



*'Be the best you can be; together we grow from acorns
to oaks, flourishing in God's love'*

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

SCIENCE POLICY

**Policy Lead
Committee:**

Local Academy Committee

In consultation with:

Approved by:

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Review Frequency: 2 Years



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1. Introduction

At Bream C of E Primary school, Science forms an important part of the Education of each of our pupils. We aim to provide exciting, engaging and thought-provoking lessons that will encourage all pupils to question their world around them, and become inquisitive about what they are learning by taking part in research, investigations and evaluations of their own experiences.

Science is about giving children the knowledge of how science contributes to our world and the changes that have happened because of it, showing how vital it is for our future development. Allowing children to be involved with science in exciting and exploratory ways, will hopefully encourage our children to link these experiences to real life and consider how they themselves might be able to contribute to the world of science.

We value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We recognise that in order for children to succeed and have valuable learning experiences, our curriculum must offer opportunities for all pupils to grow as individuals as well as learners. We understand that children grow and develop differently, and this underpins the delivery of learning and each child's learning journey.

Our Christian Vision, 'Be the best you can be; together we grow, from acorns to oaks, flourishing in God's love.' is taken from Isaiah 61:3 – Oaks of Righteousness. "They will be called oaks of righteousness, a planting of the Lord for the display of his splendour."

At Bream C of E Primary School, we have a strong desire and belief that all children will become magnificent people, no matter what their background, and they will make a difference in their world. Our school values put all children at the centre of what we do, and we have high aspirations for all pupils: we want them to become caring, confident and curious young people that have a passion and enthusiasm for learning.

The aims of Science at Bream C of E Primary School

- To promote positive attitudes towards science.
- To support our children in becoming caring, confident, curious learners.
- To provide teaching that will allow all pupils to reach their full potential and experience success.
- To develop children's knowledge, skills and understanding, so they have a deeper understanding of the science they are learning.
- To support our children in becoming inquisitive, enthusiastic scientists who ask questions about their natural world.
- To provide a wide variety of problem-solving activities and practical investigations.
- To promote a world of science and engage in (where possible) real life scientific activities.
- To be fully inclusive so that all children can access a high-quality science curriculum, through learning tasks that are appropriately matched to their scientific abilities, providing suitable learning opportunities and challenge.



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2. Curriculum

We believe that all children, regardless of their starting point, have the right to reach their full potential in Science and enjoy and achieve at their own level. All children will be encouraged to develop:

- An understanding of the importance of Science in everyday life.
- Scientific knowledge and conceptual understanding
- Positive attitudes, curiosity, perseverance and willingness to observe and explore scientifically.

The Science curriculum and scheme of work developed at Bream covers all of the areas outlined in the National Curriculum. All children from Year 1 to Year 6 will receive between 1 and 1.5 hours of Science education per week. Reception will receive their Science education throughout the different areas of learning as set out in the EYFS Framework, in particular 'Understanding the World'.

3. Planning and progression

Each year, the children will follow the schools agreed Science Scheme of Work and the units set out in our progression document, linked to the requirements of the National Curriculum. The progression documents have inclusion as a golden thread and our Rosenshine pedagogy woven throughout. The medium-term planning documents will indicate the units being taught during that half-term, as well as the learning objectives being achieved. Staff will then plan their individual lessons for children, based on their knowledge of the children's ability and previous learning. Staff will use Developing Experts, The National Curriculum, and other high-quality resources to plan and deliver well-structured and engaging lessons. Staff will also be aware of the previous blocks for learning to ensure consistent progression throughout each unit, with learning being built upon at all times.

4. Assessment

Assessment in Science is both formative and summative. Throughout daily reviews and lessons, children will be observed working individually, in pairs or in small groups. Children will receive feedback and support tailored to their learning needs. Staff will also assess children's progress and development through written work evidenced in books, as well as through questions, talking and listening to their responses. At the end of each unit, children will complete a short 'quiz' so staff are able to assess their full level of progress and attainment throughout the entire unit. Insight Tracker is used to assess and track children's progress and attainment throughout the year. This is completed at the end of every unit. In EYFS, children's knowledge and progression are assessed according to the Development Matters attainment targets.



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5. Special Needs and Greater Depth

(N.B. Please also see the Trust SEND policy www.sfat.uk/policies)

Staff will endeavour to meet the needs of all our children through differentiation, providing a variety of approaches and tasks appropriate to ability levels. Staff will provide children with varying levels of support so that all children are able to join in with all elements of scientific learning, practical activities and investigations, to achieve and thrive in every lesson. Children displaying a high level of attainment and understanding will be extended and challenged to encourage deeper thinking and learning.

6. Resources

Science resources are located in the central stock room, along with Science texts to support teaching and learning.

Staff are responsible for checking all equipment before use and should notify the Science Co-ordinator of any faults. This equipment should not be used.

Staff should ensure that all equipment is return to the central stock room at the end of its use, to ensure it is readily available for other members of staff.

7. Health and Safety

When working with science equipment and materials during practical activities, staff should ensure that children understand the hazards and learn how to control them, ensuring the safety of themselves and others. When planning practical activities, staff should consider:

- *Allergies:* staff must be aware of any medical needs to ensure all equipment and resources are safe for every child (food item, materials, flowers)
- *Hot liquids:* if hot liquids are being used, are they being handled appropriately, are the children and staff wearing safety equipment (gloves), are hot liquids being stored out of reach of children/being monitored by an adult when not in use?
- Staff must carry out a visual risk assessment to ensure the safe working of all equipment before use, and give pupils disciplined strategies for safe handling of equipment when working, and safe storage when the lesson is over. Any unsafe or hazardous items should be immediately discarded, and reported to the Science Co-ordinator.
- Long hair should be secured, as appropriate.
- Staff should have knowledge of First Aid and know when and how to call for qualified First Aid assistance when needed.
- Any incidents (minor or major) should be recorded in the school accident book, marking the incident clearly as happening during a science lesson.



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8. Monitoring and Evaluation

It is the responsibility of the science subject leader and Senior Management Team to monitor the standards of children's work and the quality of teaching in science. This will be done in the following ways:

- Science co-ordinator meeting with staff to discuss plans and ensure they are matched against the Science progression document and National Curriculum.
- Informing staff about the current developments with Science, and supporting them in elements of their teaching where needed.
- Evaluating the strengths and weaknesses of the subject, identifying areas that need further development.
- Carrying out learning walks, lesson observations, book looks and listening to pupil voice to monitor the impact of Science teaching across the school.

This policy is available on the school website: www.breamcofe.co.uk/policies. Paper copies are available on request from the School Office.

