



BAWB Federation Science Policy

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Reviewed by:	Eleanor Harrison
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Governing Board Committee:	Resources
Link Governor (if appropriate):	Ross Cadman
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Equality Statement:

At The BAWB Federation we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our schools provide pupils and staff with the opportunity to experience, understand and value diversity. In the operation of this policy, we will endeavour to ensure that all members of our school community receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

Distinctive Christian Vision

This policy has been written and/or adopted with our distinctive Christian ethos in mind:

Rooted in the message of the Good Samaritan, we provide an aspirational education for all. We flourish academically, spiritually, and socially.

Matthew 22v 37-39 (NEB): Love the lord your God with all your heart, with all your soul, and with all your mind. Love your neighbour as yourself.





Intent

At the BAWB Federation, our science curriculum aims to give all children a strong understanding of the world around them whilst acquiring skills and knowledge to help them to think scientifically.

We encourage every child to be a scientist through:

- Developing an understanding of the nature, processes and methods of science through different types of enquiries
- Being confident to ask questions, take risks and extend their scientific knowledge
- Developing essential scientific enquiry skills to deepen their scientific knowledge
- Using a range of methods to communicate their scientific information and present it in a systematic, scientific manner
- Understanding the importance of science in today's world and inspire them for their future

Implementation

- In EYFS, science is implemented through enhancing provision for children to explore scientific concepts. We promote children's independence to choose ways to do things and promote their curiosity, floor books encourage children to discuss prior learning.
- Lessons are engaging and children's use of vocabulary and presentation of work in books and displayed on working walls reflects this.
- Children are confidently able to discuss their learning and give reasoning.
- Working walls reflect what is being taught, knowledge and skills vocabulary, key questions, photos and supporting diagrams and information.
- The long-term plan allows children to review and build on prior knowledge highlighting links to other curriculum areas.
- Teachers carefully plan lessons with progression and depth
- Scientific skills are embedded in every lesson to ensure there is progression over time.

Curriculum Planning

The school uses long and medium-planning as the basis for lessons, provided by the subject leader. Teachers' short-term planning ensures that learning outcomes are matched against age-related expectations and shows progression over time, developing key skills and knowledge vocabulary and reinforcing prior learning.

Long term planning references prior learning and shows links between science and other curricular areas over time.

Learning Environment

Science working walls in KS1 and KS2 provide support by displaying:

- key knowledge and skills vocabulary for the unit of work
- The five key questions for the unit of work
- the five types of scientific enquiry posters.
- Diagrams and supporting information
- questions to develop thinking skills



Marking

All work is marked using our marking policy.

Scientific enquiry labels are used to highlight which of the 5 types of scientific enquiry have been covered each lesson, consolidating pupils' understanding of the skills they have used.

Impact

The **impact** of our science approach is that children are inspired to demonstrate their scientific knowledge and skills across all areas of the curriculum.

Our curriculum has been planned to have high expectations of all learners, our science curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. We measure the impact of our curriculum through:

- Observations
- Tracking progress at the end of each unit using the teacher assessment framework
- Pupil voice

Assessment of Science

Assessment is continuous and forms the basis of next steps of learning.

Assessment is through use of key questions.

Pupils are assessed using teacher assessment framework for the end of key stage 1 and key stage 2.

Leadership of Science – how will we know we have been successful?

LEADERSHIP OF SCIENCE

Role of the Headteacher

- Lead, manage and monitor the implementation of the curriculum.
- Keep the governing body informed about curriculum development within science and provide updates through headteacher reports and governor monitoring schedule.
- Ensure that science remains high profile in the school's curriculum development work.
- Ensure science is given the minimum of two hours teaching time within the school timetable

Role of the subject leader

The science leader is responsible for leading the development of science through the school by:

- Ensuring that teachers have the knowledge and skills to deliver challenging and engaging lessons.
- Prepare, organise and lead focused training, with the support of the curriculum leader
- Carry out an annual audit and action plan, working with the curriculum leader.



The BAWB Federation
Bainbridge, Askrigg, and West Burton Primary Schools

*Rooted in the message of The Good Samaritan, we provide an aspirational education for all.
We flourish academically, spiritually, and socially, enriching our communities.*

Executive Headteacher: Miss Charlotte L. Harper

- Attend up to date training provided by The Swaledale Alliance science team and regular updates through the science association
- Feedback progress of the implementation of the curriculum to SLT and governors.

Role of the class teacher

- To ensure the planned science curriculum is delivered in a sequence that promotes progression and challenge.
- To develop and update their skills, knowledge and understanding of science
- To identify CPD needs in science
- To ensure working walls include all requirements and support children's learning
- To inform parents of pupils' progress, achievements and attainment within science

Role of Governing Body

- To monitor the effective leadership of science across all three schools through a carefully planned monitoring cycle to include interviews with leaders, teachers and pupils.