

Bryn St. Peter's C.E. Primary School



Science Policy

Reviewed by: H. Hilton 09.2025

Reviewed again: 2026

Our Vision

Through a positive caring environment, we provide the opportunity for every child to reach their full potential. We want pupils to enjoy science. We embrace Christian values and aim to provide creative, high-quality Science lessons to inspire and motivate our children to prepare them for their next steps.

Rationale

Science is a systematic investigation of the physical, chemical and biological aspects of the world which relies on first hand experiences and on other sources of information. The scientific process and pupils' problem-solving activities will be used to deepen their understanding of the concepts involved. The main aspects of science to be studied will be determined by the programmes of study of the National Curriculum 2014. We want our learners to continually evolve as scientists by building upon prior skills, knowledge and understanding.

Through science, pupils at Bryn St. Peter's C.E. Primary School will continue to deepen their respect, care and appreciation for the natural world and all its phenomena.

National Curriculum Coverage

Our science curriculum map indicates where and when science topics are taught across key stages. Our science curriculum includes all areas of the Science National Curriculum with opportunities for pupils to work scientifically. Learning builds upon prior knowledge to ensure sequenced learning that results in pupils being confident primary scientists at the end of key stage 2.

Aims

- to develop pupils' enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life
- to build on pupils' curiosity and sense of awe of the natural world
- to use a planned range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of science
- to introduce pupils to the language and vocabulary of science
- to develop pupils' practical skills and their ability to make accurate and appropriate measurements
- to create cross-curricular links, wherever possible
- to extend the learning environment for our pupils via our environmental areas and the locality
- to encourage inquisitive scientific minds
- to promote a 'healthy lifestyle' in our pupils

Objectives

The following objectives, derived from the above aims, will form the basis of our decisions when planning a scheme of work. Assessment will also be related to these objectives:

- to encourage pupils to relate their scientific studies to applications and effects within the real world
- to develop a knowledge of the science contained within the programmes of study of the National Curriculum
- to develop in pupils a general sense of enquiry which encourages them to question and make suggestions
- to encourage pupils to predict the likely outcome of their investigations and practical activities
- to use a planned range of investigations and practical activities to give pupils a greater understanding of the concepts and knowledge of science
- to provide pupils with a range of specific investigations and practical work which gives them a worth-while experience to develop their understanding of science
- to develop progressively pupils' ability to plan, carry out and evaluate simple scientific investigations and to appreciate the meaning of a 'fair test'
- to develop the ability to record results in an appropriate manner including the use of diagrams, graphs, tables and charts
- to develop pupils' ability to both understand and use scientific vocabulary effectively in order to communicate their ideas about science
- to develop basic practical skills with opportunities to use a range of simple scientific measuring instruments, such as thermometers and force meters and develop their skill in being able to read them accurately.

Principles of Teaching and Learning

Breadth and Balance

Pupils will be involved in a variety of structured activities and in more open-ended investigative work:

- activities to develop good observational skills
- practical activities using measuring instruments which develop pupils' ability to read scales accurately
- structured activities to develop understanding of a scientific concept
- open ended investigations.

On some occasions pupils will carry out the whole investigative process themselves or in small groups.

Cross-curricular skills and links

Science encompasses every aspect of our lives and we will relate it to all areas of the curriculum, wherever possible. We will also ensure that pupils realise the positive contribution of both men and women to science and the contribution from those of other cultures. We will not only emphasise the positive effects of science on the world but also include problems, which some human activities can produce.

Continuity and Progression

Foundation Stage pupils investigate science as part of Understanding of the World. Children are encouraged to investigate through practical experience; teachers guide the children and plan opportunities that allow the children to experience and learn, whilst experimenting for themselves. By careful planning, pupils' scientific skills and knowledge gained at Key Stage 1 will be consolidated and developed during Key Stage 2.

At Bryn St. Peter's, we have developed a standardised investigation framework that children are introduced to in KS1 and become increasingly familiar with throughout KS2.

Pupils in Key Stage 1 will be introduced to science, through focused observations and explorations of the world around them. These will be further developed through supportive investigations into more independent work, at Key Stage 2. The knowledge and content prescribed in the National Curriculum will be introduced throughout both key stages, in a progressive and coherent way.

Equality of Opportunity

All children have equal access to the science curriculum and its associated practical activities. The SLT, Class Teachers and TAs at Bryn St. Peter's C.E. Primary School are responsible for ensuring that all children (irrespective of gender, learning ability, physical disability, ethnicity and social circumstances) have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used.

All children have equal access to the Science Curriculum, its teaching and learning, throughout any one year. This is being monitored by analysing pupil performance throughout the school, to ensure that there is no disparity between groups.

Additional Educational Needs

The study of science will be planned to give pupils a suitable range of activities, appropriate to their age and abilities. Tasks will be set to challenge all pupils, including the more able. For pupils with SEND, the task will be adjusted or pupils may be given extra support. The grouping of pupils for practical activities will take account of their strengths and weaknesses, ensuring that all take an active part in the task and that they grow in confidence by doing so.

Health and safety

Pupils will be taught to use scientific equipment safely, when using it during practical activities. Class Teachers and Teaching Assistants will check equipment regularly and report any damage, taking defective equipment out of action. Prior to the lesson, a simple risk assessment will be carried out for all practical activities any perceived hazards will be reported to the Head, who will determine the appropriateness of the relevant activity. The class teacher will also inform any additional support staff of potential hazards to be aware of. Pupils are to be made aware of any potential risks and hazards.

Assessment for Learning, recording and reporting

Throughout the school, teachers will assess whether children are working at/above or below the expected level for their age, based on their understanding and application of the content of the National Curriculum 2014. Both formative and summative assessments are used in the teaching of Science. Termly summative assessments are utilised and results are reported back to the subject leader, for analysis. Progress and attainment are reported to parents through parents' evenings and end of year reports.