





Science Policy



Reviewed: September 2026



Next Review: September 2027

Science Policy

At Green Park Community Primary School, we aim to provide a high-quality, inclusive and engaging science education that develops pupils' curiosity about the natural world, scientific knowledge and conceptual understanding, and their ability to work scientifically. Science is taught progressively so that pupils build securely on prior learning and develop the knowledge, vocabulary, skills and confidence needed for future learning.

Subject Leader	Mrs K Turrell
Reviewed	September 2026
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Status	Agreed by staff and governing body

1. Intent

To develop pupils' enjoyment of and engagement in science.

To develop pupils' scientific knowledge and conceptual understanding through biology, chemistry and physics.

To enable pupils to communicate scientific ideas clearly using appropriate scientific vocabulary.

To develop curiosity, collaboration, resilience and perseverance.

To equip pupils with the scientific knowledge needed to understand the uses and implications of science, today and for the future.

To develop understanding of the nature, processes and methods of science through different types of scientific enquiry.

To connect and build upon prior knowledge, leading to progression and depth of understanding.

To enable all pupils to achieve the best possible standards and outcomes, whatever their starting points.

To develop science as part of STEM and make meaningful links with other curriculum areas.

To develop the skills needed to ask questions, gather evidence, interpret findings and draw evidence-based conclusions.

2. The Science Curriculum

Early Years Foundation Stage

Science in Reception is taught through the Early Years Foundation Stage Statutory Framework, particularly Understanding the World. Pupils explore the natural and human-made world, make observations, notice similarities and differences, ask questions and develop understanding through first-hand experiences.

Key Stages 1 and 2

Science is taught in accordance with the statutory National Curriculum Programme of Study for science. The curriculum provides coverage across biology, chemistry and physics. 'Working Scientifically' is embedded within substantive science teaching rather than taught as a separate strand. A unit of science is taught each term in Key Stages 1 and 2, supported by the school's curriculum planning and coverage documents.

Working Scientifically

Pupils are given regular opportunities to develop scientific enquiry skills through a range of approaches, including:

- observing over time
- pattern seeking
- identifying, classifying and grouping
- comparative and fair testing
- researching and using secondary sources
- asking relevant scientific questions
- making predictions where appropriate
- planning enquiries and identifying variables where appropriate
- making careful observations and taking measurements
- recording, presenting and interpreting data
- drawing conclusions from evidence and evaluating results

Teachers select the type of enquiry that best matches the scientific question. Not all enquiries require a hypothesis; where appropriate, pupils make predictions and use evidence to support or challenge their ideas.

3. Implementation

Scientific Enquiry

Science is taught with an emphasis on practical enquiry and first-hand experiences. Teachers use exploration, investigation, observation, comparison, classification, research, modelling and fair testing. Pupils are encouraged to generate questions, plan appropriate enquiries, collect evidence and communicate findings.

Science and Computing

Pupils use appropriate technology to enhance scientific learning, including cameras and tablets for observations, data loggers where appropriate, and spreadsheets or other software to create tables, graphs and charts.

Recording Pupils' Work

Pupils communicate scientific ideas and findings using written explanations, scientific diagrams, labelled drawings, tables, charts, graphs, photographs, models and verbal or digital recordings. Recording is adapted appropriately to pupils' age, stage and needs.

4. Assessment

Class Teacher

Formative assessment is ongoing through questioning, observation, discussion, practical work, feedback and review of pupils' work. Teachers identify misconceptions and gaps and adapt subsequent teaching accordingly.

Summative assessment is completed at the end of units using the school's agreed assessment system. The RAG system supports teachers in identifying the extent to which pupils have understood and applied taught concepts:

RED – taught but not yet securely understood.

AMBER – some understanding demonstrated; further teaching, practice or revisiting is needed.

GREEN – secure understanding and application demonstrated.

BLUE – secure understanding, application and links to other topics or areas demonstrated.

Assessment information is used to identify gaps, support transition and inform future planning. At the end of Key Stage 2, statutory science teacher assessment requirements are followed in accordance with current Department for Education and Standards and Testing Agency guidance.

Responsibility of the Science Leader

The Science Leader works with the Headteacher to maintain an appropriate monitoring cycle, including review of planning, pupils' work, pupil voice and lesson observations where appropriate. Findings are shared with staff and, where necessary, reported to the Governing Body.

5. Impact

The impact of the science curriculum is evaluated through pupils' knowledge, understanding, scientific vocabulary, enquiry skills, confidence and ability to apply learning. Monitoring and assessment should show that pupils build on prior learning, make progress from their starting points and develop increasing independence as scientific thinkers.

Pupils demonstrate curiosity and enthusiasm for science.

Pupils develop secure scientific knowledge and vocabulary.

Pupils use a range of scientific enquiry approaches appropriately.

Pupils record, interpret and communicate scientific findings.

Pupils apply scientific understanding to new situations and real-world contexts.

Pupils demonstrate resilience, collaboration, organisation and effective communication.

6. Resources

Class teachers inform the Science Leader of resources required. Resources are stored appropriately and checked regularly. An annual resource audit is undertaken, with replacements and new resources sourced according to need and available budget. Age-appropriate science books and non-fiction texts are available. Workshops, visitors, trips and whole-school science events may enrich pupils' experiences.

7. Health and Safety

The safe use of equipment and materials is promoted at all times. Staff follow current Association for Science Education guidance and the school's health and safety procedures when planning and delivering practical science.

Teachers consider health, safety, safeguarding and accessibility when planning practical activities.

Activities are adapted where necessary for allergies, medical needs and disabilities.

Risk assessments are completed where required and reviewed when circumstances change.

Additional risk assessment is undertaken for unusual activities, educational visits and off-site experiences.

Appropriate supervision is maintained during practical activities.

Accidents and incidents are recorded and reported in accordance with school procedures.

8. Inclusion and Additional Educational Needs

At Green Park Community Primary School, all pupils are entitled to a high-quality science education regardless of need or disability. Inclusive practice is embedded through high-quality first teaching, adaptive teaching, appropriate support and reasonable adjustments.

identify needs as early as possible and put appropriate support in place

provide access to a broad and balanced science curriculum

adapt teaching, resources, language, recording methods and practical activities where appropriate

provide an accessible learning environment

develop pupils' independence

monitor progress and respond to identified gaps

work closely with parents and carers

work with the SENDCo and external professionals where appropriate

Pupils with SEND will be included in science lessons and practical experiences wherever possible.

Support may include adapted resources, scaffolding, flexible grouping, additional adult support, technology and alternative ways of recording or communicating learning.

9. Promoting Science

The Science Leader promotes the profile of science across school and provides opportunities for pupils to experience science beyond the classroom. Opportunities may include:

whole-school science days or themed events

science workshops and visiting organisations

year-group educational visits and fieldwork

visits to local secondary schools or other science-related settings

opportunities to meet or learn about scientists and STEM professionals

use of the school environment and local area for practical science

10. Role of the Science Leader

Monitor standards and use findings to inform the science action plan.

Provide leadership and management of the subject to support high-quality teaching and learning.

Motivate, support and model effective practice for staff.

Identify and organise appropriate science CPD.

Develop and review the science policy and curriculum documentation.

Liaise with external agencies and attend relevant subject-specific training.

Report to the Headteacher and Governing Body on science-related matters where appropriate.

Plan and organise science resources within the available budget.

11. Curriculum and Policy References

Department for Education – National Curriculum in England: Science Programmes of Study.

Department for Education – Early Years Foundation Stage Statutory Framework.

Standards and Testing Agency – Key Stage 2 Teacher Assessment Guidance.

Association for Science Education – current primary science health and safety guidance.

This policy should be read alongside the school's curriculum documents, assessment arrangements, SEND policy, health and safety procedures, safeguarding policy and educational visits procedures.

Appendices

1. National Curriculum 2014 – Science

2. Science Coverage – using the National Curriculum

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