

SCIENCE POLICY

Science Policy

Science covers scientific enquiry, Humans, Electricity and Light, Forces and Magnets, Earth, Space and Seasonal Change, Properties and States of Matter and Animals, Plants and Living Things. Each of these 6 areas are focused on during one half term each academic year.

Curriculum Aims

The intent of this curriculum is for each pupil to:

- Develop a way of exploring and thinking in order to investigate and understand the world of science which in turn enables understanding of the world around us.

To achieve these aims our objectives will be:

- To develop a science curriculum showing continuity and progression.
- To develop the pupils' confidence in using observation, prediction, trial and error, investigation, and interpretation skills.
- To encourage the pupils to work together.
- To help pupils to apply ideas from one situation to solve a problem in another situation.
- To enable pupils to organise, communicate and use information.
- To widen student's vocabulary to build on communication skills and expand their expressive language.

Forms of Curriculum Provision

The science curriculum is carefully structured to be broad and balanced across all areas of science as directed by the requirements of the 2013 National Curriculum. The National curriculum influences schemes of work to be the overall basis for planning. Learning experiences in science should build on, and scaffold what has been taught previously including the use of scientific terminology. Learning experiences are revisited to reinforce and consolidate previous learning.

Science is implemented within the curriculum by weekly teacher lead group lessons and included in each pupil's individual education plan (IEP) with a cross-curricular science related target. If a learner is not able to yet attend a formal science group they will be building on their skills by working towards a target from the Independence Framework (see below) and will still be accessing scientific themes and terminology during pre-group sessions.

Science plans are based on themes written in medium-term teaching plans, which are based on previously conducted assessments and observations.

The science curriculum at BeyondAutism Schools is based on the 2013 National Curriculum programmes of study at KS1 and 2 and elements from various assessments, such as; the VB-MAPP (Verbal Behaviour Milestones Assessment and Placement Programme), ABLLS(R) (The Assessment of Basic Language and Learning Skills) and AFLS (The Assessment of Functional Living Skills) as well as appropriate targets from the Development matters and P-levels.

Teachers are responsible for delivering and planning science lessons - they will ensure differentiation of the learning objectives and are responsible for keeping a record of learning that occurs within each lesson.

Independence Framework

The independence framework was developed in order to create an assessment tool that would enable preparation and planning for learners to not be tied to working full time within a 1:1 model. The long term outcome is to enable learners to attend less supported services and eventually allow for the possibility of working towards accessing education within a mainstream setting.

The framework ties together two of the schools current main assessment tools.

It assesses for the areas of development that need to be worked on and targeted within group based learning.

Focusing on all pupils needs; from pupils who require full time 1:1 support, all the way to those who are beginning to be able to access learning within group sessions at other less supported settings.

It requires detailed knowledge of the learners and best fit teacher based decisions in order to be effective and for learners to progress to the next attainable level through the framework. It is an integral part of our assessment and curriculum offer.

Fundamental British Values

At BeyondAutism Schools, we aim to ensure that our school ethos, curriculum and approaches to teaching and learning reflect and promote British values as defined by the Government in the 2011 Prevent Strategy;

The five British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

We recognise the multicultural, multi-faith nature of the United Kingdom and understand the crucial role that schools play in promoting these values. We pride ourselves on our inclusivity and we teach all pupils to understand, appreciate, and respect diversity so that they may effectively relate to others.

By ensuring that we actively promote and reinforce British Values, BeyondAutism Schools will help to prepare pupils for the diverse and dynamic community in which they will live and work.

Assessment and Recording

Assessment is necessary to show continuity and progression by individual pupils. It is important to enable teachers to use pupil's individual records and assessment to support future planning and reporting to parents. This is achieved through the use of assessment grids which cover 6 areas of science over the 6 half terms in the academic year and evidence is recorded through a variety of methods and stored in the pupil's individual exercise folders.

Teachers will complete assessment grids at the end of the half term to reflect the learning and mastery of skills taught in the subject area. Skills currently working on will be identified, while mastered skills will be colour coded according to the termly key.

Resources

All science resources are kept in the teaching rooms. The school building and surrounding environment also provide opportunities for scientific activities.

Cross-curricular Activities

Science is an important area in the National Curriculum. Linking science with other subjects aids the development of a broad and balanced curriculum. School wide cross-curricular themes enhance pupils' learning in science and link this to their learning in other subjects, this is ensured by including science related targets on student's IEP's. Pupils are given opportunity to use and apply their scientific skills in other areas of their learning and play.

References

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239132/PRIMARY_national_curriculum_-_Science.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335174/SECONDARY_national_curriculum_-_Science_220714.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/381380/Science_KS4_PoS_7_November_2014.pdf

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