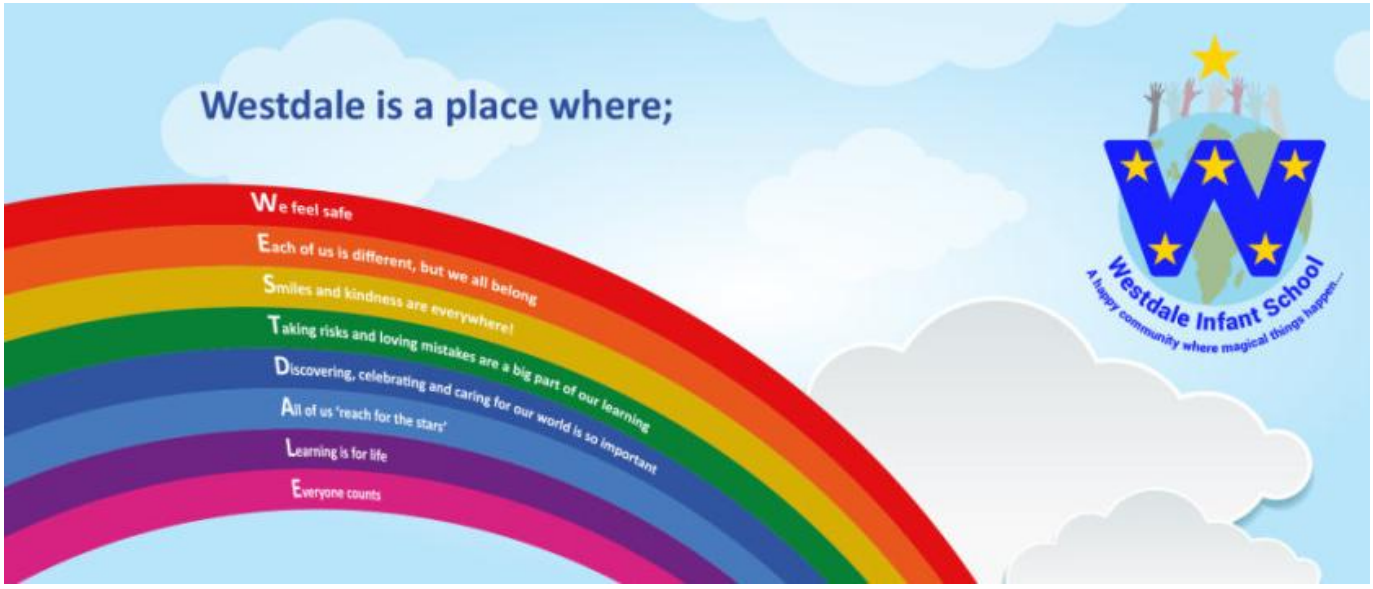


Science Policy

Reviewed: June 2026

Review due: Summer 2028

Signed:



INTENT

Our policy outlines how science is taught at Westdale Infant & Nursery School. It is our intention that the National Curriculum requirements are met within broad and rich learning experiences. As a core subject, science forms part of our weekly learning. We encourage all of our children to think and work like scientists by following their own natural curiosity, with teachers delivering well-planned science lessons to enable them to achieve and make progress in science.

At Westdale Infant & Nursery School, our science teaching:

- Makes meaningful links between classroom learning and the real-world.
- Develops scientific literacy, oracy and critical thinking skills by enabling children to carry out their own investigations, ask questions, and make their own discoveries
- Encourages progress and allows all of our children to access the science curriculum
- Nurtures curiosity, wonderment and excitement

IMPLEMENTATION

Science is a core subject in the National Curriculum; therefore, it is taught weekly in Year 1 and Year 2. In EYFS, it is part of everyday learning within the Understanding the World element of the EYFS curriculum.

The National Curriculum for Science underpins our teaching and learning in this subject. We have developed a whole school, long term curriculum progression map showing Programmes of Study for each area, key learning opportunities, and key vocabulary.

Teachers use our primary science scheme, KAPOW, to ensure a coherent, well-planned and progressive delivery of science teaching which enables most children to meet the end of Key Stage expectations. The topics build on prior learning, meaning that children can commit their scientific knowledge to their long-term memory, thus providing a solid basis for learning and future study. Teachers will adapt the KAPOW lessons to meet the needs of their class and to provide high-quality, hands-on experiences to enable children to work and think like young scientists.

IMPACT

Through our science teaching, children will develop the knowledge and skills needed to meet the expectations of the National Curriculum whilst becoming curious, confident and well-rounded young scientists. Through scientific enquiry, children develop critical thinking, oracy and analytical skills, enabling them to ask questions, communicate their ideas and make sense of the world around them.

The impact of teaching and learning is monitored through both formative and summative assessment opportunities. Teachers will identify assessment opportunities against clear learning objectives in their planning (using guidance from the scheme) and use this to support, challenge and encourage children to make progress. Assessment will be used to inform planning and will promote continuity and progression. A record of the children's progress will be kept by the teacher. Examples of this may include:

- Observations of children working (e.g. in class floor books, on science displays)
- Discussions with children – before, during and after work
- Feedback (written and verbal) – in line with the school's marking policy
- Summative assessments (data inputted annually in relation to age-related expectations)

The Role of the Science Lead

The curriculum co-ordinator will:

- Keep abreast of all new information
- Disseminate up to date information to the staff, leading training sessions as and when necessary
- Have a clear understanding and knowledge of the subject and implications for teaching and learning
- Attend appropriate courses and networks and make other staff aware of suitable training
- Ensure all children have appropriate access to curriculum provision through scaffolded and differentiated activities
- Update/ provide an annual action plan
- Take a lead role in organising science events in school
- Monitor health and safety practice in science throughout the school
- Monitor resources and order appropriate replacements and new equipment
- The process for monitoring and evaluation will include a selection from the following:
    - classroom observation to monitor subject delivery, children's progress and achievement
    - work and planning scrutiny
    - discussions with children including appropriate questions to assess their attainment
    - discussions with teaching staff

Health and safety

Teachers are responsible for following health and safety guidance in their science lessons. Children should always be made aware of the potential hazards and safety procedures within lessons, and the safe use of equipment is to be promoted at all times.

Inclusion and SEND

As an inclusive school, all children have access to the science curriculum whatever their race, gender, social, disability, cultural and economic groupings. If children need adaptations to the curriculum we will make all reasonable adjustments.

Staff will ensure that the delivery of the science curriculum meets the needs of all children. Notice will be taken of personal targets (e.g. BSquared) where appropriate. Children will be given the necessary support to access the curriculum, and adaptations will be made where appropriate.