# Wheatley Lane Methodist Primary School
# Science Policy

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| **Date** | July 2025 |
| **Review** | Summer Term 2028 |
| **Chair of Governors** | Mr Andrew Stickland |
| **Head teacher** | Mrs Sara Butterfield |
| **Subject Leader** | Mrs Laura Birro |

## Mission Statement

We provide quality first teaching in a loving Christian environment where everyone is respected and valued as a unique child of God.

## Safeguarding Statement

Wheatley Lane Methodist Primary School is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

## Vision

With God's help, we do all we can to be the best we can be.

# Science Policy

This policy outlines the guiding principles by which this school will implement Science in the National Curriculum. It is reviewed periodically.

## Rationale for Teaching Science

The language and expectations within this policy reflect a shared focus on curriculum ambition, progression, inclusion and high-quality teaching.

This policy reflects the school's commitment to providing a high-quality science education in line with the Ofsted Education Inspection Framework, with clear **intent**, **implementation** and **impact**.

Science is both a body of knowledge and a method of enquiry through which pupils develop understanding of the world around them. Through investigation, observation and experimentation, children develop curiosity, resilience and critical thinking skills.

At Wheatley Lane Methodist Primary School, science enables pupils to make sense of their environment, develop a thirst for knowledge and recognise the impact of science on their lives, the wider world and future possibilities.

## Aims for the Teaching of Science (Intent)

Our **intent** in science is to deliver a curriculum that:

- Is ambitious and inclusive for all pupils.
- Builds secure scientific knowledge and understanding over time.
- Develops pupils' ability to work scientifically through purposeful enquiry.
- Prepares pupils for future learning and life in an increasingly scientific and technological world.
- Reflects the school's Christian values, encouraging curiosity, respect and care for God's world.

We aim to:

- Prepare pupils for life in an increasingly scientific and technological world.
- Foster curiosity and enthusiasm for science.
- Develop pupils' understanding of key scientific ideas and concepts.
- Promote investigative skills and enquiry-based learning.
- Encourage collaboration and effective communication.
- Develop meaningful links between classroom learning and real-world contexts.

**Attitudes**

Science teaching encourages pupils to:

- Develop positive attitudes towards science.
- Build on natural curiosity and creativity.
- Show perseverance, open-mindedness and responsibility.
- Develop confidence to work independently.
- Work cooperatively with others.
- Experience enjoyment and success in science learning.

**Skills**

Pupils are taught to:

- Understand scientific processes and methods.
- Develop practical investigation skills.
- Observe, predict, measure, hypothesise, experiment and evaluate.
- Use appropriate scientific vocabulary.
- Communicate scientific ideas, data and conclusions effectively.

**Role of the Science Subject Leader**

The Science Subject Leader will:

- Support colleagues with planning, assessment and delivery.
- Monitor teaching and learning through book scrutiny and learning walks.
- Manage and organise resources.
- Keep up to date with national and local developments.
- Support staff training and induction.
- Report to governors on standards and progression.

**Planning and Teaching (Implementation)**

Science teaching in Key Stage 1 and Key Stage 2 covers:

- Working Scientifically
- Biology
- Chemistry
- Physics

Scientific enquiry is taught through these content areas.

In EYFS, science forms part of *Understanding the World* and is delivered through play-based and adult-led activities.

**Progression and Curriculum Design**

The school uses the National Curriculum supported by Lancashire KLIPs to ensure clear progression across year groups. Learning builds cumulatively and knowledge is revisited and strengthened over time.

**Working Scientifically and Practical Work**

Practical work is an integral part of science learning and includes:

- Observations over time
- Identifying, grouping and classifying
- Comparative and fair testing
- Research using secondary sources
- Pattern seeking

**Classroom Organisation and Teaching Approaches**

Lessons include:

- Teacher explanation
- Discussion and questioning
- Practical investigation
- Problem solving
- Independent and collaborative work

Adaptation ensures all pupils are appropriately challenged.

**Cross-Curricular Links**

Science supports learning in:

- **English:** recording, explanation, use of scientific vocabulary
- **Mathematics:** measuring, data handling and graphs
- **Computing:** research, recording data and presenting findings

**Assessment (Impact)**

The **impact** of our science curriculum is measured through pupils' progress, attainment, engagement and ability to think and work scientifically.

Assessment is ongoing and includes:

- Formative assessment during lessons
- End-of-unit assessments
- Use of KLIPs to track progress

Pupils are assessed as *below*, *on track* or *working at greater depth* against year-group expectations. Information informs planning and is reported annually to parents.

**Equal Opportunities and Inclusion**

All pupils are entitled to a broad and balanced science curriculum regardless of background, gender or ability. Teaching is adapted to meet the needs of pupils with SEND and those requiring additional challenge.

**Health and Safety**

All investigations follow the Association for Science Education guidance *Be Safe!* and the school's Health and Safety Policy.

Pupils are taught to:

- Work safely and responsibly
- Use equipment correctly
- Recognise hazards and reduce risks

Particular care is taken with heat, electricity and allergies.

**Review**

This policy was reviewed and updated in Summer Term 2025.

It will be reviewed again in Summer Term 2028.