Science Policy

Date approved	Committee responsible for review of policy	Next review date	Policy on website	Statutory policy
September 2025	FGB	September 2027	No	No

Headteacher: Mrs Fiona Micklefield

1. Purpose of the policy

This policy reflects the aims and values of St Lawrence CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Subject vison

Science is an integral part of our high quality, board and balanced curriculum at St. Lawrence Primary school. We aim to teach the children the range of scientific skills and knowledge required to spark their curiosity of the world around them. We aim to inspire our pupils by providing opportunities to ask questions in order to develop a sense of interest and enthusiasm for science. We aim to do this through a curriculum which is designed to ensure that all pupils are given the opportunity to develop their scientific knowledge and conceptual understanding. We also aim for our children to develop understanding of the nature, processes and methods of science through different types of science enquiries that help them answer scientific questions about the world around them. Through this, we aspire for our children to be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

3. Aims and outcomes

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

4. Teaching and learning

The Science curriculum follows the objectives of the National Curriculum. An enquiry approach is used as the basis for the delivery of science throughout the school. We have established a school curriculum plan for science as an entitlement for all pupils. Each year group from Year 1-6 has clear planned out Science topics that build upon learning from prior year groups to ensure progression is achieved.

The science topics are progressive across all year groups in terms of the complexity of the 'subject knowledge' and building key 'enquiry' and 'working scientifically' skills.

Within the Early Years we provide opportunities for pupils to acquire and apply critical thinking skills to real life scenarios. Science is integral to the Early Learning Goal of Understanding the World. Pupils are encouraged to make sense of the natural world and make observations of animals and plants. They also learn about changes in the natural world and changing states of matter.

- Whole -Class teaching
- Small group discussions
- Reading from textbooks
- Investigations
- Experiments
- Use of scientific equipment
- Watching scientific videos
- Individual projects/research
- Field trips
- External speakers

5. Curriculum overview

Please see the hyperlink below which takes you to the whole school subject overview on the school website where you can see the subject content across all year groups from EYFS, Key Stage 1 to Key Stage 2.

Curriculum overview

5.4 Programmes of study

Please see the hyperlink below which takes you to the National Curriculum.

National Curriculum

6. Cross-curricular links

In Science, there are many opportunities for cross curricular links. This may include:

Provide a list of the other subjects. For example:

Science shares links with the following subjects:

- English: development of literacy skills through reading and writing
- Maths: analysing numerical data and understanding chronological terminology
- ICT: use of the internet for research
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues

7. Assessment and recording

7.1 Assessment

St Lawrence CE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment
Formative assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment
Summative assessment is recorded at the end of each unit of work.

Feedback

Children receive regular feedback during the lesson and can receive this at the beginning of the next.

7.2 Recording

Pupils will record their learning in the following ways:

- Subject books
- Year R Individual Learning Journey or on Tapestry

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Educational equipment

- Range of resources for specific investigations and experiments
- BBC Bite size science clips
- Range of science text books relevant to the age a topic being taught

8.2 External speakers, local museums, trips

At St. Lawrence Primary School we have a wide range of trips to enhance our science curriculum. We use the local area and school grounds through out the year.

Year 2 have Zoo Lap visit to support their Animals and Habitant topic where they get to meet and handle insects and animals.

Year 5 visit Longleat Safari to explore the wildlife and learn about the life cycle of animals.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader

- Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Sign the home school agreement

10. Inclusion

Teachers set high expectations for all pupils in Science. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study Science, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in Science.

A Support and challenge section forms part of the learning journey planner.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Feedback policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.

Head Teacher's signature
(Fiona Micklefield)

Chair of Governors' signature
(Paul Whitty)