



Science Policy

‘Growing in Faith and Learning’.

Our vision

Our vision is to be an Outstanding church school, guided by God, where learning is irresistible, achievement for all is high and pupils leave us successful learners, happy confident individuals and caring responsible citizens excited by challenge, change and possibility.

Intent Statement

Our intent for science is to inspire children to become curious, inquisitive and analytical thinkers with a broad understanding of the natural world – in other words, to think like scientists. Our intention is for children to develop the confidence to ask questions, make observations, carry out investigations, record data in a variety of ways and analyse and present their findings.

Our curriculum aims to build an awareness of how science influences everyday life and drives progress in society. The hope is to encourage pupils to become reflective, responsible individuals who use scientific knowledge and skills to make informed decisions and contribute positively to the world around them. We build the knowledge, language and skills throughout their scientific journey with us so they can build on their success within biology, chemistry and physics in secondary school and beyond in their future careers.

A. Introduction

This policy outlines the learning and teaching, organisation and management of Science at St. Leonard’s C of E (A) Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

What is Science?

‘Science is a process of inquiry that explores the universe to understand how things work. It is a collaborative, creative and endlessly curious endeavor that transforms imagination into knowledge, turning facts into wisdom through experimentation, observation, and critical thinking.’

Our science curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils for the opportunities, responsibilities and experiences of later life. Our curriculum drivers:

Hope, Wisdom, Dignity and Community underpin our curriculum to make it relevant, purposeful and engaging for our pupils as well as promoting the Church of England's vision for Education.

B. Purpose

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse cause

C Aims

- to develop pupils' enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life
- to build on pupils' curiosity and sense of awe of the natural world
- to use a planned range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of science
- to introduce pupils to the language and vocabulary of science
- to develop pupils' basic practical skills and their ability to make accurate and appropriate measurements
- to develop pupils' use of information and communication technology (ICT) in their science studies
- to extend the learning environment for our pupils through outdoor learning opportunities
- to promote a 'healthy lifestyle' in our pupils

D. Our Science Curriculum

At St. Leonard's, Science is taught every week through our scheme of learning adopted from Kapow. This programme is fully in line with the National Curriculum and the units have been carefully mapped out to ensure progression of both substantive and disciplinary knowledge. Topics are revisited regularly due to the structure of our spiral curriculum – this is to ensure children have opportunities to consolidate and further extend their understanding.

Please see the curriculum map for further details of the science curriculum.

E. Science in Early Years

Science in EYFS is introduced indirectly through activities that encourage pupils to explore, problem solve, observe, predict, think, make decisions and talk about the world around them. Science is an exciting way for young pupils to develop skills across

the curriculum. All areas of learning and development at the foundation stage are inter-connected. Through engaging in science activities, children not only learn about the world around them, they also develop key skills.

F Characteristics of effective learning

- The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.
- Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.
- Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.
- High levels of originality, imagination or innovation in the application of skills.
- The ability to undertake practical work in a variety of contexts, including fieldwork.
- A passion for science and its application in past, present and future technologies

G Progression of skills and Assessment

At the end of every term, teachers will give an overall judgement on the children's ability in geography. They will use their teacher assessments, as well as the outcomes from their KWL charts (What they Know, what they Want to know and what they've Learnt) to make their final judgement. Teachers will refer to the geography progression grids for their particular year group to support their judgements. The outcomes will then be recorded on the school's online tracking system, which is called Sonar. The codes that will be used are below:

Standard	Code	Description
Greater Depth	GD	Children working at the highest level within their age group.
Above	A	Children who have met all of the criteria for expected standard and have also achieved some of the outcomes for the greater depth criteria.
Securely at Expected	AT	Children who have met the criteria to be judged as achieving the age- related expectations.
Just At	JA	Children who are just within the age-related expectations.
Below	B	Children who haven't met the standard for age-related expectations.
Significantly Below	SB	Children who are significantly below the standard for age-related expectations.
If a child is working below the standard for their year group, they will be recorded using the codes above preceded by a number which represents the age-related curriculum that they are currently working at. For example, 3JA		

Progress in the subject is tracked and monitored by the subject leader and fed back to staff during staff meeting time.

H. Inclusion

For pupils who are struggling to meet the age-related expectations, teachers will plan activities to enable pupils to achieve and feel successful in their science learning. Research into strategies for inclusion will be used to enable all learners to achieve. The Kapow scheme offers clear differentiation and support for all learners to be able to do this. For pupils who are exceeding the age-related expectations, activities will be planned for pupils to work at a greater depth within the subject through extension and challenge activities.

I. Role of the Coordinator

- Write, implement and review subject leader action plans.
- Ensure teachers are familiar with the National Curriculum and help them to plan lessons and keep an overview of the curriculum map and progression of skills for their subject.
- Lead by example in the way they teach in their own classroom and teach demonstration lesson.
- Keep up to date with the National Agenda and prepare, organise and lead training.
- Monitor standards of learning and teaching (through lesson observation, work trawls, pupil interviews) with a view to identifying the support they need.
- Monitor and moderate assessments and keep an overview of standards and identifying target areas for improvement.
- Provide training to enable all of our teachers to develop expertise so that they are confident when teaching science. Training needs are identified through monitoring to ensure that teachers are equipped with the expert knowledge needed to teach science. Staff meetings, including training days, are used to discuss and develop science teaching and learning and to ensure there is a consistency of approach, standards and expectations.
- Identify opportunities for pupils with a gift or a talent. More challenge needs to be provided for these pupils.
- To ensure that staff are giving all children equal access to the science curriculum, irrespective of their race, gender and ability. All children cover the content made statutory by the science programs of study within the National Curriculum. Children access the curriculum at the appropriate level, thus ensuring progression and continuity. Adaptation will be used to facilitate access. Suitable resources, including personnel, learning environments and equipment, are available to enable children to access the learning required. Resources are regularly reviewed to ensure they encompass and reflect our diverse community and society.
- Audit and order resources. Science resources are kept in the designated science cupboard, which is organised into areas of learning and is audited

frequently.

G Health and Safety

- A generic Science risk assessment is in place and all staff have read the latest version.
- CLEAPPS <https://primary.cleapss.org.uk/Resources/Doing-Things-Safely/> has been used by science lead for guidance
- All staff are to see science lead for any other information.

Signed

Coordinator: *L.Cooke*

Dated: 11th June 2026

