WIDEY COURT PRIMARY SCHOOL

Science Policy

Policy reviewed on:	*Sept 2026*
Date of next Review:	*Sept 2027*
Who reviewed this policy:	*Laura Jutson (Subject Lead)*

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1) Rationale:

At Widey Court our vision is to develop a love of science; to enthuse children and make learning fun. We wish to build on children's curiosity and sense of awe in the natural world and ensure children experience all seven scientific enquiries: asking questions, making predictions, setting up tests, observing and measuring, recording data, interpreting and communicating results and evaluating by becoming scientists in the classroom. It's important that the children make sense of the world they live in and understand the processes and reasons why things happen. Ultimately, our aim is to develop children's aspirations of potential careers in science through talking about the work of scientists and how they can make a difference to others and the world we live in.

2) Our Intent:

At Widey Court we believe that a high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. All children, regardless of need or barrier, will be taught essential aspects of the knowledge, methods, processes and uses of science. All children will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. All children at Widey Court will work as scientists to explore through hands on (practical) investigations to create a sense of awe and wonder about the world they live in. All children will be exposed to all seven types of scientific enquiry and will learn about scientists who have made a difference in society and think about the role they play in the real world.

In addition to the science curriculum the children will have the opportunity to develop their skills further through our Ocean Conservation Curriculum which provides pupils across our Connect family of schools a wonderful opportunity to learn about the sea. They discover how the ocean has shaped our planet, why it's essential to all life on Earth, and how it needs to be protected for the future.

3) Aims:

- To develop a love of science; to enthuse children and make learning fun.
- To build on children's curiosity and sense of awe in the natural world.
- To ensure children experience all seven scientific enquiries by becoming scientists in the classroom.
- To make learning purposeful, to make cross curricular links and for children to experience 'real life' concepts. (Maths, English, Computing in particular)
- To increase children's scientific vocabulary and the language of science.
- To ensure children use a range of equipment accurately and safely through hands on investigations, experiments and observations.
- To develop learning in the outdoors; to increase children's confidence and natural curiosity of the world around them.
- To give children varied opportunities, through active participation. All children are exploring and following their own lines of enquiry. At times investigations are child led.
- To make sense of the world they live in and understand the processes and reasons why things happen. To understand and make a difference to the world e.g. how to look after the environment, how to stay fit and healthy.
- To develop a range of skills through the working scientifically stand of the curriculum: measuring, analysing, presenting and reasoning.
- To develop children's aspirations of potential careers in science through talking about the work of scientists and how they can make a difference to others.

- To introduce STEM (Science, Technology, Engineering and Maths) into the curriculum so that children can work on project-based investigations which involve a range of skills across the curriculum.

4) Teaching and Learning:

4a) Foundation Stage:

Science is taught to the reception classes as an integral part of the topic work covered during the year, mainly through the 'understanding the world' strand. We relate the scientific aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five.

4b)Years 1-6:

Science is taught based on the 2014 National Curriculum objectives and the Whole School Progression document for science is used to ensure that the science displinary and substantive knowledge is progressive throughout Years 1-6. Science lessons should be rich in questioning and vocabulary to develop a deeper understanding of concepts, engaging and exciting. Learning should be inclusive for all learners, where differentiated activities or teacher/TA support is planned to ensure all children make progress. Children who grasp concepts quickly will be challenged through application activities/questions, and open ended tasks. This will give children opportunities to reason, explain and demonstrate their learning. Children should have a range of group and individual tasks, where children are solving problems, communicating with their peers and involved in hands on practical science. All lessons should be purposeful and inject a sense of excitement and anticipation as to what the children may be learning next. All lessons should be focused around the knowledge objectives of the National curriculum and also the working scientifically skills- how children are going to grasp the concepts in the lesson. Where possible- links to real life should be made and children should be working as scientists to promote independence in problem solving and thought processes. Opportunities for cross curricular learning and STEM activities are encouraged and for children to learn through discovery and play. Children should have opportunities to pose questions and have time to find the answers to these questions for themselves- deciding what line of enquiry they need to take. Some lessons may involve inviting in scientists, specialists and visitors to inspire the children and learn about potential careers in the science field to raise aspirations.

Evolution will be taught in Year 6. We believe that teaching the topic early will provide children with a greater awareness of evolution of life on earth. Evolution is taught with respect for science, religion, and students' personal beliefs which the class teacher will respect whilst teaching this topic.

5) The Learning Environment:

The learning environment should be stimulating with a range of recorded work and evidence of the different enquiry types on working walls with focused vocabulary and scientific language. Children should be subject to a safe learning environment, where equipment is stored safely and eaily accessible. Equipment should be selected by the children at times so they can make decisions about the best materials to use for each task. Children should be posing questions and have access to higher order thinking activities to stimulate their curiosity and awe of the subject. Children are encouraged to develop listening and speaking skills to explain their findings using accurate scientific vocabulary. They are encouraged to work individually, in pairs, in groups, or as a whole class. As teachers, we look for opportunities to praise co-operation and safe, considerate behaviour.

6) Role of the Subject Lead:

The role of the subject leader is to ensure that science in the school is being taught according to the school's policy and also ties in with the teaching and learning policy. They are to ensure that the subject remains current and falls within the aims of the schools vision and aims and SIP.

Monitoring of the subject would involve lesson observations, book scrutinies, learning walks, pupil conferencing, monitoring of science displays in class and around the school.

Other duties and roles of the science subject lead are to ensure resources are ordered and relevant to the curriculum and year group expectations. To order new resources and consumables where needed to ensure that staff can teach the subject to their best ability. Due to budget restraints in the schools, this may also result in sourcing outside funding to replace broken/faulty or out of date resources. Inviting in visitors, organising special science events and encouraging classes to join into science themed weeks are essential for keeping the presidence of science high in the school.

Updating the science policy according to new research, current practice and the schools vision and aims is essential for ensuring staff consistency in teaching the subject.

7) Assessment and Marking:

Children's knowledge and understanding are assessed at the beginning of each unit of work through discussion of the unit overview. This provides an opportunity to identify pupils' existing knowledge and understanding of the key concepts and establish appropriate starting points and levels of challenge for the unit.
Throughout the unit, teachers use ongoing assessment for learning to monitor pupils' understanding and progress and to adapt teaching where necessary. Children work towards an end-of-unit outcome which assesses their key understanding of the topic and provides an opportunity to demonstrate and apply the knowledge and scientific skills they have developed. Pupils also revisit and add to their unit overview to reflect their developing understanding.
Teachers plan and assess against the National Curriculum, which encompasses both **scientific knowledge and understanding** and **working scientifically skills**. Alongside ongoing assessment, teachers use their professional judgement to determine whether pupils are working **below, at or above the expected standard for their year group**. This information is recorded on the School Insight Tracker termly and used to monitor progress and attainment. Attainment is reported to parents through the annual report.
Children's scientific knowledge and skills are evidenced in a variety of ways, including through work in science books, practical investigations, discussions, photographs and class displays. This evidence should demonstrate pupils' developing understanding of scientific concepts and their ability to apply and develop working scientifically skills.
Written work should be marked regularly, in line with the school's marking policy, with clear learning points and next steps provided through written and/or verbal feedback, as appropriate to the task and individual pupil. Where appropriate, pupils are given opportunities to edit, improve and respond to feedback, supporting them to develop their understanding and scientific skills.

8) Health and Safety:

Children will be taught to use scientific equipment safely during practical activities. Class teachers and teaching assistants will check equipment before use to enusure it is safe to use, all damages will be reported to the science lead and the defective equipment will be taken away from children. A simple risk assessment will be carried out for all practical activities (recorded on planning as needed) and any precieved hazzards will be actioned appropriately. Safe practice must be promoted at all times. The ASE publication, "Be Safe!" has been adopted as the school's safey policy in science.

9) Conclusion

This policy will need to be read in conjunction with the following school policies

-Teaching and learning policy

-Marking Policy
-SEN policy
-Equal opportunities policy
-Health and Safety policy.

Signed: *L. Jutson* Date: 21.09.2026