



THOMAS'S FULHAM SCIENCE POLICY STATEMENT

This document is a statement of the aims and principles of teaching and learning Science, at Thomas's Fulham.

The curriculum follows the requirements of Key Stages 1 and 2 of the National Curriculum and the ISEB curriculum for senior school entrance examinations at 11+ and 13+. In Reception and Year 1, science is taught as a part of enquiry-based learning and has cross-curricular links with literacy as well as other subjects.

What is Science?

- Science is a body of knowledge which helps us to understand the way the world works.
- Science is investigative: finding practical ways of exploring the world around us.

AIMS

Our aims in teaching Science are that children will:

- build up a body of scientific knowledge and understanding
- develop their interest and enthusiasm for Science
- apply their knowledge to everyday life and personal health
- learn to communicate scientific ideas, facts and data
- develop scientific methods of enquiry
- participate actively and co-operatively in lessons

Principles of the Teaching and Learning of Science

Science is important because:

- it is a body of knowledge essential to our understanding of the world around us.
- the skills and knowledge of Science apply to everyday life.
- scientific understanding enables people to consider issues for themselves
- it is a core subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are categorised into four attainment targets:
 - Scientific enquiry
 - Life processes and living things
 - Materials and their properties
 - Physical processes

At Thomas's Fulham it is the subject teacher's responsibility to ensure that correct and relevant literacy skills remain a key focus for all pupils whilst completing any scientific task. Encouraging pupils to read a variety of significant and related material and understand its content is essential

to enhance and develop the learning of all pupils as they move up the school. Continuing to support and reinforce all aspects of literacy in Science will enable all pupils to progress effectively.

The reinforcement of mathematical skills and knowledge within Science must also be implemented where appropriate to highlight its importance and relevance in education and with a view to everyday life.

The Science department acknowledges that children learn, achieve and progress at different rates and in different ways. In turn, staff prepare differentiated lessons to ensure that all children achieve according to their individual abilities. All planning, teaching and learning is created with a view to the school's SEND, EAL and Most Able Policies.

Our approach to effective learning

The approach to learning at Thomas's Fulham embeds and practises essential skills that will best equip children for 21st century education. Key skills are incorporated within all lessons so that every pupil can understand how they learn. These skills are integral to all teaching and learning at Thomas's Fulham. The key skills known as the 4Cs are outlined below:

- **Collaboration** – the ability to work effectively with others and develop an appreciation of one another
- **Communication** – the ability to convey ideas and opinions confidently whilst working co-operatively
- **Creativity** – the ability to turn new and imaginative ideas into reality
- **Critical Thinking** – to explore new ways of thinking in order to solve problems and to make decisions and take action as appropriate

Reinforcing lifelong learning habits is crucial to establish at an early age, forming good habits for future success. We use four learning habit animals, to hone these vital study skills. The Learning Habits are outlined below:

- **Questioning (represented by The Inquisitive Monkey)** – Being curious and sociable, knowing that asking questions to find out more will deepen understanding when learning. Collaborating and discussing ideas are essential elements of this learning animal's skill set.
- **Resilience (represented by The Adaptable Chameleon)** – Experimenting and making mistakes, as well as knowing that being resilient and getting something wrong is a crucial part of the learning process. Keep trying until you get the answer.
- **Linking (represented by The Strategic Spider)** – The ability to realise that uncovering the bigger picture and understanding the relationship things have in the world are vital. Linking ideas together in a big web and thinking creatively are very important habits as an effective learner.
- **Thinking (represented by The Reflective Owl)** – to think deeply and draw conclusions from their learning. Being self-critical and working out how to improve are key. Children ask what have they learned, what do they want to learn next, and how are they going to do it successfully?

Our teachers have been increasingly working with digital resources and instructional technology to enhance pupil learning. Media literacy, Information Literacy and Digital Literacy skills are

embedded into lessons and enable our pupils to be creative, collaborate effectively and participate in active, independent enquiry based learning. Our commitment to blending 21st Century teaching methods and Digital Learning ensure the following outcomes are realised:

- Pupils engage in higher-order reasoning and critical analysis
- Pupils collaborate with each other and real world resources to develop deeper learning
- Teachers use visible assessment opportunities to tailor and personalise teaching and learning on an ongoing basis
- Pupils participate in problem-based and project-based learning activities to develop resilience and strong 21st Century skills
- The 1:1 iPad programme across Years 4–6 ensures pupils are able to create, share and collaborate using digital resources both in and outside of school

Our 10 school values (kindness and courtesy, honesty and respect, leadership and confidence, givers not takers and humility, independence and perseverance) underpin all aspects of teaching and learning at Thomas's Fulham. They are clearly understood and encouraged by every member of the school community, with pupils using the school values to guide their actions, attitude and behaviour within lessons. Incorporating both these life skills and our school values into their daily learning, allows pupils to fully understand how they learn and how they can learn from one another. Digital Learning, the 4Cs and our Learning Habits also help pupils make the important link between their learning within the school environment and applying this to the outside world, transferring these skills to everyday life. (*See Thomas's Fulham's Learning Circles*)

See also: Curriculum Policy, EAL Policy, Most Able Policy, SEND Policy, Fulham Teaching & Learning Policy

This policy will be reviewed annually			
Reviewed: January 2018	By:	Susannah Bell, Curriculum Deputy Head	Changes made
Latest review: January 2020	By:	Susannah Bell, Curriculum Deputy Head & Joanna Walters, Subject Leader	No changes made
Next review: January 2021	By:	Susannah Bell, Curriculum Deputy Head & Joanna Walters, Subject Leader	