Science Policy

Approved by:	Full Governing Body	
Date:	January 2025	
Review:	January 2026	
Signed:		Chair: Mr. C, Harris

Introduction

Pupil show a fascination and curiosity in their surroundings, taking a delight in finding ways to investigate their environment. At Reddal Primary School, we believe that by encouraging this natural inquisitiveness we will help our pupils make sense of the world around them. As teachers, we seek to develop in the pupils an awareness of how science permeates almost every aspect of our lives.

Aims

We aim to:

Develop in each pupil's knowledge and understanding of, and an ability to use, the scientific process which will encourage them to acquire scientific skills and relate these to everyday experiences; learn about the ways of thinking, finding out about and communicating ideas; and explore values and attitudes through science.

Teaching and Learning

At Reddal Hill, we use a variety of teaching and learning styles in our science lessons and enable the pupils to develop their scientific enquiry skills, using a range of resources. Our principal aim is to develop pupil's knowledge, skills and understanding, through whole class teaching and group work. We also engage the pupils in enquiry-based research activities; we encourage the children to ask, as well as answer, scientific questions and give them the opportunity to use IT in science lessons to enhance their learning. Wherever possible, the pupils are involved in 'real' scientific activities, for example, carrying out practical experiments and analysing the results or using the grounds of our school or the local area or trips to study the environment and the animals living within it. With the support of staff and pupils, Reddal Hill have developed a clear set of principles and curriculum overview for science to show what science should look like within our school. These principles are as follows:

Science is practical and explorative in nature:
Science makes links to real life:
Science is exciting, engaging and fun;
Science is collaborative;
Science links to other subjects where possible;
Science is challenging;
Science encourages questioning and inquisitiveness; and
Science is well-resourced.

National Curriculum Coverage

Science is a core subject in the National Curriculum (2014).

We teach the skills of working scientifically through the national curriculum programmes of study. Children in the Early

Years Foundation Stage, (EYFS) are taught the scientific elements within the document, following the Statutory framework for the EYFS (2021), which is detailed in the Understanding the World area of learning. Our science curriculum overview clearly shows which units of the National Curriculum are being taught in each year group and how they are progressive across the whole school.

Planning

The National Curriculum currently provides the broad framework for the curriculum. A progression document and an overview of science have been written by the Science Leader and Curriculum Lead to ensure coverage and progression of skills within science. Teachers use the progression document and overview of science as guidance for their unit plans and short term/weekly planning.

Differentiation

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities and, at times, providing opportunities for them to select their own level of challenge. We recognise that our planning must allow pupils to gain a progressively deeper understanding and competency as they move through school.

Equal Opportunities

All pupils will be given equal access to science irrespective of race, gender, level of ability or nationality. Mutual respect and tolerance for all will be promoted through the study of science.

Assessment

The assessment of science is an integral part of teaching at Reddal Hill. It allows teachers to identify what our pupils already know / what has been learnt (prior knowledge), and to monitor pupils' progress. A pre and post unit assessment is completed for each unit, to enable the teachers to make clear and accurate judgments and have a sound understanding of prior knowledge and progress made. All class teachers assess their pupils on an ongoing basis but will complete the science assessment skills ladders at least termly which include the skills of working scientifically alongside the specific unit of science covered within each term. These skills ladders will be passed onto the next teacher at the end of each academic year.

Written work is marked, making it clear where the work is correct and where appropriate, incorrect use of scientific vocabulary is amended appropriately. Pupils are also encouraged to peer and self-assess their understanding regularly within science lessons. Retrieval tasks are used on a frequent basis to enable pupils to recall prior learning.

Resources

The science resources and equipment are kept in a central area where they are accessible for all year groups. Resource audits are completed termly to ensure that there are sufficient amounts of resources required. Resources are updated, with consultation from

teachers to ensure pupils have access to high quality resources to support the teaching and learning of science across the school.

General Data Protection Regulation (GDPR)

The General Data Protection Regulation provides a framework to ensure that personal information is handled accordingly. Personal information in school is managed in accordance with the requirements of GDPR. For further details of how we manage personal data, please see our privacy notice, which can be found on our school website https://www.reddalhillprimary.com/our-school-policies/