

Trinity St Mary's Church of England Primary School

Science Policy

Summer Term 2025

"Many Hearts Make A School"



Trinity St Mary's C of E Primary School

Introduction

Learning about science offers the children the opportunity to:

- Gain foundations for understanding the world. Science has changed our lives and is vital to the world's future prosperity.
- Recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena.
- Understand how key knowledge and concepts can be used to explain what is occurring, predict how things will behave, and analyse causes. This understanding should be consolidated through their appreciation of applications of science in society and the economy.
- This policy should be referred to in conjunction with the policies on teaching and learning, assessment, marking, curriculum and SEND.

Aims

In line with the 2014 National Curriculum our aim is to provide a high-quality education that equips children with the relevant skills to explore the science that is all around us. At Trinity St Mary's Primary School, we believe that scientific investigation is one of the most powerful ways to learn; developing curiosity and perseverance as well as challenging what we know about the world. Our aims for children are that they:

- 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.
- Be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
- Ask and answer scientific questions.
- Develop skills which may not be developed to the same degree in other areas of the curriculum.
- Plan and carry out scientific investigations, using equipment, including computers, correctly.
- Know and understand the life processes of living things.
- Know and understand the physical processes of materials, electricity, light, sound and natural forces.
- Know about the nature of the solar system, including the earth.
- Evaluate evidence and present their conclusions clearly and accurately.

Teaching and Learning

All class teachers have the freedom to develop their teaching of science in a way that suits their class. This may include a variety of teaching and learning opportunities, such as: whole-class teaching, enquiry-based research, asking and answering science questions, reports, using a variety of data, such as statistics, graphs, pictures, and photographs, drama, discussions, collecting and presenting data, problem solving and researching scientific problems or current issues. Our science lessons are fun and engaging and provide the children with lots of hands on experience. We make use of all of our facilities when teaching and do not limit science to the classroom. We have lessons on the field and in the playground. We even have strong links with William De Ferrers and the children all participate in various workshops and lessons there throughout the year.

Differentiation

In school, we aim to meet the needs of all our children by differentiation in our science planning and in providing a variety of approaches and tasks appropriate to all ability levels. This involves providing opportunities for SEND children to complete their own projects, with support, to develop speech and language skills, as well as scientific skills and knowledge. This will enable children with learning and/or physical difficulties to take an active part in scientific learning and practical activities and investigations and to achieve the goals they have been set. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through differentiated activities. Teachers will differentiate in the way in which is considered most appropriate for the child, group or objective being taught.

Equal Opportunities

At Trinity St Mary's, we are committed to providing all children with an equal entitlement to scientific activities and opportunities regardless of race, gender, culture or class. Where children have a physical disability or have SEND, we aim to provide resources and learning experiences that will support their learning in geography. We do this by setting suitable learning challenges, responding to each child's different needs and providing learning opportunities that enable all pupils to make progress.

Assessment, Recording and Reporting

Assessment for learning is continuous throughout the planning, teaching and learning cycle. We use hot and cold tasks within our teaching to help determine what has been learned. We focus on assessing one topic at a time, and we assess children's work in science by making judgments as we observe children during lessons, question, talk and listen to children, and review their written work. All work in books is marked in accordance with the school policy. Each term the teacher makes a summary judgement about the work of each pupil in relation to the National Curriculum attainment guidance. At the end of each year teacher's make a formal comment on each pupil's progress in science on their end of year report.

Role of Governors

Governors determine, support, monitor and review the school policies. They support the use of appropriate teaching strategies by allocating resources effectively. They ensure that the building and equipment are safe. They monitor pupil attainment across the school and ensure that staff development and performance management promote good quality teaching. Governor input is highly valued and governors are regularly invited and welcomed into the school to share in the children's learning, in particularly when we take part in themed weeks such as Space Week and Science Week.

Resources

We have many science resources to aid and support the teaching of all units and topics taught, from EYFS to Y6. We keep these in a central store, where they are labelled and easily accessible to all staff. The library contains a good supply of science topic books to support children's individual research. We continue to have strong links to William De Ferrers who have loaned us resources and invited us into their classrooms to assist with learning.

Curriculum Overview

Science is taught as a stand-alone subject or, where appropriate, with cross curricular links. The long term curriculum maps have been produced using guidance from the National Curriculum 2014 and the statutory themes have been allocated suitably for each year group. More detail can be found in the curriculum map documents. Our programme of study provide a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage.

We teach Science in Reception as an integral part of the topic work covered during the year. 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. Science makes a significant contribution to the objective in the ELGs of developing a child's knowledge and understanding of the world, e.g. through investigating what floats and what sinks when placed in water.

Agreed by the governing body:

Date:

To be reviewed Summer Term 2027