Science Policy

Intent

At Primet Primary School, our intent is to deliver a creative and engaging science curriculum that inspires children to develop a love of science and a curiosity about the world around them. Our values of **Aspire, Respect and Together** underpin the actions and decisions of the entire school community. Through high-quality teaching and meaningful scientific experiences, pupils are encouraged to **aspire** to achieve their very best, developing the knowledge, skills and confidence to question, investigate and explore scientific concepts. Children are provided with opportunities to observe, predict, experiment and draw conclusions, enabling them to become curious, independent and reflective learners. They learn to **respect** the natural world, living things and the environment, developing an understanding of the importance of sustainability and responsible choices. By working **together**, pupils collaborate during practical investigations, share ideas, discuss findings and develop their scientific reasoning and communication skills. We provide opportunities for children to apply, consolidate and extend their scientific knowledge and enquiry skills across the curriculum, enabling them to develop a deeper understanding of the world and a lifelong enthusiasm for science.
The teaching of Science should stimulate children's natural curiosity encouraging them to become active enquirers through observing and questioning the world around them. The curriculum has been designed to develop the knowledge and skills in a progressive programme that allow children to work scientifically. Children are encouraged to; learn from first hand experiences, solve problems through critically thinking, generate and investigate questions in a safe, controlled and fair environment developing a deeper understanding of what it is to be a scientist.

Aims

The aim of our science curriculum is to develop curious, enthusiastic and knowledgeable learners who have a secure understanding of the world around them. Through engaging, practical experiences, we encourage children to question, investigate, explore and discover scientific concepts.
Our science curriculum aims to:

1. Foster curiosity, enthusiasm and a lifelong interest in science.
2. Develop secure scientific knowledge and understanding across biology, chemistry and physics.
3. Equip pupils with scientific enquiry skills, including observing, predicting, investigating and drawing conclusions.
4. Provide practical, hands-on learning experiences that encourage exploration and discovery.
5. Develop scientific vocabulary, communication, critical thinking and problem-solving skills.
6. Enable pupils to apply scientific knowledge to real-life situations and understand its importance in everyday life.
7. Promote environmental awareness, sustainability and respect for the natural world.
8. Ensure an inclusive curriculum where all pupils can participate, collaborate and achieve.
9. Inspire pupils to recognise the importance of science in future learning and careers.

Procedures and Practise

Some classes teach Sciences as weekly lessons, while others teach the subject in blocks across a half term. Both approaches ensure full coverage of the agreed syllabus. Teaching in science focuses on subject mater but also the key skills of working scientifically and carrying out enquiries.

Oracy

Oracy plays a vital role in Science, enabling pupils to develop their scientific understanding, communicate ideas clearly and confidently, and explain their thinking using appropriate scientific vocabulary. At Primet Primary School, oracy is embedded throughout science lessons through purposeful discussions, questioning, collaborative investigations and opportunities to share predictions, observations and conclusions. Pupils are encouraged to ask questions, explain their reasoning, listen to others and respectfully challenge ideas using scientific evidence. Teachers model accurate scientific language and provide sentence stems to support pupils in articulating their understanding. Through talk partners, group discussions and practical activities, children develop their confidence, curiosity and critical thinking skills. These opportunities ensure that all pupils can actively participate in scientific enquiry, deepen their understanding of key concepts and develop the communication skills needed to think and work scientifically.

Roles and Responsibilities

The Science subject leader, Jodi Bury, works alongside the Senior Leadership Team to ensure high-quality teaching and learning across the school. Responsibilities include developing and reviewing the Science curriculum and policy, supporting staff with planning and resources, and sharing good practice. Monitoring through planning and work scrutiny, pupil discussions and staff dialogue helps identify strengths, areas for development and priorities for improvement.

Assessment

Assessment in Science is carried out through observation, discussion and review of pupils' work. Teachers assess pupils' progress throughout the year and report it to parents 3 times a year. Assessment information is used to monitor progress, inform teaching and learning, support reporting to parents and contribute to data analysis for senior leaders and governors.

Roles and Responsibilities

The Subject Leader is responsible for improving the quality of teaching and learning in science by:

- Monitoring pupil progress and attainment.
- Evaluating the provision of science across the school, including intervention and support programmes.
- Monitoring and developing the quality of the learning environment.
- Leading the development and implementation of Science policies and practice.
- Auditing provision and supporting colleagues' continuing professional development (CPD).
- Purchasing, organising and managing science resources.
- Keeping up to date with national developments, research and best practice in science.
- Monitoring the impact of science teaching and learning across the school.
- Supporting staff to ensure consistency in the implementation of the science curriculum.

Monitoring and Evaluation

The quality of teaching and learning in Science is monitored through the school's agreed monitoring cycle. This includes reviewing pupils' work, lesson observations where appropriate, pupil discussions and professional dialogue with staff.

The subject leader and Senior Leadership Team maintain an overview of the intent, implementation and impact of Science and use monitoring outcomes to inform future planning, professional development and curriculum improvement. The governing body has a statutory responsibility to ensure that science is included in the basic curriculum and that sufficient time and resources are allocated to enable high-quality provision.

Signed JBury 11.11.26