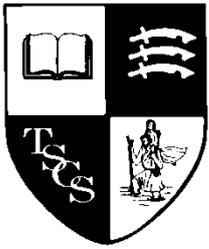


# THE ST. CHRISTOPHER SCHOOL

SEN Trust Southend



## Academy Trust - Special School

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## THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST SCIENCE POLICY

<b>First Written:</b>	26 September 1995	
<b>Revisions:</b>	20 November 1995	3 July 2013
	21 March 2003	30 September 2015
	18 January 2010	18 April 2018

### 1. AIMS AND OBJECTIVES

Science education aims to equip students with an understanding of the world in which they live, how it works and how to develop problem solving and thinking skills. Science is a practical subject that is best learned by undertaking practical activities. It can also be related to other curriculum areas such as cooking and through playing and investigating motivational items. Therefore the aim is to inspire students to think about and to investigate things around them and to ask questions such as why, how and what?

#### We aim for young people to:

- develop confidence and proficiency in science and the application of science
- develop an appreciation and proficiency in science in the context of the wider world.
- provide continuity and progression in the 16 strands of the National Curriculum, of science where appropriate.
- offer a wide experience of practical observations and investigations across the National Curriculum.
- enable pupils to gain a deeper understanding of scientific principles through a “scientific approach” which is underpinned throughout the curriculum.
- Help to extend pupil’s language, thinking, communication and numeracy skills within science.
- develop knowledge and understanding of important scientific ideas, processes and skills and relate these to everyday experiences.
- develop effective ways of thinking, finding out about and communicating scientific ideas and information.
- develop responsibility for their own health and safety and that of others when undertaking scientific activities.

#### In order to fulfil the above aims it is necessary for us to ensure:

- A continuity of experience throughout the school both within and among year groups
- The systematic progression through key stages Foundation, 1, 2, 3 & 4
- That the National Curriculum programmes of study for science and their associated strands, level descriptions and attainment targets are given appropriate coverage



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- That all children have access to a range of science resources
- That science experiences are focussed to enhance learning
- That any scientific developments, incidents or cycles that happen in the real world are taken and used to focus the students' curiosity and interest when appropriate.

## **2. CURRICULUM CONTENT AND TIME**

Science learning takes place in every aspect of life, so it is covered in other areas of the curriculum but especially in practical activities such as PE, cookery, design and technology and art. As such, Science is a topic based approach within the primary school with approximately an hour's coverage per week. Within the secondary school, pupils are given approximately 1 hour in Key Stage 3 and 1.5 hours in Key Stage 4.

The curriculum is guided by the National Curriculum and the primary and secondary science framework. Within the secondary school, the curriculum is focused into topics which typically run over a two year scheme, with the third year focusing on topic areas which pupils have found challenging and where they may need to develop their learning and understanding further. If it is appropriate, year 10 students may begin to follow a program of study which will lead to an external qualification in year 11.

### **Extension and Extra Curricular Activities**

Where possible the science curriculum will be supported by visits and visitors to enhance the learning process, for example planetariums, etc.

Extensions will be available for pupils through the use of differentiation within lessons.

An inter-house science event on a yearly basis.

### **Attitudes**

Science is taught across the school with the aim to develop positive, safe and responsible attitudes amongst the pupils when undertaking practical experiments.

## **3. SCIENCE CO-ORDINATOR**

There are two designated science Co-ordinators (primary and secondary based) to oversee the planning and delivery of science within the school.

The science coordinators will be responsible for:

- Raising standards in science as a national curriculum subject
- Facilitating the use of science across the curriculum in collaboration with all subject coordinators
- Providing or organising training to keep staff skills and knowledge up to date when appropriate
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- Monitoring the delivery of the science curriculum and reporting to the head teacher on the current status of the subject.

The Senior Management Team and Governors will monitor the work of the subject co-ordinators and the co-ordinators will provide reports to the SMT and Governing Body when requested.

### **Monitoring**

Monitoring helps the subject co-ordinators to gain an overview of teaching and learning throughout the school in their particular subject. To do this the science co-ordinators will look at planning, children's work, displays, observe teaching and learning (when possible) in the classroom and discuss matters with teachers and Governors. Feedback will be given regarding medium term planning if necessary.

Schemes of work will be reviewed every year and when necessary will be altered in the light of such things as changes in legislation and student population, new research findings etc.

#### **4. USE OF ICT**

Use of information technology within science, where appropriate, will be introduced with regards to the national curriculum information technology subject guidelines. IT tools and information resources will be used to analyse, processes and present information, to model, measure and control external events.

#### **5. RESOURCES AND BUDGET**

The science budget is allocated each financial year. There is a dedicated amount for primary science resources and secondary science resources.

Budgets will be scrutinised by the subject coordinators and will be used to improve resources, provide consumable resources and purchase new equipment as and when necessary. Teachers may request items to be purchased when they feel this is necessary to deliver the content of the curriculum subject effectively or to enable an individual student to access science learning who would otherwise not be able to do so.

Training will be provided for teachers when necessary to operate equipment. A list of resources is available to all staff which is on the t:drive.

#### **6. REVIEW**

Revision and updating of this policy will be completed by the subject co-ordinators following discussion with the head teacher. Revisions will be presented to the governing body for discussion and approval.

**Name:** Rebecca Taylor – Primary Science Co-ordinators  
Jackie Manton – Secondary Science Co-ordinator

**Date:** 18 April 2018