



West Winch Primary School

Science Policy 2025

Intent

Our intention is that children will develop the scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics. We intend for children to have the opportunity to learn through various systematic investigations, leading to them being equipped for life to ask and answer scientific questions about the world around them. As children progress through the year groups, they build on their skills in working scientifically, as well as on their scientific knowledge, as they develop greater independence in planning and carrying out fair and comparative tests to answer a range of scientific questions. All children are exposed to high quality teaching and learning experiences, which allow children to explore their outdoor environment and locality, thus developing their scientific enquiry and investigative skills. We intend for our children to have a positive attitude towards Science and an awareness of its fascination. We intend to provide all children, regardless of ethnic origin, gender, class, aptitude or disability, with a broad and balanced science curriculum.

Implementation

We implement a curriculum that ensures children have an understanding of Science through a process of enquiry and investigation. The progression of skills for working scientifically are developed through the year groups and scientific enquiry skills are of key importance within lessons. The progression of these skills is set out in the Science Progression Map. Planning for science is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for Science 2014' and, 'Understanding of the World' in the Early Years Foundation Stage. Each lesson has a clear focus. Scientific knowledge and enquiry skills are developed with increasing depth and challenge as children move through the year groups. Where possible, children complete investigations and hands-on activities while gaining the scientific knowledge for each unit. Interwoven into the teaching sequence are key assessment questions. These allow teachers to assess children's levels of understanding at various points in the lesson. They also enable opportunities to recap concepts where necessary. The sequence of lessons helps to embed scientific knowledge and skills, with each lesson building on previous learning. There is also the opportunity to regularly review and evaluate children's understanding. Activities are effectively differentiated so that all children have an appropriate level of support and challenge. Key scientific knowledge is an integral part of our science lessons. Teachers

utilize knowledge organizers to ensure children learn and retain the important, useful and powerful vocabulary and knowledge contained within each unit. We equally value the ability and understanding to use and apply science across the curriculum and real life. For example, through English, writing an explanation about the Solar System and biography of a famous scientist's life.

Impact

Progress is measured through a child's ability to know more, remember more and explain more. This is measured in different ways. Children are expected to know, apply and understand the knowledge and skills that are specified in the curriculum progression map. The learning environment across the school will be more consistent with science technical vocabulary displayed, spoken and used by all learners. It is also achieved through discussion with children, observation of children and marking work. Questioning tasks, which are completed both at the beginning (pre-learning task) and end (post-learning task) of a topic, will show clear progression and children's new-found knowledge and understanding. Teachers track their achievements and progress throughout a topic. This information will inform teacher's final assessment of a child's knowledge and skills; progress and attainment will be recorded on the rainbow assessment sheets.

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage (EYFS) we teach science in the EYFS as an integral part of the topic work covered during the year, relating the geographical aspects of the children's work to the objectives set out in the Early Learning Goals. Science makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

Teaching Science to children with SEN

At our school we teach science to all children, whatever their ability. Science forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable pupils to have access to the full range of activities involved in learning about science.

Monitoring and Evaluation

The Science Subject Leader will monitor and evaluate the teaching and learning of Science through monitoring and evaluation of pupils' work, discussions with children, learning walks, lesson observations and monitoring of data via the rainbow assessments.

Health and Safety

Pupils will be taught to use scientific equipment safely when using it during practical activities. Class Teachers, Teaching Assistants and the Subject Leader will check equipment regularly and report any damage, taking defective equipment out of action. Teachers will ensure the School Policy for Health and Safety is integrated into Science teaching.

Reporting to Parents

Pupils' progress will be reported to parents through parent consultations.

Science Policy Adopted: Autumn 2025

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

Heather Habbin - Chair of Governing Body