



Science Policy

September 2024

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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated Safeguarding Lead (DSL)	Sean Di Sora	Sean.disora@lintonschool.co.uk 01772 957062 07840 803896
Deputy DSL	Steph White	Steph.white@lintonschool.co.uk 01772 957062
Deputy DSL	Paul Barton	Paul.barton@lintonschool.co.uk 01772 957062
Regional Lead	Declan Tuer	Declan.tuer@caretech-uk.com 07827 302334
Local Authority Designated Officer (LADO) for Lancashire County Council	Tim Booth	Tim.booth@lancashire.gov.uk 01772 536694
Lancashire County Council – Multi-Agency Safeguarding Hub (MASH)		0300 123 6720 0300 123 6722 (out of office hours)
Local Authority Designated Officer (LADO) for Blackpool Council	Amanda Quirke	Amanda.quirke@blackpool.gov.uk 01253 477541
Blackpool Council – Multi-Agency Safeguarding Hub (MASH)		01253 477299
Channel helpline		020 7340 7264
Prevent / Channel Referrals		concern@lancashire.pnn.police.uk

If the child is at immediate risk, please call the police on 999.

Our School

Linton School is an independent special school for young people with Social, Emotional and Mental Health (SEMH) difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and teenagers who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centered curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools purpose is to improve the quality of life for our young people both now, and in the future, 'building our futures together'.

The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

More information about the school can be found in the school Prospectus.

1. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

2. Roles and responsibilities

Regional Lead/Proprietor Representative

The Regional Lead/Proprietor Representative will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The Regional Lead/Proprietor Representative will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths ICT, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with Additional Learning Needs (ALN) and SEMH
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from key stage 2 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced (through PSHE, Living Independently, Employability lessons and Career Guidance Sessions)
- All courses provided for pupils below the age of 19 that lead to qualifications

The Head Teacher

The Head Teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Regional Lead/Proprietor Representative
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Head of Education and SLT is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Head of Education is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with ALN & SEMH

The Science lead

Our Science subject lead is Sean Di Sora. They're responsible for providing leadership and management for Science to secure:

- High-quality teaching and subject knowledge of staff
- A coherently planned and sequenced Science curriculum
- Consistent assessment and accurate teacher judgements within Science
- Effective use of resources

Teachers

Teachers are responsible for:

- Planning effective Science lessons
- Providing opportunities for pupils to apply their Science skills in a variety of ways
- Completing the relevant marking and assessment
- Making sure that support staff have:
 - ✓ Access to planning materials and resources
 - ✓ The knowledge and skills they need to support and challenge pupils

3. Our vision for Science at Linton School

At Linton School we aim to provide quality, fun and engaging learning experiences and ensure that all children have the opportunity to experience and develop learning and skills at an appropriate level, in a safe, but stimulating environment. The indoor and outdoor learning environments provide access to appropriate continuous provision, focused and guided activities which are tailored to meet the varying needs of our children.

The bespoke curriculum provides a structure and skills development for the science curriculum being taught throughout the school, which, where possible, links to learning across a range of subjects to allow for a depth of learning. Additional opportunities are provided in science through our enrichment activities, outdoor education and outdoor learning cross curricula links.

We endeavour to ensure that the science curriculum we provide will give children the confidence and motivation to continue to further develop their skills into the next stage of their education and life experiences.

4. Our guiding principles for Science at Linton School

- Develop enquiring minds and the ability to question
- Build on their natural curiosity, and develop language to communicate their findings
- Learn to use equipment safely and sensibly
- Develop links with other subject areas throughout the curriculum
- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- Develop and understanding of the nature, processes and methods of Science through a range of quality learning experiences which help them question and learn about the world around them.
- To equip them with the scientific knowledge required to help them understand the use and implications of Science, today and in the future
- Create scientific experiments that challenge and promote knowledge
- Develop the essential scientific enquiry skills to deepen their scientific knowledge and inquisitive approach

5. Curriculum

The National Curriculum states, 'A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics.'

At Linton School, we recognise the importance of science as a core subject, and we give the teaching and learning of the subject the prominence it requires. The scientific area of learning is concerned with increasing pupils' knowledge and understanding of our world and with developing skills associated with science as a process of enquiry. Science, alongside Outdoor Education at Linton, develops the natural curiosity of the child and allows them to ask and answer challenging questions and successfully carry out investigations.

The bespoke curriculum at Linton results in a fun, engaging, high-quality science education, that provides children with the foundations and knowledge for understanding the world and supports their future learning. Frequent, continuous and progressive learning outside the classroom is embedded throughout Outdoor Education with key links to the science curriculum. Through various trips and interactions with professionals, children have the understanding that science has changed our lives and that it is vital to the world's future prosperity. Pupils at Linton School enjoy science and this results in motivated learners with sound scientific understanding.

What pupils will learn at Linton School

Key Stage 2 - The principal focus of science teaching within key stage 2 is to enable pupils to broaden their scientific view of the world around them. They do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions.

Key Stage 3 - The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. At Parklands, children do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.

Key Stage 4 - Our principal focus of science teaching in key stage 4 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Our pupils begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. Pupils develop the skills to decide on the appropriate type of scientific enquiry to undertake to answer their own questions and develop a deeper understanding of factors to be considered when collecting, recording and processing data.

Key Stage 5 - Science is changing our lives, and is vital to the world's future prosperity. All pupils are taught essential aspects of the knowledge, methods, processes and uses of science. They are helped to appreciate the achievements of science in showing how the complex and diverse phenomena of the natural world can be described in terms of a number of key ideas relating to the sciences which are inter-linked, and which are of universal application. Science is taught in ways that ensure our pupils have the knowledge to enable them to continue to develop curiosity about the natural world, insight into working scientifically, and appreciation of the relevance of science to their everyday lives; becoming scientific literate citizens.

For further information into the Curriculum, please refer to the Science Learning Journey.

Please see Linton School's Curriculum Policy for further information which can be found at [Linton School Preston - Special needs school for young people](#)

5.1 Time tabling

All pupils will receive an hour and a half of Science per week, in addition to this, pupils will also receive:

Blue Class

- 1.5 hours Outdoor Learning
- 1 full day Outdoor Education

Green Class

- 1.5 hours Outdoor Learning
- 1 Full Day Outdoor Education

Orange Class

- 1 Full Day Outdoor Education

Purple Class

- 45 Minute Lesson Outdoor Learning

All subjects with key links to the Science Curriculum

5.2 Cross Curricular links

We will facilitate cross-curricular learning of Science skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as Outdoor Learning and Outdoor Education.

Linton School benefits from having an extensive outdoor and enrichment curriculum which is our school's specialism, this provides the young people with opportunities for educational visits, access to key speakers and real-life experiences all tailored to develop British Values, SMSC and Science links.

5.3 Differentiation

We will provide suitable differentiation to make sure that every pupil makes maximum progress in Science, by:

- Recognising where some pupils need specific help with their Science skills
- Baselining the pupils to study where there is gaps within their Scientific knowledge and understanding
- Providing resources such as table whiteboards, STEM activities, Outdoor Educational equipment, experimental equipment all to support pupils' learning
- Identifying pupils who would benefit from more support in an area of their Science learning, and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed
- Making sure pupils who need it are extended through the use of additional, more-demanding and open-ended tasks and planned challenges within each lesson
- Creating a bespoke curriculum alongside the national curriculum to benefit the gaps within the pupils learning and support their knowledge further.

6. Marking and feedback

Feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work.

It will be given weekly through verbal feedback, pupils' books and from Linton Schools RAG rated scheme for pupils and staff within their workbooks.

Please see [Linton School's Feedback and Marking Policy for further information which can be found at \[Linton School Preston - Special needs school for young people\]\(#\)](#)

7. Monitoring and assessment

7.1 Monitoring

We will monitor teaching and learning of Science in our school to make sure that all of our pupils make the best possible progress from their starting points.

Sean Di Sora - Science Lead, will monitor and evaluate the impact of teaching on pupils' learning through:

Explain how you'll do this, for example through:

- Conducting learning walks
- Reviewing marking and feedback
- Termly pupil progress meetings
- Gathering input from the school council
- Planning scrutinies
- Book scrutinies
- Working wall display boards in class
- Science enrichment days at Linton
- End of term Science Assessments
- Half termly topic specific assessments

7.2 Assessment

We will track pupils' progress using a combination of formative and summative assessment through ongoing formative assessment throughout every lesson, in-school summative assessment in the form of half termly quizzes and past papers, as well as formal summative assessment at the end of each term to track pupil progress.

Our pupils will sit the following formal assessments:

- We will provide regular targets for pupils, and provide termly verbal reports against these at parents' evenings.
- Pupils will receive a written report each term with either an E,D or S grading (Emerging, Developing, Secure) to show their current progress in line with the Science end of year expectation.

8 Learning environment

Pupils will learn Science in spaces that:

- Are well-organised

- Contain appropriate and good-quality resources for pupils to refer to (in a space where they can find or see them easily)
- Are quiet
- Have minimal distractions, for example not containing a distracting amount of decoration
- Displays and working walls to support the learning in class
- Engaging and inviting spaces for pupils to learn in
- Land at Linton School to develop Horticultural and Rural Scientific Subjects

9 Resources

High-quality science resources to support the teaching of all units and topics from Key Stage 2 to Key Stage 4, are used consistently and maintained by the subject leader. These are kept within the science cupboard in classes to be accessible to all staff. As well as these, the lower key stage classes have a range of resources for easy access to children during exploration. The school library contains a rich and varied supply of science topic books to support children's individual research and all classes have access to these across the school week.

10 Monitoring arrangements

This policy will be reviewed on an annual basis by the Subject Lead, Head Teacher and Regional Lead. It will be due for review in **September 2025**.

11 Links to other policies

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Curriculum policy
- Post-16 Educational Provision
- Additional Learning Needs policy
- Equality statement
- Remote learning strategy
- Online safety
- Feedback and marking policy