

Maidensbridge Primary School



Science Policy

Policy Date	Review Date	Date Agreed by Governors	Written By
March 2025	March 2026		Mrs Catharine Pryde

Science Policy

Intent

At Maidensbridge Primary School, we believe that Science education plays a vital role in shaping our pupils into confident, inquisitive and independent individuals. Our programme of learning is designed to equip children with transferrable skills, such as: critical-thinking, problem-solving and decision-making, enabling them to thrive and succeed in an everchanging and unpredictable world. It is more important now than ever for our children to understand the world around them and how they can handle issues that will arise during their lifetime, such as climate change and sustainable living.

Science Curriculum at Maidensbridge

Maidensbridge children follow the component knowledge objectives within our curriculum, all of which are aligned with the year groups objectives of the National Curriculum scheme. This ensures teachers plan and deliver lessons that progressively build on the children's scientific knowledge and skills during their time at Maidensbridge.

Lesson sequences show a clear progression of knowledge and skills, in manageable steps, and have the necessary amount of challenge, and support where needed. Teachers adopt adaptive teaching strategies to support all pupils. Teachers can be supported in their delivery of their year group objectives through the use of programmes such as Developing Experts and White Rose

Lessons are based around a learning question; children will be given opportunities to regularly plan, set up and carry out their own investigations, as well as collecting and analysing data, to help explore and explain the learning questions. These investigations, as far as possible, will be linked to real-world experiences.

Following investigative sessions, children should be given the opportunity to reflect upon their practical skills and discuss how they can improve. Children will follow a set proforma when working through practical investigations, which are differentiated according to key stage. These will highlight the processes which must be undertaken when carrying out investigations.

Children will have the opportunity to use trial and improvement to try to find out answers to questions that they are asked, and their own questions. It is important for our pupils to learn about famous scientists, as well as having a good understanding around the varying careers a background in Science can lead to. Children will also learn about profound scientific discoveries throughout history, mostly linking to the topics that they are learning.

Recording in Science

The way in which science is recorded will vary across the school depending on the age and ability of the children.

These may include:

- Written accounts such as instructions, reports and explanations
- Diagrams, drawings and pictures
- Annotated diagrams
- Data collection spreadsheets
- Charts, graphs and tables
- Model making
- Investigation templates

How Science contributes to other curriculum areas

English

Science contributes significantly to the teaching of English at Maidensbridge by actively promoting the skills of reading, writing, speaking and listening. The children develop oral skills through discussions and recounting their observations of scientific investigations. They develop their writing skills through the writing of reports, note-taking and projects.

Maths

Science contributes to the teaching of Maths in a number of ways. Through working on investigations, they learn to estimate and predict. They learn the skills of accurate observation and recording of events. They use numbers in many of their answers and conclusions.

Computing

Children use computing in lessons where appropriate; They use it to support their work by learning how to find, select and analyse information on the internet. Children use ICT to record, present and interpret data and to review, modify and evaluate their work and improve its presentation.

PSHE

Science teaching offers significant contribution to the teaching of PSHE. Science promotes the concept of positive citizenship and provides the foundation for aspects of health and relationships education.

Spiritual, Moral, Social and Cultural Development

Science teaching offers children many opportunities to examine some fundamental questions in life, for example, the evolution of living things and how the world was created. Through many of the amazing processes that affect living things, children develop a sense of awe and wonder regarding the nature of our world. Science raises many social and moral questions. We provide them with the

chance to reflect on the way people care for the planet and how science can contribute to the way we manage the earth's resources. Science teaches children about the reasons why people are different and, by developing their knowledge of physical and environmental factors, it promotes respect for other people.

Assessment

Teachers will assess children's progress and attainment in science in a variety of ways to ensure they gain a full understanding of what each child has learnt and what is needed to progress their understanding. This is clearly evident within each lessons' success criteria. Should a child not achieve an objective within the success criteria, this will then inform future planning or intervention work in order to allow that child to be successful.

Teachers will observe, as well as provide oral and written feedback in line with the schools Marking and Feedback policy.

The Developing Experts end of unit assessments may also be used to assess progress. End of Unit tasks are also designed to allow pupils to showcase their understanding.

Resources and Equipment

The school has a wide range of scientific equipment and resources including books, consumables, measuring equipment, magnets and electrical equipment to support scientific enquiry. Apparatus for examining biological samples such as magnifying glasses, microscopes, specimen containers etc are also available.

The children are taught how to use the equipment properly, responsibly and safely and to use it to form hypotheses and expand and develop their knowledge. All staff present during science lessons will enforce and promote the safe use of resources and equipment.

At Maidensbridge we have links with the local Secondary school, Summerhill, which means we are able to pool from their resources and expertise.

Health and Safety

The safe use of equipment and consideration of others is promoted at all times. The association for Science Education publication, "Be Safe!" should be referred to by staff. A reference copy of the publication is available on Teams.

When planning activities, risk assessments should be undertaken as required. Children should be made aware of risks and should learn how to manage them.

Equal Opportunities

All children at Maidensbridge are offered equal opportunities in all areas of science. We monitor the progress, attainment and engagement of all groups of children to ensure that they fulfil their potential in science.

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