



Wildridings Primary School Science Policy

Headteacher	Mr Brent Ellis
Chair of the Governing Body	Mr Oli Rock
Approved by FGB	7 th May 2026
Next Review	May 2028

Rationale

At Wildridings, we strive to provide a high quality and engaging science curriculum which encourages and enables our children to explore and discover the world around them, sparking their curiosity so that they develop a deeper understanding of our world and beyond.

'The scientist is not a person who gives the right answers, they are the one who asks the right questions.'
Claude Levi-Strauss

Within the science curriculum at Wildridings, we intend for our children to:

- develop greater understanding of scientific processes through different types of enquiry and investigation, helping them to ask and answer specific questions about the world around them
 - develop scientific knowledge and conceptual understanding through the biological, chemical and physical strands of science
 - be equipped with the skills needed to better understand scientific advances both today and in the future.
1. Develop pupils' scientific vocabulary
 - Identify science-specific vocabulary
 - Explicitly teach new vocabulary (and meaning), revisiting to reinforce
 2. Encourage pupils to explain their thinking, whether verbally or in written form
 - Actively participate in lessons
 - Create a collaborative and supportive learning environment
 - Capitalise on the power of dialogue
 - Cultivate reasoning and justification (sentence stems)
 - Recognise the need for scientific rigour and perseverance
 3. Guide pupils to work scientifically
 - Recognise when to work independently and when to work within a team or seek support
 - Explicitly teach the knowledge and skills required to work scientifically, guiding pupils to apply this in practice, with opportunity to discuss and reflect
 4. Relate new learning to relevant, real-world contexts
 - Consider real-world contexts
 - Engage with science concepts supported by virtual models
 5. Use assessment to support learning and responsive teaching
 - Plan teaching that builds on existing knowledge and experiences
 - Monitor learning to inform teaching feedback and next steps
 - Summarise what has been learned against planned criteria
 6. Strengthen science teaching through effective professional development, as part of an implementation process
 - Use a range of information to identify priorities and professional learning needs
 - Reflect on SLT support at the strategic to classroom level

(adapted from – 'Improving Primary Science, Summary of Recommendations' - Education Endowment Foundation)

Planning

The planning for Years 1 to 6 is informed by the National Curriculum KPIs. It is supported by 'White Rose Science' to ensure coverage, continuity and the progression of scientific knowledge and skills. Science is taught in discrete lessons and through a cross-curricular approach, when appropriate, using progressions of skills. These key ideas are used to formulate enquiries and investigation whereby children are encouraged to hypothesise, carry out investigations and explain their findings to enable them to make sense of the world in a deep and meaningful way. White Rose provide a curriculum map, which aims to give a broad and balanced arrangement of areas of study and which shows the coverage and progression through the Science curriculum, as well as a progression of skills document and a separate progression of knowledge and key vocabulary covering Years R - 6. Science teaching aims to give children the opportunity to revisit and extend their scientific knowledge in the areas of learning, alongside opportunities to develop their ability to work scientifically and improve their scientific enquiry skills.

Any changes to the National Curriculum will be implemented with these principles in mind.

If you walk into Science lessons at Wildridings, you will see:

- Starting points of learning with the overarching focus for the unit: this could be a knowledge harvest, an experiment or learning knowledge towards an investigation or experiment.
- Key vocabulary for the unit and individual sessions are referred to and explained at the start of sessions.
- Learning objectives are shared with pupils in each lesson.
- Resources needed, e.g. equipment, are ordered prior to, organised and available for the start of the session in order to maximise learning time.
- Resources or outside space are likely to be used within most sessions.
- Ensure outcomes and objectives are challenged through working scientifically as much as possible.
- Scaffolds to be in place to ensure all pupils make progress
- Evidence of final piece/outcome either recorded in books, photographs on Tapestry, or a whole class piece of work (experiments).

Assessment

Children are assessed through monitoring of their work, both written and in diagram form, and by judgements made as teachers observe learning and enquiry activities. KPIs, key questions and aims are identified in the medium term or unit planning and teachers will assess children's outcomes against these aims (on Insight), using the following terms:

Below= Working below the standards of the year group

Just below = Working towards the expected standard

On track = Working at the expected standard

Greater depth = Working beyond the expected standard

Monitoring and reviewing

Monitoring is undertaken by the subject leader through book scrutiny, lesson observations and pupil voice sessions, with feedback given to teachers. Findings are recorded in the subject leader's folder (on the staff shared – T- drive), which provides an overview of progress, pupil voice together with strengths and weaknesses within the subject. An action plan is developed and implemented each year, linked to the School Improvement Plan. Monitoring at different points is therefore planned with the action plan being evaluated annually.

Resources

Teachers have access to a central resource room (currently located in the Key Stage 2 Hall), and the school grounds provide an excellent resource for science. There is an excellent selection of books in the library relating to scientific matters and use can be made of the School Library Service to supplement these when required.

Citizenship

The positive personal attributes that science develops, such as independence, resilience, collaboration and reflection help develop children's learning, reflects the school's values and enables the children to contribute well to the school community.

Health and Safety

We all want children to benefit from taking part in lots of practical science, and we know that it is vital that they do this safely. When planning practical activities for their lessons, teachers can find guidance on the CLEAPSS website. Whilst following this guidance, teachers should also think carefully about their setting and the children they are teaching. Then, they can tailor the safety measures they need to take in a useful way.