

St. Anthony's Catholic Primary School

Science Policy



Mission Statement

'Enter to learn, learn to serve'

At St Anthony's, it is our mission to provide a high quality education, in a Gospel centred Community, where individual needs and talents are appreciated and catered for. We strive for excellence in all we do. At all times the school is to serve as a witness to the Catholic faith in Our Lord Jesus Christ.

Date Ratified by Governing Body	Date of Issue	Review Date
November 2026	September 2026	September 2028

This safeguarding statement is included in all school policies because safeguarding is at the heart of all we do:

St Anthony's Catholic Primary School fully recognises its responsibilities for child protection and safeguarding. We recognise that all adults working with or on behalf of children have a responsibility to protect them. We review all our school procedures to ensure that they safeguard children and are in line with the Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings (DFE February 2005).

1 Aims and objectives

- 1.1** Science teaches an understanding of natural phenomena. It aims to stimulate a child's curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to ask scientific questions and begin to appreciate the way science will affect their future on a personal, national, and global level.
- 1.2** The aims of science are to enable children to:
- ask and answer scientific questions;
 - plan and carry out scientific investigations correctly;
 - know and understand the life processes of living things;
 - know and understand the physical processes of materials, electricity, light, sound and natural forces;
 - know about the nature of the solar system, including the earth;
 - evaluate evidence and present their conclusions clearly and accurately;
 - develop the ability to use scientific ideas and concepts in problem solving
 - provide opportunities for independent and cooperative learning within a stimulating environment, that encourages the necessity for safe and careful action;
 - foster through investigational work the skills and attitudes that can be applied to everyday life;
 - develop reporting/recording skills through a range of methods appropriate to the age and development of the child.

2 Teaching and learning style

We use a variety of teaching and learning styles in science lessons. Our principal aim is to develop children's knowledge, skills, and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in an enquiry-based research activity. We encourage the children to ask, as well as answer, scientific questions.

- 2.1** Children have the opportunity to use a variety of data, such as statistics, graphs, pictures, and photographs. They use computing in science lessons where it enhances their learning. They take part in role-play and discussions and they present reports to the rest of the class. Wherever possible, we involve the pupils in 'real' scientific activities, for example, researching a local environmental problem or carrying out a practical experiment and analysing the results.
- 2.2** We recognise that there are children of widely different scientific abilities in all classes and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

We achieve this in a variety of ways by:

- setting common tasks which are open-ended;
- setting tasks of increasing difficulty;
- grouping children in a variety of ways;
- providing resources of different complexity, matched to the ability of the child;
- using teaching assistants to support the work of individuals or groups.

3 Science curriculum planning

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- 3.1** The school uses the National Curriculum for science as the basis of its curriculum planning. This has been adapted to the local circumstances of the school in that we make use of the local environment in our fieldwork and we choose a locality where the physical environment differs from that which predominates in our immediate surroundings. This may involve fieldwork linked to residential visits in key stage 2.
- 3.2** We carry out our curriculum planning in science in phases Long-term or Annual planning and Medium-term. The long-term or annual plan maps the scientific topics studied in each term across the year group across the whole year. In some cases we combine the scientific study with work in other subject areas, especially at Key Stage 1. At other times the children study science as a discrete subject.
- 3.3** Our Medium-term plans, give details of each unit of work for each term and cover the important objectives covered, learning sequence and resource provision. They also include necessary subject knowledge and subject specific vocabulary. The science subject leader keeps and reviews these plans.
- 3.4** The class teacher keeps these individual plans, and s/he and the science subject leader often discuss them on an informal basis.
- 3.5** We have planned the topics in science so that they build upon prior learning. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we also build progression into the science scheme of work, so that the children are increasingly challenged as they move up through the school.

4 Foundation Stage

- 4.1** Science at foundation stage is covered in the Understanding of the World area of the EYFS curriculum. Understanding the world involves guiding children to make sense of their physical world. Science is introduced through activities that encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them. The level of development children should be expected to have attained by the end of the EYFS is defined by the Early Learning Goals (ELGs).

5 Teaching science to children with Special Needs

- 5.1** We teach science to all children, whatever their ability. Science forms part of the school curriculum policy to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in science takes into account the targets set in the children's Individual Education Plans (IEPs).

6 Assessment and recording

- 6.1** We assess children's work in science by making informal judgements as we observe them during lessons and at the end of the unit of work through scrutiny of their workbooks. At the end of a unit of work the teacher makes a summary judgement about the learning of each pupil in relation to age related expectations for that unit. These are made using our Pop Tasks for Science resources and are made against the objectives of the National Curriculum. We use these grades as the basis for assessing the attainment of each child across a cohort and provide data on proportions of the cohort reaching age related expectations (ARE)

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- 6.2** The science subject leader keeps samples of children's work and uses these to demonstrate what the expected level of achievement is in science for each age group in the school.

7 Resources

- 7.1** All classrooms have access to a selection of suitable resources, either in their own classroom or an adjacent one and these are stored and labelled appropriately. All teachers will provide opportunities for the children to make effective use of computing to enhance their scientific understanding including both sites on the internet and specially selected scientific apps.

8 Monitoring and review

- 8.1** It is the responsibility of the class teacher alongside the science subject leader to monitor the standards of children's work and the quality of learning in science. The science subject leader is also responsible for supporting colleagues in the teaching of science, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The science subject leader is available and reports directly to the Local Academy Council (LAC).

9 Risk Assessment

- 9.1** All staff are aware of the possible risks involved in the delivery of the National Curriculum for Science and inform pupils of the potential dangers. Risk assessments are dynamic and are carried out by each class teacher as necessary.

Signed:

Date:

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