



LOCATION : CURRICULUM HANDBOOK, DOCUMENT 8

## **SCIENCE POLICY**

### **1. Introduction**

Science is a National Curriculum subject and as such is part of every pupil's experience in Abbey Court School.

### **2. SMSC**

Abbey Court School makes effective provision for spiritual, moral, social and cultural (SMSC) aspects of learning and thus promotes the development of the whole child. Abbey Court School values highly its work in personal, social, health, sex and relationship education and citizenship. We want pupils to become responsible adults and supportive citizens, and seek to create an ethos and climate in the school that will help them to flourish as young people, therefore we actively promote and evaluate pupils' spiritual, moral, social and cultural development.

The four SMSC aspects are connected and the school's provision for one area will often make an impact on another, e.g. when pupils listen to music from different cultures this may also make an impact on their spiritual development. Activities to promote moral development are also likely to have an impact on social development. The school provides opportunities to promote these aspects of pupils' development, within the curriculum. Each subject policy therefore enables staff to be clear about what it means to promote development in these four areas, within each subject. This is further supported through the subject schemes of work and the SMSC Exemplar.

### **3. Rights Respecting School**

Abbey Court School is a Rights Respecting School and puts the 54 articles of the UNICEF Children's Charter at the heart of all school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly.

### **4. Definition**

Science provides a variety of experiences for all pupils, enabling them to develop their ability to reach out, explore and investigate their world. At Abbey Court a carefully planned curriculum is offered in order to develop the process of sensory integration and provide a variety of opportunities for pupils to learn about the properties of materials and the processes which make up our world. This policy ensures that all pupils receive their entitlement to the Science curriculum.

### **5. Aims**

Aims in Science are subject to Abbey Court School's Aims and Objectives as outlined in the Curriculum Policy.

- To develop the use of pupils' senses in order to raise awareness and interest in themselves and their environment.
- To encourage pupils to use their senses to explore and investigate.

- To encourage pupils to observe closely.
- To develop the pupils' skills of thinking scientifically.
- To allow pupils to participate in practical experiences.
- To allow pupils to experience enjoyment and success.
- To provide pupils with the opportunity to solve problems by developing investigative skills.
- To address the needs of the National Curriculum.
- To develop an appreciation of health and safety issues.

## 6. Objectives

- Pupils will become aware of themselves.
- Pupils will explore the world around them using their senses.
- Pupils will experience and respond to their environment.
- Pupils will develop their skills of observation and problem solving.

## 7. Curriculum Planning

At Abbey Court School all pupils work within the EYFS or National Curriculum. In addition, students in Key Stage Three work towards the ASDAN New Horizons Award, and in Key Stage Four they work to gain the ASDAN Transition Challenge.

Students who attend the Further Education department follow the ASDAN Silver and Bronze or Towards Independence modules that offer an extension to their prior National Curriculum work. A coverage plan and schemes of work have been developed to ensure continuity and progression within EYFS and all Key Stages, reflecting the requirements of the national curriculum. These documents were updated in Summer 2018.

## 8. Teaching

Styles of teaching in Science are subject to Abbey Court School's Curriculum Policy (Styles of Teaching):

- The majority of activities are initially teacher directed progressing, as appropriate, to pupil developed activities and thence to pupil initiated activities.
- The class teacher's role is developed, according to the pupils' needs, to include consultant, assessor, monitor, participant, etc.
- The class teacher uses a variety of teaching styles to meet the pupils' educational needs and the differing demands of all areas of the Science curriculum. This will be reflected in the diversity of styles of teaching.

## 9. Learning

- Pupils are encouraged to learn independently and co-operatively, in pairs, small groups or as a whole class group.
- Pupils will be involved in a range of practical and structured activities appropriate to the particular area of Science being taught and the learning responses/needs of the pupils.
- Pupils are encouraged to evaluate their progress, being self critical where appropriate, and to evaluate and comment on the work of others.
- Pupils' own experiences, interests and specific activities are used whenever possible, as a starting point to develop skills, which can be related to practical real life situations.
- Published materials, teacher generated tasks and practical everyday situations and equipment are used to support pupils' development and understanding in Science. Teachers use materials appropriately and where necessary make adaptations for the developmental ability and age group they are working with.

All of the above opportunities are used to form a programme of learning to suit the needs of the individual, group or class.

## **10. Assessment**

Initial assessment of achievement in Science is linked to the Abbey Court basic entry profiling of pupils.

- The class teacher and Department leader, through observation, and information from previous records/reports from other schools and from parents, will undertake assessment of pupils entering later into the school.
- A marking policy ensures consistency throughout the school in order to effectively reward and motivate all pupils. Every effort will be made to involve pupils in the assessment of their own work (see Abbey Court School Planning, Assessment, Recording and Reporting Policy).
- A profile of achievement in Science will be maintained for each pupil (see Abbey Court School Planning, Assessment, Recording and Reporting Policy).
- All pupils are assessed annually using the P-scales. End of Key Stage assessment in Years 2, 6 and 9 will be undertaken via the use of SATs and Teacher Assessment as appropriate to each individual pupil.

## **11. Cross curricular links**

All opportunities appropriate to develop cross-curricular links are taken so that pupils may extend their scientific knowledge through topics, themes and when exploring the environment. Pupils in the Primary department are taught Science through a topic-based curriculum developed in Autumn 2014.

ICT is used as an integral part of the Science curriculum, both as a library resource and to enable pupils to more fully access the curriculum.

## **12. Special Educational Needs and Differentiation**

Approaches to work are reviewed with respect to an individual's specific needs. This requires a flexible approach to planning work for most pupils. Pupils will be given access to opportunities which meet their individual needs and abilities.

## **13. Staffing (including support staff) and resources:**

Class teachers are responsible for the teaching of Science and for the management of support staff. Work experience students and volunteers will also be used to support learning activities within the Science curriculum.

Class teachers are responsible for developing appropriate resources within classrooms to enable access by pupils. All classes have a basic range of resources stored within classrooms and have access to a range of Science equipment and resources (curriculum store cupboard at the primary site, and the Science/Tech. room at the secondary site).

Class teachers are responsible for developing Science displays within rooms to celebrate pupils' achievements, to provide a source of information, to reinforce the learning being undertaken and as a stimulus for further work.

Specific training for both teaching and support staff is facilitated by the senior management team, advised by the Science leader.

## **14. Equal Opportunities**

All pupils at Abbey Court School are given appropriate opportunities to access all areas of the Science curriculum in line with Abbey Court School's Equal Opportunities Policy.

## **15. Health and Safety**

Science teaching and learning is subject to the Abbey Court School's Health and Safety Policy. All staff are responsible for becoming familiar with and adhering to this policy requirement.

The ASE document 'Be Safe' is in the 'Health and Safety' file in the head teacher's office. Staff should make themselves aware of the contents.

The ASE 'Be Safe' document should be consulted if there are any health and safety queries regarding an activity. Further consultation with the Science leader and/or Health and Safety

Coordinator where necessary. Care should be taken when planning off-site visits (see Off-site Policy).

#### **16. Integration, including community links**

Integration opportunities into mainstream settings will be developed where appropriate for the needs and entitlements of specific individuals.

Visits to a wide range of venues within the locality are used to stimulate and reinforce learning in Science.

Visits from people within the local community to support Science are encouraged.

#### **17. Evaluation and Review**

The Abbey Court School Subject Leader's role details the necessary processes and responsibilities.

This policy will be reviewed in light of:

- Changes in the National Curriculum
- OFSTED requirements
- Monitoring of its effectiveness in light of its implementation
- Changes in Abbey Court School's organization

Cath Ambury October 1997, 1999, 2001  
Sheila Gibson 2004  
Alison Blackwell 2008  
John Bosley January 2010  
Julie Sawyer April 2012  
Julie Sawyer September 2014  
Andrew Webster March 2016  
Sue Mortimer May 2018  
Sue Mortimer Feb 2020