

St. Andrew's CE Junior School

Science Policy

Our vision

Through experiences rooted in Christian values and through mutual Respect, we guide children to develop Compassion, Responsibility and Resilience in a caring environment.

Our aims

It is our aim that in Science children observe, question and wonder in awe at the world about them. They are given the opportunity to develop scientific thinking, draw conclusions and investigate. We support children to develop the fundamental scientific skills of experimenting and investigating. The following policy outlines the teaching and learning of Science at St. Andrew's. The implementation of the policy is the responsibility of all teaching staff and will be monitored by the Science coordinator.

Curriculum planning

At St. Andrew's, Science is taught through the different strands of Science: biology, chemistry and physics, with children gradually deepening their understanding of how each strand relates to the world around them.

The distribution of units within each year group has been planned alongside our integrated curriculum approach and the 2014 National Curriculum. Within units, work is planned sequentially to build upon, revise and deepen prior learning. At least one enquiry (investigation) is planned into each unit or work. Children discuss the various scientific enquiry skills and how they apply to their learning in lessons. As informed by the Primary Science Teaching Trust, these skills are:

- Asking questions
- Making predictions
- Setting up tests
- Observing and measuring
- Recording data
- Interpreting and communicating results
- Evaluating

Teaching and learning style

At St. Andrew's, we use a range of teaching and learning styles in science lessons. Our main aim is to develop children's knowledge, skills and understanding and this is achieved through a combination of whole-class teaching and individual or group activities. Children are encouraged to ask scientific questions and this is supported through the use of knowledge organisers that are actively used in lessons. At the

beginning of lessons, children will discuss which strand of Science is being studied (Biology, Chemistry or Physics) and how this may relate to their line of enquiry. Resources are used to enhance learning for specific areas and where this is not possible secondary sources such as books, photos, graphs, diagrams and models are used.

Assessment and reporting

In the weeks following each unit of work, children are assessed on the objectives they have covered in lessons. The form the assessment takes is not fixed; however, teaching staff may choose to use summative tests, written work, a concept map or another piece of work to assess understanding in a particular unit. Foundation subject assessment analysis sheets are used to inform the Science coordinators of attainment levels for completed units.

At the end of the academic year, parents/carers are informed of their child's effort and attainment in Science as part of the end of year reports. Children in Year 6 also have their data submitted in line with DoFE requirements. Assessments are passed onto the next class teacher to inform future planning.

Resources

We have a range of resources available to use in school, the majority of which are kept in the resource room. On an annual basis, staff discuss what resources, if any, need replacing and what investments could be made to improve the quality of the resources we use in lessons.

Monitoring and review

It is the responsibility of the Science co-ordinator, the Head Teacher and the Governors to monitor the standards of children's work and the quality of teaching in science. The Science Co-ordinator is also responsible for supporting teaching staff in the delivery of the subject, informing staff of developments in the subject, and for producing an annual subject action plan that details how Science will be developed over the course of an academic year. Said plan is reviewed and analysed on an on-going basis, with new targets for upcoming academic years set out at the end of the previous one. The Science co-ordinator also timetables and organise opportunities to carry out learning walks, book-looks to oversee consistency and provide feedback to staff.

Date: September 2025

Date for review: September 2026