Stanford in the Vale CE Primary School

Science Policy

Intent

At Stanford in the Vale School, our aim is to deliver a practical and engaging science curriculum that encourages all children to learn to love science, to develop their natural sense of curiosity about the world around them and to enable them to acquire specific skills to help them think and work scientifically. Throughout the programmes of study, children will obtain and develop the key knowledge that has been identified within each unit and across each year group. Working scientifically skills are built on year upon year so that children can confidently use equipment, conduct experiments and investigations, explain concepts and continue to ask questions and be curious about their surroundings.

Implementation

The National Curriculum Programmes of Study and the Early Years Foundation Stage Curriculum and their expectations for each year group define our science curriculum. Following the National Curriculum for science ensures the progression of and building up of knowledge throughout the years. Progression documents are available on the network for staff to refer to when planning and teaching to ensure that knowledge from previous years is used and built upon.

Foundation Stage: Science in the Foundation Stage is taught as an integral part of the topic work covered during the year. Children are expected to explore the natural world around them by making observations and drawing pictures of plants and animals. They will learn about similarities and differences between the natural world around them and contrasting environments. They will also understand some important processes and changes in the world around them such as seasons and changing states of matter.

KS1 & KS2

- Science is taught in planned and arranged topic blocks and cross curricular links are made where possible. Planning is adapted to suit all abilities and to allow all children to succeed
- Through our planning, we provide opportunities for practical work that allow the children to find out things for themselves. Children are encouraged to ask their own questions and are given opportunities to use their scientific skills and research to discover the answers.
- Teachers refer back to previous learning and skills during Science lessons to further embed children's knowledge and enable their recall of this information. Where

possible, key information, vocabulary and relevant diagrams are displayed in the classroom for children to refer back to during their work.

- Extra-curricular opportunities ensure that children's knowledge is put into context and enriched. Science trips and visitors allow children to explore concepts in more depth and access expert knowledge and practical opportunities. Regular events such as STEAM week and Science week promote the profile of science and allow time for the children to freely explore scientific topics.

Health and Safety

All teachers and teaching assistants are aware of the 'Be safe' and 'Make it safe' booklet, from the association of Science Education and take consideration of this when planning lessons. Children are taught to observe the rules of safety during science lessons.

Impact

Our approach to teaching science at Stanford in the Vale School results in a high-quality science education that provides children with the foundations for understanding the world around them. Children will know more, remember more and understand more about the curriculum. Children retain prior learning and explicitly make connections between what they have previously learnt and what they are currently learning.

The subject coordinator tracks children's progress throughout the year. They keep samples of children's work in a portfolio which are used to demonstrate the expected level of achievement in science for each age group in the school.

Pupil voice is used to further develop the Science curriculum through questioning of pupils' views and attitudes towards science and assessment of their enjoyment of the subject.

The subject coordinator also meets with the curriculum coordinator to discuss pupil voice, book scrutinies, planning and displays.

A report on the areas covered and pupils' progress against national expectations is sent to parents/carers at the end of the academic year.

Policy Written: February 2025

Next Review: February 2026

Lucy Bowden Science Coordinator