

Ocker Hill Academy



Ocker Hill Academy Science Policy

To be reviewed in line with Ocker Hill Academy Policy Guidelines

Rationale and Aims

Understanding scientific issues –from climate change to artificial intelligence, from plastics in our oceans to renewable energy- will dominate the lives of our children as they grow up. The end goal of our science curriculum at Ocker Hill Academy - apart from being ready to take full advantage of science teaching in KS3 - is for them to become scientifically literate members of society who will question and understand the science behind the headlines.

We aim to provide the pupils with a science curriculum and high quality teaching that produces individuals who are inquisitive, rational and enjoy science.

At Ocker Hill Academy we use the National Curriculum for Science 2014 [\[Appendix 1\]](#) as the basis of our science teaching and learning. This gives children chance to revisit topics- such as electricity in Y4 *and* Y6- so their knowledge is consolidated and extended. Likewise, science *skills* (called Working Scientifically) are applied in different contexts across different topics. Greater depth in the subject is achieved by pupils *applying* their learning through rich Gap Tasks that make connections to real world situations or across topics.

The principles of Assessment for Learning (AFL) underpin learning in every subject at Ocker Hill Academy. The development of teacher subject knowledge is a continuing aim of the academy.

Planning and Teaching

Planning is monitored and supported using a metric that encourages staff to take ownership of ensuring the full curriculum is taught and appropriate time (usually two hours per week) is dedicated to *both* knowledge *and* skills in science. . [\[Appendix 2 / 2a\]](#)

Feedback

Written feedback to help pupils learn is monitored and supported using a metric that encourages teachers to ensure all pupils are suitably challenged through effective differentiation and that knowledge is consolidated and extended through appropriate Gap Tasks. [\[Appendix 3\]](#)

Assessment

Formative assessment (AFL) is used constantly in every exchange between teacher and pupil. A summative assessment judgement of what scientific knowledge and skills are secure is made after each topic and at the end of the year is passed on to the next teacher so any gaps in learning can be addressed. [\[Appendix 4\]](#)

Learning Environment

To support the consolidation of science knowledge, and to enable pupils to use scientific skills, a range of science resources is regularly replaced or updated as required. Essential scientific vocabulary is on display for whichever topic is being taught in a particular classroom. Individual teachers decide on what their pupils need on display to help them remember and learn key facts.

Inclusion

Teachers are reminded that science is a subject where a pupil with weaker writing skills can show their scientific understanding equally as well by practical work or verbal replies. Science follows the academy's existing policies on: EAL; SEN; GT; FSM; Equal Opportunities.

Governor Involvement

Governors are informed of developments in maths at the academy via action plans, special reports or presentations, progress towards actions and minutes of Teaching and Learning (TLR) team meetings

Science Week, Parents and Homework

Every year a themed Science Week (for instance on dinosaurs) takes place across the whole academy. It usually involves visits to special places and visitors to the academy.

Booklets informing parents of what their child is learning at the academy (in all subjects) are sent home every half-term. Science homework is set by individual teachers as they deem appropriate.