



HOLY TRINITY **PRIMARY SCHOOL** **SCIENCE POLICY**

AIMS.

The teaching of Science in Holy Trinity Primary School aims to:

- Provide every pupil with the scientific experience to which they are entitled.
- Communicate and relate science to everyday life, to other areas of the curriculum and to develop these experiences through scientific investigations.
- Develop interest and enthusiasm for science.
- Develop interest, knowledge and understanding for science.
- Teach children how to communicate their ideas effectively.
- Teach appropriate scientific vocabulary.
- Develop an understanding of the relevance of science in an everyday context.
- Help children acquire knowledge of a range of scientific concepts.
- Help children understand that scientific knowledge relies on evidence.
- Teach that scientific evidence can be obtained in a variety of ways.
- Help children acquire scientific process skills.
- Provide children opportunities for I.C.T. use where appropriate.
- Make children aware of health and safety issues.

SKILLS.

Our school Science work will aim to be a reflection of Science in the real world, encouraging the children to learn from each other and extend the boundaries of their knowledge by research. Through this they will become more independent. We aim for the learning of science to be a balance between the process skills (A.T.1.) and knowledge/understanding (A.T.2.) necessary for independence.

The skills in Science we aim for our children to acquire are:

- Questioning.
- Predicting.
- Fair testing.
- Observing.
- Measuring.
- Recording.
- Explaining.
- Reporting and presenting.

ATTITUDES.

These are the attitudes, which we hope to foster through our Science Programme. We feel that due to the practical nature of Science, it is an ideal subject to promote these attitudes.

- **Perseverance:** To pursue tasks to a satisfactory conclusion.
- **Curiosity:** To enhance the pupils natural curiosity, so that they are able to take initiative in scientific situations.
- **Enthusiasm:** To project Science as an interesting subject, in which the pupils are working are scientists.
- **Co-operation:** To demonstrate how working together can provide assistance in many situations, as well as enjoyment.
- **Sensitivity:** Towards living things and the environment.
- **Responsibility:** To be aware of the dangers associated with scientific enquiry and respond appropriately.
- **Self-Criticism/Appraisal:** To evaluate how they performed in the Science lesson, and if this might be improved.
- **Open Mindedness:** To approach tasks with an open mind.
- **Independent Thinking:** To use their own initiative when facing decisions.

SAFETY POLICY.

- Proper instructions for the use of Science equipment are essential.
- Children should understand the need for safety and develop sensible attitudes.
- Children should be encouraged to work tidily, thus avoiding clumsy leakages/spillages.
- Hazards should always be highlighted during lessons: e.g. glass, heat, and slippery surfaces.
- Children should always be instructed as to safe procedures if an accident does occur: e.g. tell teacher, don't touch broken glass, don't touch unknown substances.
- Cuts and bruises should be treated and covered immediately.
- When cooking/handling substances, plants, mini-beasts, children should always wash hands after lessons.
- Children should be told never to taste any fungi or berries they may be investigating.
- Conditions for growing mould should be carefully monitored. (Meat should never be used.)
- Teachers should be aware that some pupils might suffer from hay fever or allergic reactions to certain plants.
- Children will not be permitted to use the glue gun except under careful teacher supervision for Key Stage 2 pupils.
- Extra caution should be exercised if tools are being used such as saws, knives, drills, hammers and screwdrivers.
- Further advice on health and safety in science lessons can be found in the A.S.E. "Be Safe" booklet.

DIFFERENTIATION.

In each class there are children of varying abilities and levels of attainment. It is essential that learning activities be designed in ways which provide opportunities for each pupil to work at his/her level, and to progress to a higher level.

This differentiation can be planned for in a number of ways.

- Designing tasks which can be undertaken by all pupils in a class but which can lead to a variety of outcomes.
- Suggesting a range of different but related tasks.
- Allowing time for individuals or groups of children to complete activities.

ASSESSMENT.

Children's work will be marked according to the school policy and their performance continually assessed in accordance with the N.I. Curriculum by the individual class teacher.

The assessment of skills will be carried out during classroom activities. Knowledge will be assessed during and at the end of a topic. A range of assessment strategies will be used to gather information on a pupil's progress.

These will include:

- Observation of pupils as they work.
- Discussion with pupils as they work.
- Oral questioning to encourage discussion.
- Evaluating pupils written work, drawings, etc.
- Using external assessment resources.