



Science Policy

Summer term 2025

Review frequency:	Every three years	Review date:	Summer term 2028
Governing committee responsible:	Curriculum and Standards committee		
Governor approval:	Yes	Website:	Yes
Staff responsible:	Subject Leader Head Teacher	Date produced:	Summer term 2025

Introduction:

Purpose:

As our children are growing up in an increasingly scientific and technological world we believe that it is essential for them to acquire the disciplinary and substantive scientific knowledge needed to enable them to make sense of, and succeed in, that world.

All pupils at Clarborough Primary school are entitled to a broad and balanced science curriculum that builds on and develops their science capital, their knowledge and understanding of scientific vocabulary and concepts, and their ability to plan and carry out investigations independently.

We aim to give children the tools to develop their ideas and ways of working that enable them to understand the world and to seek reliable answers to the questions they have.

Aims and principles:

To fulfil the requirements of The School Curriculum in Science we aim to:

- Ensure our pupils are successful learners by being included and respected.
- Help pupils to know they are safe and nurtured so they can be the best they can be.
- Ensure our pupils stay active and healthy.
- Show pupils how to become effective contributors, confident citizens and to become globally aware.

To fulfil the requirements of The National Curriculum in Science we aim to:

- Stimulate and excite children's curiosity and sense of awe in the world around them
- Satisfy this curiosity with knowledge
- Engage and inspire all children to become learners
- Provide a wide range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of science

- Introduce children to the language and vocabulary of science

Consultation:

In order to implement the science curriculum, all teaching staff were consulted and agreed to maintain the aims and principles set out within this policy.

Procedures and practice:**Steps:**

Intent- To become scientists through:

- Being inquisitive about the world around them
- Acquiring the specific skills and knowledge to think and reason scientifically and to carry out investigations to help them find answers to their questions
- Gaining an understanding of scientific processes and a knowledge of how they fit into the world of work
- Building a rich range of scientific vocabulary which can be used progressively throughout school

Implementation- At Clarborough Primary we follow the Developing Experts scheme. This primarily follows the National Curriculum and the relevant aspects of the EYFS curriculum, and includes links to real-world applications as well as opportunities to broaden and deepen scientific knowledge and science capital. Units and lessons are planned sequentially to ensure that substantive and disciplinary knowledge, as well as subject-specific language, are learnt and retained throughout the programmes of study.

Impact- Children will develop a deep understanding of both the disciplinary and substantive knowledge needed to help them to succeed in an increasingly science-driven world. Children will build a lifelong interest in science and continue to be inquisitive and enthusiastic learners, who are able to apply the skills they have learnt across all areas of the curriculum.

Roles and responsibilities:

Governors:

The Governors ensure this policy links to the whole school approach to teaching and learning.

Head teacher:

To ensure staff adhere to and uphold the policy.

Teachers:

The teaching of Science is in line with The National Curriculum and should equip pupils to:

- Ask perceptive questions
- Think critically
- Hypothesize and predict
- Plan and carrying out investigations.
- Observe and measure
- Present results by appropriate means, including use of ICT
- Evaluate results and draw conclusions

Teachers use a range of teaching and learning styles including; whole class teaching, talk partners, mixed ability groups, key questioning to promote higher order thinking and discussions and debates. Each year, time is set aside to review standards and monitor curriculum provision to ensure training and resources are up to date.

Pupils:

To demonstrate a conscientious attitude towards their learning of Science with an aim to be the best they can be.

Parents and carers:

To support the teaching and learning of Science, parents and carers are welcomed and invited in to science events, pop up exhibitions and are encouraged to support their child with creative homework.

Aspects:

Equal opportunities:

At Clarborough we believe that a broad and balanced science education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

The science curriculum is differentiated to suit the needs of all children, including those with special educational needs and disabilities. We take into account the targets set for individual children in their Individual Support Plans (ISPs). All necessary adaptations will be made to enable all children to access the curriculum.

Health and Safety:

Children should be taught the correct and safe use of equipment and the carrying out of simple safety procedures as an intrinsic part of their science lessons. A risk assessment should be carried out in line with school policy in regards to any school trips or experiments out of school grounds. Safety equipment is available in the science cupboard. It is the teacher's responsibility to ensure any investigations carried are done so in a safe way for the protection of their class.

Planning:

Science is taught as discrete weekly lessons, planned using the Developing Experts scheme, and by linking it to the school's overarching Clarborough Curriculum. This is outlined in the teacher's long and medium term plans, which link to the National Curriculum in Key Stages 1 and 2, and the EYFS Curriculum in the Foundation Stage

At Clarborough we aim to teach science in ways that:

- Are imaginative, purposeful, well managed and enjoyable
- Give clear and accurate teacher explanations and offer skilful questioning.
- Make clear links between science and other subjects
- Ensure children are able to securely embed and build on knowledge and skills
- Offer ample opportunity for practical investigation and enquiry.
- Build a wide and deep understanding of scientific vocabulary

Foundation Stage:

We teach science in the Foundation stage as an integral part of the topic work covered during the year, and through identifying any opportunities that can be utilised to support children's knowledge and understanding of the world (for example, a frosty day can be used to teach the processes of freezing and melting).

Children are supported to develop the knowledge, skills and understanding that help them to make sense of the world around them in as practical a way as possible, whilst also being encouraged to begin to make links in what they have experienced. Simple scientific terms and vocabulary are introduced to prepare children for their work in the National Curriculum

Organisation:

The Science Curriculum will be delivered through weekly science lessons that build sequentially from Y1 to Y6. Continuity and progression in each key stage will be achieved through the gradual extension of skills, concepts, vocabulary and content in lesson planning.

Homework/ involving wider community:

Teachers will set homework, as and when it is appropriate, for each year group. A creative or research-based approach is recommended where children have the opportunity to enhance their knowledge and understanding of science.

Resources:

We are continually developing our resources for science teaching. Resources are kept in a central store where they are accessible to staff only. The school site is used as an educational resource offering different habitats, trees, flowers and grassland. Suitable activities and equipment are available to facilitate good usage of these sites. Educational visits and visitors are often linked to science and include opportunities to study: the local environment, both urban and rural/animal and plant life in different habitats/exhibitions of scientific interest. Appropriate health and safety risk assessments are carried out. Additional online resources are available through Developing Experts and sites such as Explorify

Assessment:

As good practitioners we are continually assessing our pupils at Clarborough Primary School. All teachers are responsible for monitoring standards using the assessment procedures described in this policy. This is overseen by the Science Lead half-termly.

Formative and summative assessments are built into the Developing Experts scheme and are used to assess children's understanding at the beginning and end of topics. Furthermore, the assessment of the children's work, skills and knowledge will be measured against the following:

- Written work.
- Questions and answers.
- Whole class and group discussions.
- Discussion between individual children and teacher observation.
- Comparison with relevant level descriptors and the key stage programmes of study
- Additional resources such as concept cartoons

This assessment is then recorded each half-term on the science section of the FFT Curriculum Tracker

Monitoring and evaluation:

The Science Lead is also responsible for the ongoing monitoring cycle. Every term they will carry out book scrutinies, monitor planning for coverage and conduct pupil voice interviews. Here feedback will be collected, evaluated and then shared with staff to help inform their planning.

Conclusion:

Monitoring and review:

The Science Lead is responsible for the production and implementation of the action plan and curriculum mapping.

Other documents and appendices:

- Science Vision and Principles
- Science Progression of Skills
- Science Progression of Vocabulary