



Community † Compassion † Wisdom

Science Policy

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Science Intent, Implementation and Impact

Intent

At Combe we expect our children to be curious and investigative scientists. We use practical and investigative experiences that engage and excite our children.

We want all pupils to be scientists who have:

- The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.
- Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.
- Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.
- High levels of originality, imagination or innovation in the application of skills.
- The ability to undertake practical work in a variety of contexts, including fieldwork.
- A passion for science and its application in past, present and future technologies.

Our approach to teaching science as an intrinsic part of topic-based learning (CCC) is based on practical and investigative experiences that engage and excite our children at a variety of levels. The CCC approach to learning, which is based around a Big Question allows our pupils to utilise their creative skills alongside developing curiosity and challenge in order to respond to a dilemma.

Implementation

At Combe CE Primary School we deliver science as an integral part of our topic-based learning (CCC). Due to our mixed age classes, each area of the curriculum is mapped over a two-year cycle and each national curriculum objective is matched one or more of our Big Questions. Working Scientifically is taught within each topic. There are planned opportunities for the areas of fair testing, pattern seeking, observation over time and classification and identification.

Impact

Pupils will develop the scientific knowledge and skills to help them explore, navigate and understand the world around them and their place in it. Children's knowledge and skills will develop progressively as they move through the school, not only to enable them to meet the requirements of the National Curriculum but to prepare them to become competent scientists in secondary education.

Assessment in science takes place using a range of formative strategies such as marking and feedback of work and verbal discussions with pupils, in line with our Marking and Feedback Policy. For our summative assessment at the end of a unit of work, we assess each child as 'working towards', 'expected' and 'greater depth'. This monitoring of performance and progress helps to inform future planning which is discussed termly with the Headteacher and monitored during curriculum monitoring. Individuals or groups who need extra support are targeted for extra support.