



St. Nicholas C of E Primary School

Science Policy

Our vision

We prepare every pupil for their best future by ensuring they reach their full potential and attain the knowledge, skills and understanding required for success as we believe that 'With God, all things are possible'. Matthew 19:26



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Reviewed by:	L. Plain
Approved by Headteacher:	October 2023
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Intent

The 2014 National Curriculum for Science aims to ensure that all children:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;
- develop understanding of nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them;
- are equipped with the scientific skills required to understand the uses and implications of science, today and for the future. We understand that it is important for lessons to have a skills-based focus, and that the knowledge can be taught through this.

At St. Nicholas, we recognise the importance of science education in teaching pupils about the world around them. This policy will ensure the school complies with the national curriculum and help pupils have a solid grounding in science, a positive attitude towards scientific knowledge, and a strong understanding of experimental processes. As one of the core subjects taught at primary level, we give the teaching and learning of science the prominence it deserves.

Implementation

Science is taught as set out by the year group requirements of the National Curriculum. This is a strategy to enable the accumulation of knowledge and allows progress in repeated topics through the years.

Through our planning, we involve problem solving opportunities, allowing children to find out for themselves how to answer questions in a variety of practical means. Children are encouraged to ask their own questions and be given appropriate equipment to use their scientific skills to discover the answers.

Engaging lessons are created with each lesson having both practical and knowledge elements. Teachers use precise questioning in class to test conceptual knowledge and skills and children are regularly assessed to identify those children with gaps in learning, so that all children keep up.

We build upon the learning and skill development of previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting and using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.

Working Scientifically skills are explicit in lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the theme of the lesson.

Teachers demonstrate how to use scientific equipment, and the various Working Scientifically skills to embed scientific understanding. Teachers find opportunities to

develop children's understanding of their surroundings by accessing outdoor learning and workshops with experts.

Impact

The successful approach at St Nicholas results in a fun, engaging, high-quality science education, that provides children with the foundations and knowledge for understanding the natural world.

Our engagement with the local environment ensures that children learn through varied and firsthand experiences of the world around them. Frequent, continuous and progressive learning outside the classroom is embedded throughout the science curriculum. Through various workshops, educational visits and interactions with experts, children have the understanding that science has changed our lives and that it is vital to the world's future prosperity

Children learn the possibilities for careers in science, because of our community links and connection with national agencies such as the STEM association. They learn from and work with professionals, ensuring that children have access to positive role models within the field of science from the immediate and wider local community. From this exposure to a range of different scientists from various backgrounds, all children feel they are scientists and capable of achieving. Children at St Nicholas overwhelmingly enjoy science and this results in motivated learners with sound scientific understanding.

Legal framework

This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

DfE (2013) 'Science programmes of study: key stages 1 and 2'

DfE (2021) 'Statutory framework for the early years foundation stage'

The Control of Substances Hazardous to Health Regulations (COSHH) 2002

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013

This policy will be used in conjunction with the following school policies and procedures:

- Health and Safety Policy
- Accident Reporting Procedure

Roles and responsibilities

The governing board is responsible for:

- Ensuring a broad and balanced science curriculum is implemented in the school.
- Ensuring the school's science curriculum is accessible to all pupils.
- The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring the school's science curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the science curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching science.

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of science, providing support for staff where necessary.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out a regular audit of all science resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of science to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for development of science in subsequent years.

The classroom teacher is responsible for:

- Acting in accordance with St Nicholas Science Policy, ensuring that lessons are always taught in line with the school's Health and Safety Policy.
- Liaising with the science leader about key topics, resources and supporting individual pupils.
- Ensuring that all the relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on a topic basis.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the senior leadership team (SLT).
- Undertaking any training that is necessary in order to effectively teach the subject.

The National Curriculum

The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

During Reception, in accordance with the 'Statutory framework for the early years foundation stage', focus will be put on the seven early learning goals (ELGs), with the scientific aspect of pupils' work relating to the objectives set out within the framework. The ELGs cover:

- Communication and language: listening, attention and understanding; and speaking.
- Personal, social and emotional development: self-regulation, managing self, and building relationships.
- Physical development: gross motor skills and fine motor skills.
- Literacy: comprehension, word reading, and writing.
- Mathematics: number and numerical patterns.
- Understanding the world: past and present; people, culture and communities; and the natural world.
- Expressive arts and design: creating with materials; and being imaginative and expressive.

During Years 1 and 2, pupils will be taught to:

Working scientifically

Ask simple questions and recognise that they can be answered in different ways.

Observe closely, using simple equipment.

Perform simple tests.

Identify and classify.

Use their observations and ideas to suggest answers to questions.

Gather and record data to help in answering questions.

Year 1 pupils will also be taught to:

Plants

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

Identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, including humans

Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Describe and compare the structure of a variety of common animals, i.e. fish, amphibians, reptiles, birds and mammals, including pets.

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday materials

Distinguish between an object and the material from which it is made.

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

Describe the simple physical properties of a variety of everyday materials.

Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal changes

Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies.

Year 2 pupils will also be taught to:

Living things and their habitats

Explore and compare the differences between things that are living, dead, and things that have never been alive.

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

Identify and name a variety of plants and animals in their habitats, including microhabitats.

Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Plants

Observe and describe how seeds and bulbs grow into mature plants.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Animals, including humans

Notice that animals, including humans, have offspring which grow into adults.

Find out about and describe the basic needs of animals, including humans, for survival, i.e. water, food and air.

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Uses of everyday materials

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses.

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

During Years 3 and 4, pupils will be taught to:

Working scientifically

Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests.

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment, including thermometers and data loggers.

Gather, record, classify and present data in a variety of ways to help answer questions.

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Identify differences, similarities or changes related to simple scientific ideas and processes.

Use straightforward scientific evidence to answer questions or to support their findings.

Year 3 pupils will also be taught to:

Plants

Identify and describe the functions of different parts of flowering plants, i.e. roots, stem or trunk, leaves, and flowers.

Explore the requirements of plants for life and growth, i.e. air, light, water, nutrients from soil, and room to grow, and how requirements vary from plant to plant.

Investigate the way in which water is transported within plants.

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals, including humans

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks

Compare and group together different kinds of rocks based on their appearance and simple physical properties.

Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

Recognise that soils are made from rocks and organic matter.

Light

Recognise that they need light to see things and that dark is the absence of light.

Notice that light is reflected from surfaces.

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

Recognise that shadows are formed when the light from a light source is blocked by an opaque object.

Find patterns in the way that the size of shadows change.

Forces and magnets

Compare how things move on different surfaces.

Notice that some forces need contact between two objects, but magnetic forces can act at a distance.

Observe how magnets attract or repel each other and attract some materials and not others.

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Describe magnets as having two poles.

Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Year 4 pupils will also be taught to:

Living things and their habitats

Recognise that living things can be grouped in a variety of ways.

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Recognise that environments can change and that this can sometimes pose dangers to living things.

Animals, including humans

Describe the simple functions of the basic parts of the digestive system in humans.

Identify the different types of teeth in humans and their simple functions.

Construct and interpret a variety of food chains, identifying producers, predators and prey.

States of matter

Compare and group materials together, according to whether they are solids, liquids or gases.

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

Identify how sounds are made, associating some of them with something vibrating.

Recognise that vibrations from sounds travel through a medium to the ear.

Find patterns between the pitch of a sound and features of the object that produced it.

Find patterns between the volume of a sound and the strength of the vibrations that produced it.

Recognise that sounds get fainter as the distance from the sound source increases.

Electricity

Identify common appliances that run on electricity.

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery.

Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit.

Recognise some common conductors and insulators, and associate metals with being good conductors.

During Years 5 and 6, pupils will be taught to:

Working scientifically

Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Use test results to make predictions to set up further comparative and fair tests.

Report and present findings from enquiries, including conclusions, causal relationships, and explanations of the results and the degree of trust in them, in oral and written forms such as displays and other presentations.

Identify scientific evidence that has been used to support or refute ideas or arguments.

Year 5 pupils will also be taught to:

Living things and their habitats

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

Describe the life process of reproduction in some plants and animals.

Animals, including humans

Describe the changes as humans develop to old age.

Properties and changes of materials

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

Demonstrate that dissolving, mixing and changes of state are reversible changes.

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Earth and space

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

Describe the movement of the Moon relative to the Earth.

Describe the Sun, Earth and Moon as approximately spherical bodies.

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

Forces

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Identify the effects of air resistance, water resistance and friction that act between moving surfaces.

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Year 6 pupils will also be taught to:

Living things and their habitats

Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

Give reasons for classifying plants and animals based on specific characteristics.

Animals, including humans

Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Describe the ways in which nutrients and water are transported within animals, including humans.

Evolution and inheritance

Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Light

Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity

Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, and the on or off position of switches. Use recognised symbols when representing a simple circuit in a diagram.

Aims and Objectives

“To strive to ensure that all pupils at St Nicholas C of E Primary School attain their full academic, cultural, emotional, physical, social, moral and spiritual potential, learning mutual respect and responsibility within a Christian Context.”

Science teaches an understanding of natural phenomena. It aims to stimulate a child's curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to ask scientific questions and begin to appreciate the way science will affect their future on a personal, national and global level.

Our aims in teaching science include the following:

- Preparing our children for life in an increasingly scientific and technological world;
- Foster concern about, and active care, for our environment;
- Helping our children acquire a growing understanding of scientific ideas;
- Helping develop and extend our children's scientific concept of the world;

- To enable children to ask and answer scientific questions and to solve problems;
- Plan and carry out scientific enquiries, using equipment, including computers correctly;
- Know and understand Biology, Chemistry and Physics as outlined by the National Curriculum 2014 at their Key Stage;
- Evaluate evidence and present their learning and conclusions, clearly and accurately in a variety of ways.

Attitudes

Encouraging the development of positive attitudes to science;
 Building on our children's natural curiosity and developing a scientific approach to problems;
 Encouraging open-mindedness, self-assessment, perseverance and responsibility;
 Building our children's self-confidence to enable them to work independently;
 Developing our children's collaborative skills to work co-operatively with others;
 Providing our children with an enjoyable experience of science, so that they will develop a deep and lasting interest and may be motivated to study science further.

Skills

Giving our children an understanding of scientific processes;
 Helping our children to acquire practical scientific skills;
 Work collaboratively in pairs, groups and/or individually;
 Developing the skills of investigation - including observing, measuring, predicting, hypothesizing, experimenting, communicating, interpreting, explaining and evaluating;
 Developing the use of scientific language, recording and techniques;
 Read and spell specific scientific vocabulary appropriate for their age;
 Developing the use of ICT in investigating and recording;
 Enabling our children to become effective communicators of scientific facts and data;
 Learn about science using the outdoor learning environment.

Science Planning, Teaching and Assessment

Science is taught as a discrete subject. (A minimum of 2 hours a week.)

Planning

The school bases all of its science lessons on the National Curriculum programme for Science but has adapted the way in which it is taught to meet the needs of our children. The long term plan provides an overview of the following:

- Topics taught across the year
- What is science?
- Description of the science strands-Biology, Chemistry and Physics including Earth Science.
- Previous learning
- Common misconceptions

- National Curriculum objectives
- Overview of lessons
- Key questions
- Key vocabulary
- Working scientifically
- Opportunities for scientific enquiries
- Two key scientists per topic- 'Standing on the shoulders of giants'
- Future learning

'PZAZ' science, STEM resources, PLAN primary science resources, Connect to Curriculum (C2C) and Primary Science Teaching Trust (PSTT) are used to support teachers with their subject knowledge, planning, teaching, working scientifically and assessing of science. This enables a consistent standard being taught with its content taken from the appropriate part of the programme of study for each year group.

PLAN primary science, STEM Association and PZAZ provide essential scientific vocabulary, health and safety guidance, enquiry questions for research and discussion and, crucially, background subject knowledge for teachers. This enables non-specialist teachers to quickly up-skill themselves with the relevant scientific knowledge and language before beginning the lesson.

Medium-term planning or 'chunking' for each topic provides a brief lesson plan, working scientifically opportunities, key vocabulary, assessment opportunities, learning objectives and main learning activities. Short-term planning or individual lesson plans are developed by teachers to reflect the objective of the lesson.

Teaching

Pupils will be taught to describe associated processes and key characteristics in common language, as well as understand and use technical terminology and specialist vocabulary. Lessons will allow for a wide range of scientific enquiry, including the following:

- Questioning, predicting and interpreting.
- Pattern seeking
- Practical experiences
- Collaborative work
- Carrying out investigations
- Carrying out time-controlled observations
- Classifying and grouping
- Undertaking comparative and fair testing
- Researching using secondary sources
- Opportunities for outdoor learning will be provided where possible. There will also be opportunities to undertake science-based external educational visits.

Assessment

Pupils will be assessed and their progression recorded in line with the National Curriculum. (See Curriculum Guidance). Assessment in science will be based upon scientific knowledge and understanding.

Pupils will be assessed at the end of each topic and continually throughout the year. Summative assessment will take place at the end of each academic year. Formative assessment will be carried out informally throughout the year. This will enable teachers to identify pupils' understanding of subjects and inform their immediate lesson planning. The results of end-of-year summative assessments will be passed to relevant members of staff, such as the pupil's future science teacher.

Assessment will take various forms, including the following:

- Talking to pupils and asking questions (Learning Conversations)
- Discussing pupils' work with them
- Marking work against learning objectives
- Observing practical tasks and activities
- Pupils' self-evaluation of their work
- Retrieval, low stakes quizzing, classroom tests and formal assessments.
- Double page spreads
- Focus4TAPs Assessments

Parents will be provided with a written report about their child's progress during the summer term every year. Reports will include information on the pupil's progress in understanding science.

The contribution of science to teaching in other curriculum areas

English

Science contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that the children study in Literacy are of a scientific nature. The children develop oral skills in science lessons through discussions and through recounting their observations of scientific experiments. They develop their creative writing skills through writing reports, recounts and completing projects as well as recording information.

Mathematics

Science contributes to the teaching of mathematics in a number of ways. The children use weights and measures and learn to use and apply number. Through working on investigations they learn to estimate and predict. They develop the skills of accurate observation and recording of events using a wide variety of graphs and diagrams suited to the task. They use numbers in many of their answers and conclusions.

Information and communication technology (ICT)

Children use ICT in science lessons where appropriate. They use it to support their work in science by learning how to find, select, and analyse information on the Internet and on scientific programmes. Children use ICT to record, present and interpret data and to review, modify and evaluate their work and improve its presentation.

Personal, social and health education (PSHE)

Health education is taught as part of the science units about humans, including information about healthy lifestyles, growth, age, and reproduction.

The Christian ethos of the school has a key role in this. Science promotes the concept of positive citizenship.

Spiritual, moral, social and cultural development

Science teaching offers children many opportunities to examine some of the fundamental questions in life. Through many of the amazing processes that affect living things, children develop a sense of awe and wonder regarding the nature of our world within a Christian context. Science raises many social and moral questions. Through the teaching of science, children have the opportunity to discuss, for example, the effects of smoking and the moral questions involved in this issue. We give them the chance to reflect on the way people care for the planet and how science and Christianity can contribute to the way we manage the Earth's resources. Science teaches children about the reasons why people are different and, by developing the children's knowledge and understanding of physical and environmental factors, it promotes respect for other people.

Equal Opportunities

We teach science to all children, whatever their ability. Science forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties in line with our SEND and Inclusion policies. Our work in science takes into account the targets set in the children's Individual Education Plans (IEPs).

Liaison with other Schools

The school liaises with receiving High Schools through Y6/Y7 teachers and SENCo.

The science leader also attends Blackpool STEM Enthuse meetings enabling the school to share ideas, resources and best practice.

The science leader is part of the TAPS Focused Assessment trial for the North West.

Equipment and resources

Science resources for each unit are stored in the resource room.

The science leader is responsible for ensuring that all resources and equipment are sufficiently maintained, and for maintaining an inventory of resources. The science leader will carry out an audit of the science resources, reordering any consumables when necessary. Any equipment or resources which are a cause of concern will be removed.

Equipment will be checked by the relevant science teacher prior to each use and any damages or defects will be reported to the science lead immediately. Staff will also inform the science leader of any changes regarding science resources, such as when supplies of resources have run out or new resources are required. The science leader is responsible for negotiating requests from staff and ensuring resources are bought within the amount allocated in the annual budget.

Monitoring and Evaluation

It is the responsibility of the science leader to monitor the standards of children's work and the quality of teaching in science. A variety of monitoring strategies will be used including pupil and teacher questionnaires, discussions with children, observation of the learning environment, learning walks and work samples on a formal and informal basis to ensure adequate progression and skills being taught. The yearly action plan refers to timeframes for different criteria being monitored. The science subject leader is also responsible for supporting colleagues in the teaching of science, being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. If requested, the science subject leader could have specially allocated time for fulfilling the task of reviewing samples of children's work, monitoring planning and visiting classes to observe teaching in the subject in accordance with the School Improvement Plan priorities.

Health and Safety

Staff will act in accordance with the school's Health and Safety Policy at all times.

A risk assessment will be carried out by teachers before higher-risk science-related activities, e.g. conducting an experiment or undertaking practical activities.

Staff will be made aware of the COSHH and RIDDOR regulations as part of their induction training and will act in accordance with these whilst undertaking activities.

All pupils will be shown how to correctly use equipment prior to use and will be monitored by staff whilst using equipment. Pupils will also be made aware of how they are expected to behave, ensuring that they show respect to other people and the environment, and the personal safety protocols and protective equipment needed when using equipment or carrying out tasks, e.g. goggles.

At the beginning of any experiment, the science teacher will outline the purpose of the experiment to the class, and all hazards and safety precautions will be thoroughly outlined.

Accidents and near-misses will be reported following the school's reporting procedures.

INSET and Professional Development

INSET is decided in line with the School Improvement Plan, School Self Evaluation and budget allocation.

The science leader will assess and address staff training needs or in response to individual training needs and requests throughout the year. Individual teachers should attempt to continually develop their own skill set and knowledge, identify their own needs and inform the science leader.

Money is set aside from the science budget each year in order to support staff with professional development, offering support, guidance and ideas, often from an external source during an INSET day.