

SCIENCE POLICY

This policy was approved by Governors on 20th November 2025 and will be reviewed annually.

1. Introduction

Science is a core subject in the National Curriculum. This policy outlines the purpose, nature and management of the science taught in our school.

This policy was compiled by the subject leader following consultation with all members of staff and the Governing Body.

The implementation of this policy is the responsibility of the Headteacher and all the teaching staff. The subject leader has the responsibility to provide support and guidance and will monitor and evaluate standards and the quality and teaching of learning.

2. The Nature of Science

2.1 Science should stimulate and excite pupils' learning about phenomena and events in the world around them. In line with our curriculum drivers, it should satisfy this curiosity with knowledge, give opportunities to collaborate and display resilience. Science links direct practical experience with ideas. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. Through science, pupils understand how major scientific ideas contribute to technological change – impacting on industry, business and medicine (both locally and nationally) and improving the quality of life, including learning about famous inventors and how their discoveries have shaped modern society.

2.2 The teaching of science contributes to learning across the curriculum in addition to spiritual, moral, social and cultural development, key skills and thinking skills.

3. Entitlement

3.1 The National Curriculum sets out the programmes of study that pupils should be taught in science. The knowledge, skills and understanding in each programme of study identify the four areas of science that pupils study:

- Sc.1 scientific enquiry
- Sc.2 life processes and living things
- Sc.3 materials and their properties
- Sc.4 physical processes

3.2 Children are taught scientific enquiry skills (SC1) by exploring scientific areas of study pre-determined for each year group, but teachers have freedom to teach science skills and knowledge in ways that cross subject boundaries in order to develop a cross-curricular approach.

3.3 During KS1 pupils are given the opportunity to observe, explore and ask questions about living things, materials and phenomena. They begin to work together to collect evidence to help them answer questions and to link this with simple scientific ideas. They evaluate evidence and consider whether tests or comparisons are fair. Pupils use reference materials to find out more about scientific ideas. They are given opportunities to share ideas and communicate them using scientific language, drawings, charts and tables. They also begin to learn about famous inventors / scientists and their discoveries and how these have impacted on people's well-being.

3.4 During KS2 pupils learn about a wider range of living things, materials and phenomena, building on work

previously carried out in KS1. They begin to make links between ideas and to explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They begin to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance and communicate ideas using a range of scientific language, conventional diagrams, charts and graphs. They also learn about famous inventors / scientists and their discoveries.

4. Implementation

4.1 All pupils undertake a minimum of 1 science investigation per half term. These will be across a range of foci, and practise skills in predicting, observing, testing and concluding. There should be a balance between Sc 2, Sc 3 and Sc 4 each year to complement this.

4.2 Pupils are encouraged to evaluate their science investigations and enquiries to identify areas for improvement.

4.3 Pupils in the Reception class are given opportunities to observe everyday objects and events, making use of all their senses, asking questions, looking for similarities and differences and developing the skills for sorting and classifying.

4.4 In KS1, Science may be taught as a theme and linked with other subjects (e.g. Literacy, Numeracy and where appropriate with non-core curriculum areas). In KS2, Science may be themed, as appropriate, or taught as a separate subject for a minimum of one hour each week. Fundamental links are made with other core and non-core subjects when planning activities.

4.5 Pupils are taught in their normal class group.

4.6 All teachers are responsible for the planning and teaching of science.

4.7 Activities are planned in such a way as to encourage full and active participation by all children irrespective of ability. Activities are differentiated to match the needs and abilities of the pupils. Wherever possible, science work will be placed within everyday contexts.

4.8 Wherever appropriate, pupils will use ICT to support their science work, including using data logging equipment.

4.9 A variety of starting points which appeal equally to both boys and girls is used.

4.10 Health Education is integrated when working with aspects of Life Processes and Living Things. All our studies of living things include consideration of environmental issues.

4.11 All science activities comply with the guidelines in the school Health and Safety policy. Pupils are encouraged to discuss safety implications concerning themselves and others when undertaking work in science.

4.12 Specialised equipment is held in a central science resource area situated in the red room, and teachers are responsible for collecting and returning this equipment. A resource audit is completed annually, and teachers are given the opportunity to request any extra resources required.

5. Assessment

- 5.1 Arbour is used to assess progress in science every term (3 times per year). These assessments cover each curriculum area for every year group, and in KS2 pupils may be given test papers in terms 2, 4 and 6 to help inform judgement of standards. Teachers will assess pupils as 'working towards', 'expected' or 'greater depth'.

- 5.2 Assessment is based on observation, discussion, tasks set by class teachers and finished product, alongside the assertive mentoring papers for KS2.

- 5.3 The Science Subject Leader will review progress for each year group and will set targets for whole-school development.

Policy Approved: Full Governors meeting 20th November 2025

Signed:

Chair of Governors:Mr. J. Kirby

Head teacher: Mr C Elliott