



# Science Policy

2026

## **Vision and Intent**

At Spire Junior School, we believe that Science stimulates and excites pupils' curiosity about phenomena and events in the world around them; it also satisfies their curiosity with knowledge. Because Science directly links practical experience with ideas and concepts, it can engage learners at many levels with first-hand experiences. Our curriculum develops confident, curious learners with strong scientific understanding and enquiry skills, guided by our Science Handbook.

## **Curriculum Implementation**

Science follows the National Curriculum and is structured across a two-year cycle. It ensures progression in biology, chemistry and physics with clear sequencing of knowledge and skills.

Our intentions for our science curriculum are:

- To provide our children with skills-based and knowledge-rich experiences linked to Science, Engineering, Technology and Maths (STEM subjects)
- To develop a love of science learning within our pupils, with an appreciation of how much science impacts on everyday life.
- To engage pupils as learners at many levels through linking ideas with practical experience;
- To help pupils to learn to question and discuss scientific issues that may affect their own lives;
- To help pupils develop their 'working scientifically' skills in order for them to ask, action and evaluate their own enquiries;
- To promote a healthy lifestyle in our pupils;
- To broaden the children's understanding of science through visits, use of the outdoors and visitors to school from STEM backgrounds

## **Science Teaching and Learning**

Science is taught regularly throughout school, as best to fit in with our curriculum questions. Where possible, when a strong link is evident between the project within a class and the Science topic, Science will be taught within the

class's key question. However, if there is no clear link between the subjects, Science may be taught as a stand-alone subject that term. Each of our

Due to being a mixed-age school, our programme of study is broken down into a two-year rolling programme for our two phases. Our long-term overview showing when the topics are to be taught can be found in our science subject handbook.

### **Working Scientifically**

Children at Spire Junior School will be given the opportunity to develop their working scientifically skills through:

- Asking and exploring their own scientific questions;
- Activities to develop strong observational skills;
- Practical activities which allow children the chance to take accurate measurements and record data;
- Investigations which allow children to make predictions about control variables;
- Activities which allow for children to scientifically compare different phenomenon;
- Open-ended investigations;
- Drawing and labelling scientific diagrams, as well as making scientific models and accurate representations.

Children will have the chance to work on these investigations independently, in groups or as a whole class, depending on the activity.

### **Recording**

Pupils record findings using diagrams, graphs, tables and written explanations, progressing towards independence.

### **Assessment**

At the beginning and end of each topic, children will complete a pre and post assessment based on the Science topic they have been learning about. These are marked and scored by the teacher to analyse progress that has been made – these scores are used to inform end of year assessments. Information from the tests will feed into class teachers' future planning.

## **Marking and feedback**

The continuous assessment for learning made by the class teacher will inform subsequent curriculum planning. As per our marking and feedback policy, most feedback will be given verbally on the work, with written comments only being used if these are deemed to be the most effective way of giving feedback in that lesson. Children will respond to feedback in pink pen during the lesson.

## **Equal Opportunities and Inclusion**

At Spire Junior school we acknowledge our responsibility to provide a broad and balanced curriculum for all pupils irrespective of gender, ethnicity or ability. The following three principles will be applied to provide a more inclusive curriculum:

1. Setting suitable learning challenges;
2. Responding to pupils diverse learning needs;
3. Overcoming potential barriers to learning for individuals and groups of pupils.

All pupils, including those with special educational needs, undertake the full range of activities. Teacher assessment determines the depth to which individuals and groups go during each unit of work.

## **Science resources**

Learning resources are kept in the resource room. All teachers are responsible for the maintenance and organisation of these areas, though the Science coordinator will do a general stock check annually.

In the resource area resources are organised in boxes, which are linked to themes. These resources should be returned in this way.

## **Safe practice**

We accept a responsibility for the planning of safe activities in science. When in doubt, staff should refer to 'Be Safe' from the ASE or consult with the science coordinator or Head teacher.

Children will be taught how to use all of their equipment safely in and out of the classroom. Any equipment found to be faulty or dangerous will not be used, but will be disposed of in an appropriate manner.

Animals will not be kept in school on both health and moral grounds.

### **Scientific Vocabulary**

At Spire Junior School, we are always aiming to improve our children's use of vocabulary and broaden their understanding of words. Therefore, through our teaching, Knowledge Mats and activities, our Science teaching aims to constantly improve our children's understanding of scientific vocabulary. To aid this further, science lessons should make use of a short scientific text, news extract or vocabulary task to embed understanding.

### **STEM subjects**

There are clear links between the Science, Technology, Engineering and Maths (STEM) subjects, and this is promoted within school in lessons and through visits and visitors.

To develop further links between Science and Maths, children are given opportunities to read, respond to and generate questions about a range of data. This aims to develop their data handling and number skills.

The school iPads are used within science for recording and data purposes, as well as to conduct research. There are other technological devices available in school to support STEM learning, including loaned products from a local University and a growing bank of resources which link with the iPads.

### **Roles and Responsibilities**

#### *Role of the Science co-ordinator*

- Continue to evaluate and undertake training on the national and local impact of the National Curriculum for Science
- Prepare, organise and lead INSET, with the support of the head teacher;

- Work co-operatively with the SENDCO;
- Observe colleagues with a view to identifying the support they need;
- Teach demonstration lessons;
- Attend external CPD meetings, as deemed appropriate;
- Present the policy to staff and governors;
- Discuss, with the head teacher and all staff, the progress of implementing this policy.

#### *Role of the curriculum governor*

- To visit the school to talk with the teachers and observe some of the weekly lessons, as well as supporting Science initiatives in school such as Science week or environmental projects;
- To report back to the curriculum committee;
- To be part of book looks;
- To attend any relevant INSET or training.

#### *Role of the head teacher*

- Lead, manage and monitor the implementation of the policy, to include monitoring the quality of teaching in the classrooms together with the coordinator;
- With the curriculum governor, keep the governing body informed about progress;
- Ensure that science remains a high priority in the school's development work;

#### *Role of the teachers*

- To inspire the children to work scientifically, explore the world around them and to appreciate the day to day phenomenon of science
- To have passion and dedication that will impact each one of your students;
- To ensure that your pupils have the knowledge and skills that will help them to succeed and care for the wider world.

- To accurately and creatively plan, teach and assess an exciting curriculum.

### *Role of the TAs*

- Enable children to access the curriculum with support;
- Work with individuals and small groups using concrete resources and pictures;
- Leading learning with fun activities;
- Support pupils with additional needs including SEN and G&T.

### **Review**

This policy and the associated science curriculum will be reviewed by the Science co-ordinator and Headteacher annually and updated if required.

The needs of staff regarding the teaching of science, either expressed by the teachers directly or identified by the co-ordinator will inform the school development plan.