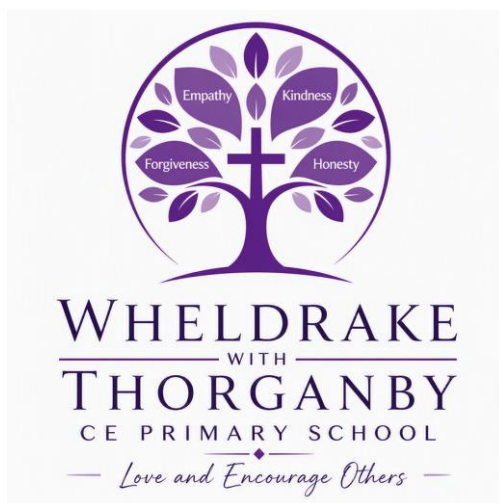


# Wheldrake with Thorganby CE Primary School

## Science Policy



**Genesis 1:1 In the beginning God created the heavens and the earth.**

At Wheldrake with Thorganby Primary School, we want every child to develop a sense of curiosity and wonder about the world around them. Our science curriculum encourages children to ask questions, investigate ideas, make observations and use evidence to develop their understanding of the world.

Through practical experiences, discussion and enquiry, pupils develop important scientific knowledge and skills alongside a positive attitude towards science. We aim to provide opportunities for children to explore scientific concepts in meaningful, engaging and memorable ways, helping them to become confident, independent thinkers.

Our science teaching supports pupils to understand how science influences our everyday lives and the world we live in. We encourage children to think like scientists: to be curious, to challenge ideas, to investigate carefully and to draw conclusions from what they discover.

## **Science Policy**

### **Intent**

At Wheldrake with Thorganby Primary School, science is an essential part of the primary curriculum and aims to develop pupils' knowledge and understanding of the world around them. At our school, science is taught through a combination of practical investigation, observation, discussion and the development of scientific knowledge and vocabulary.

Our science curriculum follows the National Curriculum for England and provides opportunities for pupils to develop the knowledge, skills and understanding needed to work scientifically. We aim to foster curiosity and encourage pupils to ask questions, make predictions, carry out investigations, record results and draw conclusions based on evidence.

We recognise that science contributes to pupils' wider development by encouraging resilience, critical thinking, problem-solving and collaborative working. All pupils, regardless of ability or background, are given opportunities to participate fully in science lessons. Appropriate support, challenge and adaptations are provided to ensure that pupils with additional needs can access the curriculum.

Where appropriate, science is linked to other areas of learning, while ensuring that pupils develop secure subject-specific knowledge and scientific skills.

### **Planning and Implementation**

Science is planned progressively across each year group so that pupils build on their previous learning and develop increasing depth of knowledge and understanding. Long-term planning ensures coverage of the National Curriculum programmes of study and identifies key scientific vocabulary, knowledge and working scientifically skills.

Teachers use medium- and short-term planning to identify clear learning objectives, appropriate activities and opportunities for practical investigation. Progression documents ensure that staff are aware of children's prior learning. They are then able to consolidate and build upon existing knowledge. Lessons include a balance of teacher explanation, discussion, practical work, independent activities and opportunities for pupils to demonstrate their understanding.

Working scientifically is embedded throughout the science curriculum. Pupils are given regular opportunities to:

- ask questions and recognise that they can be answered in different ways;
- make observations and take measurements;
- perform simple tests and comparative and fair tests;
- identify and classify objects and phenomena;
- use scientific equipment safely and appropriately;
- record and present data in a range of ways;
- use evidence to answer questions and draw conclusions;
- communicate their findings using appropriate scientific vocabulary.

Teachers ensure that lessons include appropriate challenge and support. Practical activities are carefully planned with consideration given to health and safety. Teachers model the correct use of scientific vocabulary and equipment and encourage pupils to explain their ideas using evidence and scientific reasoning.

### **Assessment and Reporting**

Assessment in science is ongoing and is used to identify pupils' existing knowledge, address misconceptions and inform future teaching. Teachers assess pupils through questioning, discussion, observation of practical work, written work and other appropriate activities.

Teachers monitor pupils' progress against the knowledge and skills identified in the science curriculum. Assessment information is used to identify pupils who require additional support or further challenge.

Pupils are encouraged to reflect on their learning and explain what they have discovered. Teachers provide feedback that helps pupils develop their scientific knowledge, understanding and investigative skills.

Assessment is also formally tracked through the use of an assessment spreadsheet. This is a summative document. Once data is entered by the class teacher a year on year progression of science can be seen for each individual child. Parents and carers receive information about pupils' progress in science through the school's usual reporting arrangements.

### **The Role of the Subject Leader**

The science subject leader is responsible for:

- developing and reviewing the science curriculum and policy;
- monitoring the progression of knowledge and scientific skills across year groups;
- supporting teachers with planning, teaching and assessment;
- identifying and sharing effective practice;
- reviewing assessment information and identifying areas for development;
- supporting staff in developing their subject knowledge and confidence;
- promoting practical investigation and opportunities for pupils to work scientifically;
- keeping up to date with developments in primary science education;
- contributing to the school's self-evaluation and improvement planning in relation to science.

The subject leader works collaboratively with teachers and the senior leadership team to ensure that science remains a high-quality, engaging and inclusive part of the school curriculum.