

## **Goldington Green Academy**



### **Science Policy**

#### **Safeguarding**

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued. All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

#### **Equal Opportunities**

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

#### **Intent**

To offer high-quality science education which provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics – these subjects are taught specifically by term, in Key Stage 1 and 2. To allow pupils to build up a body of key knowledge and concepts, and be encouraged to develop a sense of curiosity about natural phenomena. To be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. To focus especially on investigations and using scientific

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vocabulary to explain the world around them and link their understanding to other aspects of their learning.

#### **Implementation**

To ensure coverage of the National Curriculum 2014 in Science, staff will follow our own knowledge and skills document when planning and teaching activities.

The Science co-ordinator is responsible for ensuring continuity and progression. Year group teams are responsible for planning which is monitored by the Science Leaders.

The Science leaders are available to assist in detailed planning and providing relevant scientific background for non-specialist teachers. The day-to-day responsibility for science lies with the class teacher who should ensure that it is given the appropriate time on the timetable to meet with the statutory orders. This is currently 1 1/2 hours per week for KS1 and KS2.

Enquiry should be central to the learning process and science should be fun. Practical and inspiring activities should be offered. That every child has the opportunity to develop the scientific processes of:

observing	predicting	measuring	interpreting
describing	hypothesising	recording	explaining
classifying	experimenting	questioning	investigating

Science is taught through topic-based learning when appropriate. A range of teaching methods, which include whole class teaching, group or individual teaching, will be employed as appropriate. We will ensure a broad and balanced experience for all our pupils and wherever possible, opportunities will be provided to develop skills and gain an understanding of scientific concepts through first-hand experience in a climate which encourages curiosity, perseverance, open-mindedness, critical reflection and co-operation. This is achieved through experimental learning, focused tasks, problem solving and open-ended investigation. Science teaching will be enhanced and made relevant with the use of visits, external speakers and the inclusion of current affairs which are directly linked to on-going work in the classroom. We will involve the children in the care and growth of plants and animals around the school. The school environment is used as part of our studies where appropriate.

Our teaching combines a respect for traditional values and sensitivity towards topical issues and concerns and will endeavour to represent informed but unbiased views on environmental and ecological issues.

We will provide every child with the opportunity for suitably differentiated, hands on, practical scientific experiences, regardless of their race or gender. Teaching and learning will use evidence/materials requiring a degree of basic skills and from a variety of cultural backgrounds. Children with a specific talent in Science will be identified and will be placed on the Gifted and Talented More Able Register. These children's needs will be met through challenging independent learning activities and beyond school enrichment activities, including the Children's University and Bedford Modern School's annual Science challenge.

#### **Impact**

The Science leader attends meetings for liaison between schools and appropriate in-service courses to update staff by dissemination of information. It is the responsibility of the Leader to

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organise, manage and allocate resources purchased for the school or borrowed from the support service and to introduce and demonstrate new materials or equipment.

Assessment and recording in Science adheres to the guidelines set out within the school's assessment and recording policy.

Scientific Enquiry is assessed every term using agreed templates based on each year group's key objectives. We monitor and assess the effectiveness of our teaching through recording classroom observations, or discussions. Policy and practice are monitored by Science Leader on a termly basis through book and planning scrutinies, classroom observations, learning walks and pupil conferencing. Class teachers are responsible for inputting data onto SIMS termly, assessing pupils using the assessment grids and observations made in lessons. The Science lead will analyse and monitor data and report to governors termly.

### **Health and Safety**

It is the class teacher's responsibility to teach pupils how to safely use different resources and equipment.

### **Reviewed date:**

November 2018

### **Next review date:**

November 2022

### **Date:**

March 2020

### **Staff responsible:**

Mrs Simister and Mrs Brewin

Science Coordinators