



Feniton Church of England Primary School

Principles for science

'Believing and Achieving together to be THE BEST WE CAN BE'

There are four main principles:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject to promote public, and particularly parents' and carers', understanding of the curriculum.

"The important thing is to never stop questioning"
Albert Einstein

We know that good science occurs in our school when:

- Children are excited to learn and discover; there are "Wow" moments.
- They want to keep learning at the end of the lesson.
- Children are active, engaged and enjoy their learning.
- Children question why things are happening.
- Children can articulate what they have learnt and identify the next stages and steps.
- Children are regularly immersed in practical hands on activities.
- Children can make links between the experiences and other subjects.
- Children look for areas to develop and extend their own learning, applying their knowledge to other situations. This will be through exploring and discovering new things.

Children apply HEART values to their learning:

- Remaining positive and happy in lessons even when things are tricky
- Empathy towards others when working in groups
- Striving to achieve their targets
- Reflecting on their successes and failures
- Trusting in each other and their teachers

In the classroom:

- Children are involved in the planning and their questions become part of the plan (these should be from the elicitation task).
- They have access to a range of stimulating and interesting resources.
- Children can explore at their own level.
- You can hear, "Ooh! Ah! Wow!" Questions start with how, what, where, and why.
- Children talk to each other with statements such as, "Come and look," or, "I didn't know that."

The atmosphere is emotionally charged. There are obvious emotions of awe and wonder, excitement, anticipation and motivation.

Teaching and Learning:

Approaches include opportunity in the classroom, outside and from visits and visitors.

- There are opportunities to master exploration and investigation.
- There are opportunities to use digital resources, data loggers and easi-scopes.
- Book scrutiny will show evidence of observations, peer marking, the children's own comments as well as those of the teacher, i.e. a dialogue. Through talking, the children will have shown they can predict, hypothesise, use variables within fair testing, measure accurately and evaluate with clear explanations.

This document has been produced after discussions with staff, senior management and with the pupils.

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