



Science Policy

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Policy to be reviewed every 3 years
Reviewed by R French 14/10/2025
Reviewed by Governors: not applicable governor reference only
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St Bartholomew's Church of England

Primary School

Science Policy

1. Science Policy

The study of Science is an essential part of the school curriculum. Through effectively delivering this curriculum, children's entitlement to participate fully in Science is realised and they will develop skills to explore and understand the world in which they live.

- Children will be involved in learning experiences which require both practical and intellectual activities.
- All children have the potential to progress scientifically. We recognise that they arrive with different levels of language and experience. Our aim is to provide appropriate experiences and support to enable them to develop scientifically.
- Good Science teaching at St Bartholomew's should be based on children's first-hand experiences and teaching these experiences through different types of Scientific enquiry.
- Science in the classroom should start from the views which children hold and give them the opportunities to change their views and ultimately their understanding – increasing their subject knowledge and skills.

The purpose of this document is to give an overview of Science at St Bartholomew's. It covers the general principles and teaching methods involved. The principles and teaching practice are to be implemented by the teaching staff and monitored by the Science Co-ordinator.

Prospectus Statement

Children should know basic scientific knowledge and develop skills by doing practical experiments and activities which cover a range of different types of enquiry and skills over the year.

Purpose and Aims

To deliver the National Curriculum in ways that are imaginative, purposeful, controlled but also enjoyable.

- To help develop and extend the children's scientific concepts of their world.
- To encourage working scientifically by conducting different types of enquiry (Comparative/Fair testing, Grouping and classifying, Observing over time, Seeking Patterns, problem Solving and research) and focusing on different skills (Asking Questions, Evaluating, Interpreting and communicating results, Making Predictions, Observing and measuring, Recording Data and Setting up Tests).
- To plan effective and safe activities in line with science risk assessments.
- To enable the children to become effective communicators of scientific ideas, facts and data.
- To explore cross curricular links between Science and other areas of the curriculum whilst ensuring key Science objectives are not diluted.

- To build upon children's scientific skills, knowledge and experiences so that their knowledge and understanding is deepened and skill levels are enriched as they progress through the school.
- To ensure the children are exposed to key scientific vocabulary which progresses each year.
- To encourage the development of positive attitudes to Science.
- To develop the aptitude, abilities and interests of all pupils to their maximum.
- To provide a curriculum, which caters for individual needs and an environment / ethos in which, every pupil experiences equality of opportunity and promotes self-esteem.

2. Strategies

- To plan learning experiences where all pupils can contribute and achieve a degree of self-fulfilment.
- To recognise excellence of effort and / or achievement.
- To have high expectation of all pupils
- To provide a stimulating environment, which generates enthusiasm and motivation (including exciting and interactive working walls).
- To enable pupils to enjoy the process of scientific discovery and investigation.
- To develop appropriate work to cater for the different needs of the children in the class.
- To encourage the use of a diversity of resources
- To use a range of teaching strategies
 - Particularly cognitive science to improve knowledge retention (repeated opportunities to recall information during subsequent lessons, frequent mini testing and reflecting/explaining what they have learnt).
- To give pupils the practical experiences that will allow them to develop skills in line with the National Curriculum.
- To give pupils the opportunity to plan, predict, undertake, and evaluate their own investigations.
- To use appropriate scientific vocabulary and continuously refer to that vocabulary to aid retention.
- To ensure that this vocabulary progresses throughout the year groups; each year group building on previous words.
- To integrate assessment into the general teaching process through the use of activities such as flash cards, quizzes and exit tickets and, where appropriate, summative unit end assessments.
- To promote the ability to consider other pupils' ideas and work together in small group activities.
- To provide children with a safe working environment and develop their understanding of safe practices.
- To make Science relevant to their lives and personal experiences.
- To ensure the key core learning for a particular unit are clear for subject planners and teachers.
- To ensure this core learning is reinforced and retained through the Leitner card system and that children's understanding is monitored using the distance marking folders in addition to any summative assessment (where appropriate).

3. Definition of Science Education and Content of the Curriculum

Science is a body of knowledge which is built up through experimental testing of ideas. Science is also a methodology, a practical way of finding reliable answers to questions we may ask about the world around us.

Children will be given the opportunity to be involved in practical and hands on science as well as have science days and visiting scientists within the classroom.

Role of Science Co-ordinator

1. To monitor and review the policy
2. To support the planning of science, ensuring attention is given to the key knowledge required, understanding skills and using key scientific vocabulary.
3. To promote good teaching practice.
4. To be aware of national developments in Science.
5. To order, replace and organise necessary equipment within the constraints of the school budget.
6. To undertake responsibility for Science and co-ordinate development, organisation and implementation throughout the school.
7. To liaise with members of staff to ensure Science takes its relevant place within the school's curriculum. To lead appropriate INSET/staff meeting activities taking into account courses arranged by outside agencies. To provide individual support for staff.
8. To ensure appropriate methods of assessment and recording are carried out (also provide teachers with advice on how to assess their children and what standards to expect by year group).
9. To provide support materials to help teachers in planning or delivering lessons.
10. Monitor and support the improvement in standards of teaching and learning in Science.
11. To ensure classes are creating displays which are valuable working walls including the key vocabulary.
12. To liaise with local Science coordinators in order to share best practice.
13. To arrange opportunities for Science professionals to visit and work with children in the school so children start to become aware of STEM careers.
14. To help support opportunities for curriculum enrichment activities: visitors, trips and the coordination of a science day.

4. Equal Opportunities.

At St Bartholomew's we ensure that all children have the opportunity to extend their scientific ideas regardless of gender, race, social class, physical or intellectual ability.

- Girls and boys are equally encouraged and valued.
- All children are encouraged to talk about their scientific investigations.
- Access is provided to all activities. Physically less able children are encouraged to participate and integrate in scientific activities in the classroom.

- Support is provided for those children experiencing difficulties. Extended activities may be provided for those who are more able.
- We ensure that all children are encouraged to talk about their scientific investigation or an appropriate means of expression is provided, building on the language they already have.
- We recognise the different levels of experience and language of the children arriving at the school and provide them with appropriate experiences and means of expression.

5. Good Science Learning

For good Science learning to take place, evidence of the following should be found in our classrooms:

An active learning environment where children are doing the following:

- Working from first-hand experiences
- Encouraged to ask questions
- Actively involved in exploration and investigation
- Working co-operatively
- Discussing with each other and adults
- Devising and conducting their own investigations in both KS1 and KS2 (where appropriate choosing their own materials and equipment)
- Recording their findings in a variety of ways and drawing conclusions from their findings as appropriate for their age.
- Show enjoyment in the activities they are undertaking and enthusiasm for the subject
- Work responsibly and safely with a range of equipment
- Have access to, and use, a wide scientific vocabulary which progresses through the school
- Children able to recall information learned during lessons and during subsequent lessons in the following days and weeks using key vocabulary (particularly the key knowledge identified).

At St Bartholomew's we encourage children to gain confidence in asking their own questions and devising investigations to answer them. We look for opportunities to give children the chance to explore critical thinking questions and demonstrate their learning.

6. Planning

Planning in Science is a process in which all teachers are involved. Shared planning in year groups ensures all children have equal access to the curriculum. Work is planned using the National Curriculum 2014. All teachers have copies of short term planning to ensure coverage of topics. The current long term plan for Science will be available on ITsLearning and be kept up to date by the science coordinators.

KS1 and KS2 follows the key objectives in the National Curriculum 2014 Science document. Aspects of 'working scientifically' are developed within each unit of study and are progressive throughout the school. Children develop through practical scientific study. All year groups have weekly Science lessons where there are opportunities to retrieve prior learning (90 minutes in KS2 and 60 minutes in KS1). To accommodate for split year group classes, objectives for KS1 (Years 1 & 2) lower KS2 (Years 3 & 4) and upper KS2 (year 5 & 6) are covered in a two-year cycle.

7. Differentiation in Science

The children are taught in their class groups. Work is provided at different levels which meet the wide range of children's needs within the class:

- Children may be grouped in ability within the class with appropriate tasks set
- A variety of tasks varying in difficulty may be set related to a specific theme – extension activities are given to those who are more able
- Greater teacher support may be given to less able pupils – more responsibility and challenge will be given to more able pupils.
- Lower year group vocabulary will be available for SEN and EAL children.
- If required, tasks for lower year groups in each phase may be modified to suit the general capabilities of the younger year.

8. Resources

Science boxes are kept in a central Science store. The equipment and contents of the boxes are appropriate to the relevant year group/topic. Staff should notify the Science Co-ordinators of any extra resources required, of any breakages or losses which occur and of any new materials which might prove to be useful. There will also be a science library area in the science store with books to support the curriculum.

The Science coordinator is responsible for auditing the resources and using the Science (and Science week) budget appropriately.

Unsupervised children are not allowed to collect resources and all teaching staff need to ensure all materials are returned at the end of each unit.

Planned units of work are held centrally on ITS Learning. Vocabulary resources and other key display items are also available on ITS Learning.

9. Recording of work

Each child has a science book which will move with the child to future year groups. This records independent work and progress. Achievements during practical tasks where there is no formal recording in books will be recorded on the 'Mind the Gap' form for each unit of work.

Marking of work will be as per the requirements of the Schools Marking Policy.

10. Assessment

Formative teacher assessment is used to guide the progress of individual pupils in Science. It involves identifying each child's progress in each area of Science curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning. Formative assessment is mostly carried out informally by the teacher, in the course of their teaching, in accordance with the assessment policy. This may take the form of:

- Oral responses
- Observations
- Written work including diagrams, construction and interpretation of graphs and diagrams
- Quizzes/tests
- Explaining concept cartoons

More formal summative assessments will be used to support assessment levels.

Children are assessed against the nation curriculum objectives for knowledge and working scientifically. At the end of each unit, teachers record data of the children meeting or exceeding these expectations. The children's understanding will be recorded as: Working towards expected (WTS); At expected (EXP) or Greater depth (GDS).

To help with judgements, teachers will refer to support materials which show expectations for each topic area. They will record the names of children who fall below and above the expected levels on the Mind the Gap sheet for each unit. At the end of the year, the class teacher will make a summary judgement using the year's records.

Year 6 data is recorded and sent to the LEA as either an 'Expected' or 'Working Below' grading however, teachers are encouraged to look for and challenge their higher attaining scientists.

11. Reporting to parents

Attitudes to Science, progress in the ability to investigate scientifically and understanding of scientific ideas and concepts will be communicated through parents evenings and the annual written report to parents which includes a statement about Science in the general comments.

12. The 'Outdoor Classroom'

The development of the 'Outdoor Classroom' is vital in providing a unique resource to enhance the quality of teaching and learning in Science and other subjects. Teachers are encouraged to use the outdoor classroom as often as possible. This includes the track, badger trail, badger nesting sites, peace garden, planting area and pond area. Children also visit the local countryside.

13. Other enrichment activities

The curriculum will be further enhanced by enrichment activities including trips such as the Space Centre (Year 5 & 6), a graveyard (Rocks in Year 3 & 4) and visits to the local countryside at different times of the year KS1 and KS2.

The whole school will also take part in a National Science day where there is an additional science focus. A range of Science activities take place during that time including outside visitors to inspire and educate the children.

14. Eco School

Children are given the opportunity to develop their scientific understanding of what it means to be Eco friendly.

St Bartholomew's was awarded the Bronze award in 2008 and the Silver award in 2009 and the Green Flag award in July 2017. We will continue to promote and educate about how to look after our local and wider world environment and what it means to be more sustainable. A focus group of children will work together in an Eco club to look for ways to develop the school's sustainability.

15. Health and Safety

- The teacher should be clear as to the purpose of the work and ensure that any testing that needs to be carried out complies with health and safety procedures and has been practised prior to the lesson.
- Risk assessments should be carried out
- CLEAPPS referred to and advice followed when using chemicals or fire in the classroom
- Safety hazards should be pointed out to the children at the beginning of any work.
- The science coordinator will communicate safety advice to colleagues periodically, including when Science risk assessments are reviewed.

16. The Role of the Teacher

The role of the teacher is one of planning and delivering a balanced programme of scientific activity. This entails learning knowledge about chemistry, physics, and biology in addition to planning activities which cover a range of science skills over the year. The teacher encourages the children to ask questions, find out answers for themselves and explain scientific concepts using appropriate but stretching vocabulary.

17. Implementation

At St Bartholomew's, children cover the full curriculum for their year group expectations (on a two year rotation). Children are taught Science on a weekly basis. This is often through discrete lessons although some lessons (particularly FS) are more cross curricular.

Early Years

We encourage children to:

- Explore and recognise features of living things, objects and events in the natural and man-made world
- Look at similarities, differences, patterns and change
- Talk about their observations and sometimes record them
- Be confident in asking questions, formulating ideas and predicting outcomes.
- Learn new scientific vocabulary