

# St. Peter's C. Of E. School



Science Policy  
September 2025/26

# **St Peters C of E Primary School**

## **Science Policy September 2025/26**

### **Our Intent:**

We aim to develop the knowledge and scientific skills of our children in order for them to understand and value the world around them. We want our children to feel and work like 'real scientists' during their Science lessons. We want our children to develop a passion for enquiring about the world and for this to lead to aspirations of further STEM careers. It is our vision that all stake holders in our Science Curriculum, children, teachers, support staff, parents and governors, regard Science in high esteem. It is evident around classrooms and school that there is an atmosphere where Science is celebrated. Children can talk with confidence about their knowledge and understanding using the correct vocabulary and this is supported by the strong subject knowledge of our staff.

### **Scientific knowledge and conceptual understanding:**

Children will acquire the relevant subject knowledge directly linked to National Curriculum Statements and Key Stage Frameworks through high quality teaching and learning opportunities. Children's knowledge and vocabulary will be built on continually as they journey through school, as part of a spiral curriculum. This means children will thoroughly embrace and embed each new aspect of learning as a step further down their Scientific paths. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Above all science should be interesting and fun.

### **Scientific Enquiry**

Through high quality teaching and modelling, children will have a strong grasp of the ways in which they can explore scientifically. Their learning will be centred around one or more of the five key areas of working scientifically. They will be encouraged to observe changes over time, seek patterns, research, carry out comparative and fair tests and order, group and classify. Children will talk confidently and with pride about their learning in Science.

### **Planning Science**

There will be a clear and progressive path of knowledge and skills through each year and Key Stage to enable children to build on their prior learning. We have developed our Science Curriculum Journey so that it is progressive across the school. Teachers will use good practice supporting materials from the Association of Science Education and PLAN to ensure the learning opportunities we plan for are current and link to the National Curriculum and End of Key Stage Frameworks. We refer to CLEAPSS for guidance when planning science experiments- each unit will include at least one investigation or opportunities for hands on learning. Each teacher's Science is one vital stepping stone along the path of learning. We all understand and value this so that our children are fully equipped with the knowledge and skills they need to continue to be successful Scientists in the wider world.

We teach science in our EYFS as an integral part of 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 Goal (ELGs), which underpin the curriculum planning for children aged three to five. Science makes a significant contribution to the objectives 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. In KS1 and lower KS2, some units are taught throughout the year so that children have opportunities to observe the changes throughout the year for a deeper understanding.

**Our teaching at all levels shall include opportunities for:**

- Teacher exposition
- Discussion techniques (pupil/pupil and pupil/teacher) appropriate to practical work
- Consolidation and practice of fundamental skill and routines
- Problem solving
- First-hand experience
- The use of ICT
- The committing to memory and recall of a range of scientific facts
- Investigating and experimental work using questions, predictions, hypothesis and measurement and to interpret results into meaningful conclusions
- Recording through a range of methods e.g. diagrams, graphs, charts and models
- Class work, group work, individual work

**Equal Opportunities**

The teaching of science will be in accordance with the present policy for Equal Opportunities. We aim to provide equal access to Science for those children with Special Educational Needs and those pupils who are very able and require extension activities, through small group work and through the use of classroom assistants. All children are given the opportunity to access Science in a way that meets their needs.

**Assessment**

Children's work will be marked to the agreed school marking policy and their performance continually assessed in accordance with the National Curriculum by the class teacher. The class teachers assess the children using ASE and PLAN materials and report to the subject leader whether children are working where they should be for that time of year. Teachers will also report how children have achieved Age Related Expectations for each unit and provide this information to the Science Leader.

**The Role of the Science Leader**

The role is to:

- Lead the way for high quality teaching and learning in Science
- Purchase, organise and maintain teaching resources;
- Assist teachers to deliver the subject so all children learn;
- Manage a budget and keep spending within this;
- Encourage and assist in-service training;
- Keep up to date by attending courses and feedback sessions by the LEA, cluster groups and colleagues. Disseminate this to teachers.

- Provide guidance and support in implementing NC and the schemes of work;
- Offer advice and knowledge for special needs and gifted pupils;
- Coordinate recording and presentation throughout the school in consultation with colleagues
- Create an action plan for their subject and keep the head teacher and SLT informed of these actions;
- Encourage ways of involving parents in their children's learning;
- Provide support for all who teach Science and to improve the quality and continuity of Science teaching and learning throughout the school
- 

### **E Safety Rules**

Children will be reminded of E Safety rules when appropriate:

- I will look at the e-safety rules which are displayed around the school being mindful that they are there to protect my safety.
- I will ask permission before entering any web site, unless my teacher has already approved the site.
- I will always use the internet safely.
- If I see anything I am unhappy with, or receive messages I do not like I will tell a teacher immediately.

### **Health and Safety**

Science is taught in line with our general school Health and Safety Policy which all staff should be up to date with. Science in our school is very safe. However, when children are engaged in a variety of practical activities, included open-ended investigations, there is always the possibility that something could go wrong, therefore, vigilance is needed. Individual teachers will need to undertake their own specific risk assessment.

Refer to [www.cleapss.org.uk](http://www.cleapss.org.uk) – CLEAPSS is an advisory service providing support in science and technology for a consortium of local authorities.

It is the class teacher's responsibility to ensure science activities are safe. Using the above advice, it is up to the individual teacher to do their own risk assessment.