



Inmans Primary School

Science Policy

Date	Written By	Approved by	Review Date
January 2023	S.Fellows	SLT	July 2025

At Inmans we believe that all children are entitled to a broad balanced science education. We provide all of our children with a developing science curriculum which builds on prior learning and experiences, which will stimulate and excite their natural curiosity, along with a deepening understanding of the world we live in.

These experiences should enable children to develop their ideas and ways of working to enable them to:

- think critically and communicate their understanding.
- have opportunities to apply their scientific skills in different contexts across the curriculum.
- develop all enquiry skills.
- makes sense of and communicate scientific knowledge and skills.
- explore and link to the world around us.

Aims and objectives

Our aim and objective are for all children:

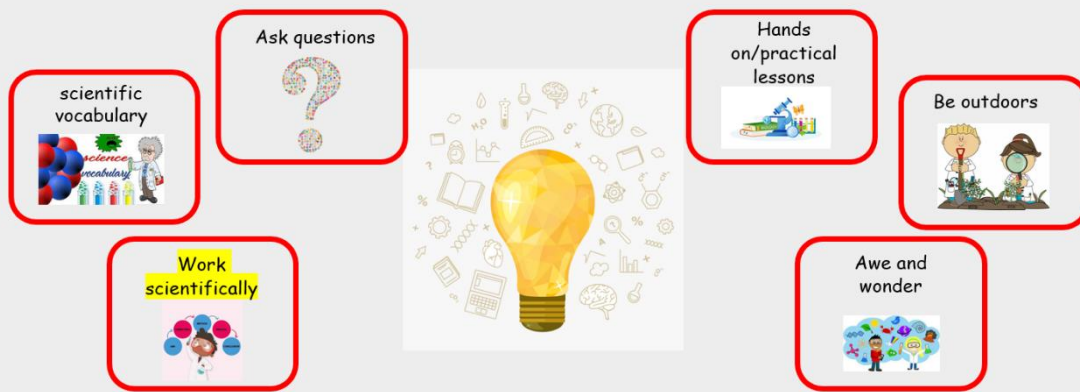
- to have a positive attitude to science.
- to build on their natural curiosity and develop their scientific approach to problems.
- to develop a systematic and logical way of working.
- to come to a deepening understanding of scientific concepts.
- to work safely and carefully.
- to make links cross- curricular links to science.
- to prepare for a life in an increasingly scientific and technological world.
- to foster concerns about, and active care for, our local and global environment.
- to self-assess, persevere, and take responsibility.
- to develop the use of ICT in investigating and recording.
- to become effective communicators of scientific ideas, facts and data.
- to deepen their science capital.
- to develop science informally through science clubs and whole school science days



VISION & PRINCIPLES



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How science is structured through the school

All children have access to the Early Years Foundation Stage Curriculum or the Science National Curriculum. We use a variety of teaching and learning styles in all lessons to ensure all children can access the science curriculum.

Planning for science is a process in which all teachers are involved to ensure that the school gives full coverage of the National Curriculum Science and science in the Foundation stage. Science teaching in the school is focused on both knowledge and skills progression and we adapt and extend the curriculum to match the circumstances of our school to give children an understanding of the world around them.

Medium term plans and Knowledge organisers include previous and current learning along with a list of essential vocabulary. This ensures teachers have a good idea of how the unit links to what the children should know already and what they will learn in the future. Teachers follow progression documentation between each year group to ensure progression between year groups of working scientifically skills (which is year group specific, sets out ARE expectations and Greater Depth expectations) this also supports teachers to plan for progression.

We aim for our lessons to:

- cover topics as outlined on long term plans.
- have the enquiry type identified and displayed in the classroom.
- allow for children to gain a progressively deeper level of knowledge, understanding and skill competency as they move throughout the school.
- return to prior learning in each lesson to address misconceptions and to ensure knowledge sticks.

Assessment for learning

Teachers will assess children's work in science by making informal judgements during lessons and adapt teaching if needed. On completion of a piece of work, the teacher assesses it, and uses this assessment to plan for future learning. Written or verbal feedback is given to the child to help guide his/her progress. Older children are encouraged to make judgements about how they can improve their own work. At the end of a unit of work, s/he makes a summary judgement about the work of each pupil in relation to the National Curriculum levels of attainment using flic. We use these grades as the basis for assessing the progress of each child, and we pass this information on to the next teacher at the end of the year. To ensure accuracy the school science coordinator monitors progress through the school by sampling children's work at regular intervals.

Health and safety

It is important that children are taught the rules of safety when undertaking experiments and investigations. Materials and equipment need to be handled sensibly. We check all lessons using CLEAPSS and gain advice if needed. It is the teacher's responsibility to make sure that all helpers (TAs etc.) are aware of safety implications connected with any Science activity they are undertaking.

Monitoring and review

To ensure planning and coordination of the science curriculum is successful the subject leader will:

- supports colleagues in their teaching, by keeping informed about current developments in science and providing a strategic lead and direction for this subject
- gives the headteacher and Governors an annual summary report in which s/he evaluates the strengths and weaknesses in science and indicates areas for further improvement;
- uses specially allocated regular management time to observe teaching, monitor medium term plans, complete learning looks, monitor children's work and analyse data and monitor the Science curriculum.

Science and inclusion

At our school, we teach science to all children, whatever their ability and individual needs. Science forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our science teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see individual whole-school policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL). When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum levels allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs. Intervention through School Action and School Action Plus will lead to the creation of an Individual support plans for children with special educational needs. The support plans may include, as appropriate, specific targets relating to science. We enable all pupils to have access to the full range of activities involved in learning science. Where children are to participate in activities outside the

classroom (a trip to a science museum, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.