

SCIENCE POLICY



Scoil na mBuachaillí
(Clonakilty Boys National School)





AIMS / PURPOSES

- a) To develop knowledge and understanding of scientific and technological concepts through the exploration of human, natural and physical aspects of the environment.
- b) To develop a scientific approach to problem-solving which emphasises understanding and constructive thinking.
- c) To encourage the child to explore, develop and apply scientific ideas and concepts through designing and making activities.
- d) To foster the child's natural curiosity, so encouraging independent enquiry and creative action.
- e) To help the child to appreciate the contribution of science and technology to the social, economic, cultural and other dimensions of society.
- f) To cultivate an appreciation and respect for the diversity of living and non-living things, their interdependence and interactions.
- g) To encourage the child to behave responsibly to protect, improve and cherish the environment and to become involved in the identification, discussion, resolution and avoidance of environmental problems and so promote sustainable development.
- h) To enable the child to communicate ideas, present work and report findings using a variety of media.

Taken from the 'New 'Curriculum Book page 11

MONITORING/EVALUATION/REVIEW

The following assessment tools will be used, however it neither practicable or desirable that all these tools be used in every learning situation or within a particular time span:

- * Teacher skills of observation
- * Teacher designed tasks and tests
- * Concept-Mapping
- * Work samples, portfolios and projects
- * Curriculum profiles

The primary aim of all assessment is to enhance the learning experiences of the child, and it will be important that the assessment techniques employed in Science do not detract from teaching time.

A record of pupils work will be kept where appropriate and worthwhile. Teachers will keep their own records on the children's progress. Reporting to parents on children will be carried out as usual through Parent/Teacher Meetings and Reports.

This policy to be reviewed at intervals to assess its effectiveness.

List of Science Resources available in the school can be found in the school Inventory.

November 2005

- i To maximise the potential of the local and school environments.
- j To ensure a balanced and broad curriculum.

PROCEDURES/GUIDELINES

A comprehensive scheme of work for all classes based on the local and school environment has been devised by the staff and is part of this policy. Equipment to aid the implementation of this scheme of work has been purchased and is available to all. A list of this equipment is to be found on pages 6, 7.

Approaches

The following approaches and methodologies will be used by teachers in delivering our science programme:

- * Whole class work
- * Small groups
- * Individual Work
- * Investigative Approach - Closed activities/Open Activities
- * Teacher directed
- * Discovery Learning
- * Free Exploration
- * Integrated learning and thematic approach.
- * Circle Approach

We have tried to ensure that the curriculum is broad and balanced.

Each year the children will experience topics from each strand unit - it is intended that over a **two-year** period all strand units from each strand will be covered.

The exploration of the school and the locality

Local Environment

It is envisaged that the following may be used to enhance the learning in the classroom -

- * School Environment
- * Harbour
- * Woodland - Castlefreke
- * Seashore - Inchydoney
- * Marsh - Whites
- * Gullán Lake
- * River

School Environment

(the following will be set up in the school environment to aid the teaching of science over the coming years).

- * School garden
- * Bird table erected.
- * Nesting Boxes
- * Aquarium
- * Weather station - vane, anemometer, cock, rain gauge

Textbooks and Workcards

An over reliant on textbooks and workcards is not envisaged, rather a concentration on our own programme.

Language

Throughout the child's life in school he will become accustomed to the language of science. In fact language development will be an integral part of science lessons. The names of the specific scientific apparatus will be taught during the lessons.

Pupils with Special Needs

Children with Special Needs will not always be able to work on their own, but may be able to work with partners. Lessons can also be done by the Resource teacher where the lesson could be tailored to the child's individual needs.

Staff Development

Mr. David O'Brien (Post of Responsibility Holder) has responsibility for

monitoring new developments in Visual Arts. He will assist teachers if necessary to access to current research, reference books, resource materials, websites dealing with Visual Arts.

Roles and Responsibilities

Mr. David O'Brien will co-ordinate the progress of the plan, encourage and accept feedback on its implementation and report to staff on findings.

The plan will be monitored at staff meetings (led by Mr. David O'Brien), School Development Planning meetings and occasionally at Board of Management meetings.

All new teachers will be given a copy of this policy by SPHE Coordinator - Mr. David O'Brien (Post of Responsibility holder).

RESOURCES/IMPLICATIONS

- A large number of resources will be available in the staff room. (A list of these is at the end of this policy).
- David O'Brien (Special Duties Teacher) has a post of responsibility in this area as an Instructional leader.
- Continued use of PCs, software and the internet, where appropriate is encouraged.
- Safety issues - the safety of the children will be paramount at all times.
- This policy and accompanying programme will be reviewed regularly.
- This policy will be made available to Board of Management, parents and other stakeholders, and copies will be kept in the office.