New Hope Christian School (NHCS) Science Policy Statement

We aim to develop positive attitudes towards science and to give children a sense of achievement.
We aim to raise children's self esteem and confidence and encourage them to use reflection and thinking skills, in order for them to overcome difficulties, ask searching questions and draw sensible conclusions.
We encourage children to develop many strategies for solving scientific problems. We want children to develop an ability to apply their science skills to other areas of the Accelerated Christian Education (A.C.E) Curriculum.
We aim to stimulate a natural curiosity to ask questions, explore patterns and explain their reasoning through discussion with partners or the whole group. Weekly investigation activities in all year groups enable children to use their scientific knowledge and understanding to work out real life problems. We aim to raise children's self esteem and confidence and encourage them to use reflection and thinking skills.
We aim to make science accessible to all in our school community.
Science is important in everyday life. It is integral to all aspects of life and with this in mind we endeavor to ensure that children develop a healthy and enthusiastic attitude towards the subject that will stay with them.

Curriculum Management and School Organisation
At NHCS we teach all core subjects including science through group and individual work Pace's. Each unit of work must begin with a diagnostic assessment to identify each child's current level of understanding. Comparing their current understanding with that defined by the learning outcomes, gives us an analysis of their learning needs and will be used as the basis for planning the unit of work.
A typical lesson will include opportunities to develop elements of the core science skills:
asking relevant questions, creating a hypothesis, observing, measuring accurately, recording and presenting results and drawing conclusions.

Teaching style and classroom management
Directing: sharing the objectives with the class and ensuring the pupils know what they are learning.
Instructing: giving information.
Demonstrating: showing, describing, modeling science using appropriate resources and visual aids.
Explaining and illustrating: giving accurate, well-paced explanations and referring to previous work or methods.
Questioning and discussing: questioning to ensure that all pupils take part and choosing appropriate forms of questioning related to the objective.
Consolidating: maximizing opportunities to reinforce and develop what has been taught.
English as an Additional Language
Children with English as an additional language will be assessed on entry to the school.
We aim to use different applications of science which reflect different cultures. We use direct teaching of science vocabulary throughout the lessons. Work will be differentiated appropriately according to the needs of the child and level of English acquisition. As science is such a practical subject it gives excellent opportunities for EAL children to acquire and practice their language skills.
Equal Opportunities

In line with our **Equal Opportunities and Cultural Diversity Policy**, all pupils are given access to the science curriculum regardless of sex, religion, age or ethnic origin. We will strive to provide a range of texts and activities which reflect the diversity of our culture.

Assessment

In line with our **Assessment Policy**, assessment of pupils' understanding of the content of each unit is continuous in as much as there is a summative assessment in the starter activity, and formative assessment throughout the teaching activities. An optional assessment sheet is included in each unit to aid the teacher in their record keeping. It is understood that the level ascribed to the work is not the pupil's overall level, in that it only refers to one area of the programme of coordinator to compare progress of classes and year groups, and is some indication as to whether attainment is of a sufficiently high standard to reach the targets set. Reporting procedures are in line with DFE regulations. Parents receive an annual written report and are invited to three parents' evenings throughout the academic year.

Homework

Activities for home may be used to reinforce learning undertaken during the lesson. This may include games, gathering information, thinking about how a problem can be solved or preparing a contribution to a class presentation.

We encourage the involvement of parents in the children's science learning and actively promote home – school links.

Review and Evaluation of the Policy

The policy will be reviewed annually. This is the responsibility of the Science coordinator.

Issues relating to the policy will be discussed and action plans will be evaluated or adapted accordingly. Feb 2008