



LOCATION: CURRICULUM HANDBOOK, DOCUMENT 8

SCIENCE POLICY

Date policy first adopted: October 1997

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Reviewed By: Jessica Stedman

Date ratified by Governing Body: n/a

Date of next review: Autumn 2026

Statement of intent

At Abbey Court School, all pupils have the opportunity to develop a life-long interest in investigative skills and scientific enquiry, through developing their already present inquisitive minds. Pupils will develop their understanding, flexibility, curiosity, self and ongoing reflection about the ever-evolving world in which they live. Experiences and opportunities are provided for pupils to problem solve and develop their decision-making skills, to enable them to make informed choices towards their own future lives.

The Science curriculum is differentiated to enable pupils to increase their knowledge and understanding of the world and to develop critical thinking skills associated with Science as a process of enquiry. We believe that all pupils have a thirst for knowledge and a natural curiosity for Scientific knowledge and embrace this through the flexible and evolving curriculum. Science embodies awe and excitement within the curriculum. Through a range of experiences, pupils have the ability to be surprised and become active learners but to also predict what they feel may happen and to test these predictions. Through a carefully planned curriculum pupils are encouraged to use their inquisitive nature to develop their ability to reach out and explore their world.

The Early Years curriculum is where science begins as they are supported to develop an awareness of how they create an impact on the world around them. As they progress through the Key Stages, they develop a deeper understanding and a consciousness of how their actions impact their environment.

We are committed to giving our pupils meaningful opportunities which will have a positive impact on their engagement and communication. This is delivered in a functional way which is meaningful for life-long learning which will support the pupils beyond their time at Abbey Court. Staff are encouraged to teach flexibly, personalizing learning to ensure that all pupils are given the correct tools to be able to make informed choices and learn about Science which is most meaningful to them. We encourage pupils and staff to have fun in the teaching of Science to maximize achievements and progress. This learning can take part in the classroom, educational visits, on Larkin farm (school farm) and at home.

1. Introduction

Science is a National Curriculum subject and as such is part of every pupil's experience at 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 highly values its work in personal, social, health, sex and relationship education and citizenship. Our aim is for pupils to become responsible adults and supportive citizens, and we 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 Gold accredited Rights Respecting School and puts the 54 articles of the UNICEF Children's Charter at the heart of all of our school policies. 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 are 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 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 protecting 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 provide pupils with a deeper understanding of the world around them.

- To support the pupils in developing their scientific enquiry 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 and hands-on experiences.
- Pupils will experience and respond to their environment, including when their environment changes.
- 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. Pupils also have opportunities to gain further qualifications at the school farm. 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 2021.

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., alongside the teaching assistants in class.
- 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 of 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 parents, will assess pupils entering later into the school.
- A marking policy ensures consistency throughout the school 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 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 and 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 concerning 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 in the Enterprise room on 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 members 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). A risk assessment for each class is updated each year for pupils on the farm.

When accessing the Farm, all staff are responsible for becoming familiar with and adhering to the policy (See Farm Risk Assessment Policies).

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.

Weekly visits to the farm will help assist the Science Curriculum with careful planning.

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