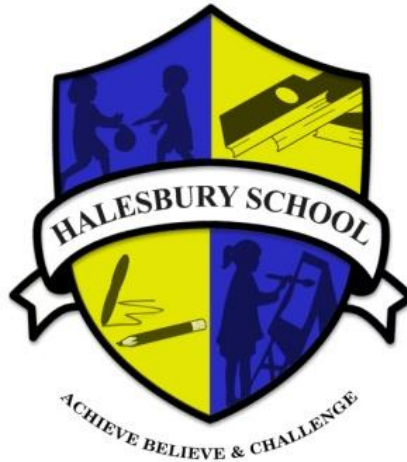


HALESBURY SCHOOL



SCIENCE POLICY

Policy for the attention of			
Audience	Key Audience	Optional Audience	Additional/Notes
Senior Leadership Team			
Teachers			
Teaching Assistants			
Administrative Staff			
Curriculum support			
Lunchtime Supervisors			
Site Manager			
Cleaners			
Governors			
Parents			
Website			
Local Authority			

Responsibility of	
Review frequency	
This version agreed	
Next review date	

Science Policy

Introduction

Science is a key subject at Halesbury, and a grasp of basic science is needed to function in society. At Halesbury, children are taught science in formal, timetabled lessons; however, their learning extends beyond the science classroom and is pertinent to subjects such as horticulture, forest schools, food technology, PSHE and PE. Those students who embrace the more formal learning are given the opportunity to take a GCSE in biology. Other students who may need more support with their learning can access Entry Level qualifications.

Measuring Progress

Pupils progress is measured using the SAPA framework of can do statements that guide development from baseline to year 3 equivalent. If they progress beyond these statements, they move on to Entry-Level statements and then, ultimately, GCSE statements. However, science is also a practical subject, and staff also monitor learners' progress and development with respect to their practical skills and ability to safely carry out an experiment.

Learning

Science is a practical subject, and staff at Halesbury include as much practical work as possible in their teaching. Learners are encouraged to be inquisitive, ask questions and be as independent as possible in their experimenting. The approach of making a prediction and then testing it emphasises that mistakes are an important part of the learning process and fosters a robustness in pupils' learning.

EYFS

Pupils follow a creative curriculum in line with KS1 and KS2. Science is promoted through exploratory play. Learners respond to sensory stimuli and develop their receptive and communicative skills. Inquisitive behaviour is promoted and then understanding checked when staff join the pupils in their play. Sometimes pupils pursue this independently, other times they are encouraged to cooperate with peers.

KS1

Pupils work in small groups with peers of similar abilities within their classes. Learners are encouraged to explore their surroundings and begin to appreciate cause and effect. Each pupil's progress is monitored closely and new challenge set as appropriate.

KS2

Pupils continue with the thematic-based approach. They are given a freedom to follow their own lines of enquiry within a topic, but are guided towards recording their findings in a more formal manner.

KS3

Science is taught in a dedicated fully-equipped science classroom. There is a big emphasis on safe practice and skill development. Generally, learners are safely conducting science experiments with Bunsen burners etc. within a few weeks of starting KS3.

Students follow a differentiated version of the mainstream KS3 science curriculum, but elements of KS2 and KS1 are included to address any gaps or misconceptions. Progress is monitored via practical tasks, written assessments and the SAPA statements scale.

A judgement is made at the end of KS3 about the suitability of a single-grade GCSE course for each individual student. Alternatively, students can follow an Entry Level Qualification.

KS4

Pupils continue to access the science classroom. They embark on a single-grade Entry Level Science Qualification and a single-grade Biology GCSE, or they undertake a double-grade Entry Level Science Qualification. There is considerable overlap between the courses, and students can work together to complete tasks and experiments. The emphasis on practical work is maintained.

Moving Forward

The needs of the students moving through the school are changing, so the science curriculum has to be fluid enough to adapt and cater for individual students. There will always be a focus on differentiation. The school will continue to challenge students and push them to meet their full potential; however, there will continue to be a strong ethos of support, and the school will continue to prioritise meeting the holistic needs of the students.