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# **Science Policy**

**Vision for Science Policy**

Our Science Policy aims to ignite curiosity, foster a love for exploration, and develop a deep understanding of the natural world. We are committed to providing every child with the opportunity to engage in hands-on, inquiry-based learning, empowering them to think critically and creatively. Our approach, guided by the principles of **Belonging**, **Serving**, and **Succeeding**, ensures that all students are equipped to explore, question, and succeed in their scientific learning.

**Belonging**

We create an inclusive learning environment where every child feels confident and supported in their scientific journey. By promoting collaboration, respect, and curiosity, we ensure that all students feel they belong and are encouraged to contribute their ideas and observations in the exploration of science.

**Serving**

Through science, we encourage children to serve others by using their knowledge to solve real-world problems and make a positive impact on their communities and the environment. By developing critical thinking and problem-solving skills, students understand the importance of science in improving lives and creating a sustainable future.

**Succeeding**

Our science curriculum provides every child with the tools and opportunities to succeed by developing their skills in observation, experimentation, and critical analysis. By fostering a sense of wonder and curiosity, we ensure that each student is empowered to succeed in understanding and applying scientific concepts both inside and outside the classroom.

In summary, our Science Policy ensures that every child feels they belong, understands how science can serve others, and is empowered to succeed in their scientific exploration and understanding.

**Purpose and Rationale**

At Banks St Stephen’s, we aim to foster scientific curiosity in children, encouraging them to ask questions about the world around them. Our goal is to support children in planning and conducting investigations to answer these questions. We aim to cultivate creativity in scientific inquiries, perseverance when faced with challenges, and confidence in communicating scientific findings using appropriate vocabulary. Ultimately, we want to inspire children to continue their love of science beyond their time at the school.

**Aims and Objectives**

* + Encourage children to become enthusiastic and motivated scientists.
  + Facilitate children’s ability to ask scientific questions, plan investigations, and present findings confidently.
  + Foster creativity and problem-solving skills in scientific inquiries.
  + Ensure that every child develops an understanding of key scientific concepts and vocabulary.
  + Provide learning experiences that allow children to apply science to real-world issues.
  + Promote teamwork and collaboration through scientific activities.

**Curriculum Content**

* **National Curriculum Coverage**: Science is a core subject in the National Curriculum, which all teachers follow when delivering science lessons.
* **Types of Scientific Enquiry**: Over the year, children will have opportunities to engage in the five types of scientific inquiry.
* **Vocabulary Development**: Knowledge organisers will be provided at the start of each topic to support the progression of scientific vocabulary.

**Teaching and Learning Approaches**

* **Enquiry-Based Learning**: We use hands-on, enquiry-based activities to engage children in scientific exploration.
* **Differentiation**: Lessons are adapted to meet the needs of all learners, with clear and achievable goals set for each child.
* **Collaboration and Participation**: We encourage teamwork and active participation in experiments and discussions.

**Assessment and Monitoring**

* **Formative Assessments**: Teachers will use a range of formative assessment strategies, including TAPs resources, to monitor progress.
* **Recording and Reporting**: Children will record written work in science books, including investigations, and their learning will be documented in learning journeys in the Early Years Foundation Stage.
* **Exemplification**: The ASE exemplifications will guide teachers in summatively assessing student work in science.
* **Feedback**: All marking and feedback will align with the school’s feedback policy.

**Inclusion and Equality**

* Science teaching is inclusive and accessible to all students, in line with the school’s equalities and special educational needs policies.
* We ensure that children of all abilities are provided with opportunities to engage with the curriculum and succeed.

**British Values**

* Science lessons emphasise **critical thinking** and **responsible decision-making**, helping students understand their role in serving both society and the environment.
* We also highlight the contributions of men, women, and individuals from diverse cultures to scientific advancement, promoting **mutual respect** and **tolerance**.

**Resources and Materials**

* Scientific equipment is centrally stored and accessible for both staff and students.
* Teachers are responsible for informing the subject leader about any missing, damaged, or required resources.
* **Explorify** resources and **ASE planning documents** support the delivery of effective science lessons.

**Role of Staff**

* Teachers are responsible for delivering the science curriculum, ensuring inclusivity, and supporting the development of scientific skills.
* The subject leader supports teachers with planning, resources, and monitoring the effectiveness of the curriculum.

**Parental Involvement**

* Parents are encouraged to engage in their children’s science learning by supporting them with home-based enquiries and discussions.
* Parental communication can occur through reports, events, and parent-teacher meetings focused on science progress.

**Evaluation and Review**

* **Monitoring**: The subject leader will conduct regular monitoring through book scrutiny, planning analysis, lesson observations, data analysis, and pupil voice activities.
* **Action Points**: Feedback from monitoring will lead to clear next steps and improvements to the curriculum and teaching practices.
* **Review Date**: The policy will be reviewed in the **Autumn Term 2025**.

**Health and Safety**

* All science lessons follow the school’s **Health and Safety Policy**, ensuring safe practices during investigations and practical activities.
* Equipment that poses safety risks is securely stored, and staff are trained to manage risks effectively during practical work.