much as it is reasonably possible through first hand experiences.

Coverage of the National Curriculum is detailed in Appendix 1

Health and safety:

Risk assessments related to the areas of learning in Science are available to staff and are attached to any planning. The risk assessments are based on the HCC Safety in Science document, 2020 and CLEAPSS. The advice is for both children and adults. The risk assessments are reviewed and updated once a year in the summer term. A health and safety audit for Science is completed annually and returned to HCC. All staff are responsible for ensuring that children are taught how to behave responsibly when using scientific equipment and resources.

Leadership monitoring, evaluation and development.

At Freegrounds Infant School the subject leader operates a process of monitoring and evaluation which allows her to identify strengths and key priorities for science. This system empowers the subject leader to have a clear picture of their subject and the way forward. Over the course of each academic year science will become a focus for a term. During the focus term the science leader will carry out a full evaluation of science using evidence from;

- assessment data
- work scrutiny
- pupil conferencing
- learning walk
- planning scrutiny
- lesson study and staff coaching through use of the IRIS filming system

Following the evaluation, a position statement is created. This identifies;

- strengths
- areas of development/priorities
- progress against previous areas of development
- impact of any CPD and actions (evidenced by measurable data/surveys)

An action plan is then created which identifies priorities for the forthcoming year.

This whole process is supported by members of the SLT, which not only supports the development of the subject leader, but ensures an inclusive approach to whole school improvement.

COMPUTING

All children will be given opportunities to enrich and extend their science skills through working with Computing equipment where appropriate.

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