

WOODLANDS PRIMARY SCHOOL HEDGEHOGS NURSERY & SUNBEAMS CLUB



SCIENCE POLICY

Updated: October 2026

Review date: October 2027

1. Aims and Objectives

At Woodlands Primary School, science is fun, investigative, engaging and active. It is an integral part of our curriculum, enabling children to develop an understanding of the world around them, ask questions and explore how and why things happen.

Through science, we aim to:

- Develop children's curiosity, enthusiasm and positive attitudes towards science.
- Deliver the National Curriculum and provide appropriate foundations in the Early Years Foundation Stage (EYFS).
- Develop knowledge and understanding across biology, chemistry and physics.
- Encourage children to ask questions, predict, observe, investigate and explain.
- Develop scientific vocabulary and the ability to communicate scientific ideas.
- Provide meaningful, practical experiences that develop scientific enquiry skills.
- Make links between science, everyday life and other areas of the curriculum.
- Provide appropriate support and challenge so that all pupils can make progress.

2. Teaching and Learning

Science is taught through regular, planned lessons that build on prior learning and develop children's knowledge, skills and vocabulary over time.

In Key Stage 1 and Key Stage 2, teachers use the White Rose Science scheme to support planning and National Curriculum coverage. Teachers adapt resources and activities as appropriate to meet the needs of their pupils and ensure that learning is meaningful, engaging and accessible.

Teaching and learning may include practical investigations, observation, discussion, questioning, demonstrations, research and the interpretation of results. Children have opportunities to work individually, in groups and as a class.

Scientific vocabulary is explicitly taught, modelled and revisited throughout units of work.

3. Early Years Foundation Stage (EYFS)

In EYFS, science is developed through the *Understanding the World* area of learning. Children build the foundations for later scientific learning through play, first-hand experiences, exploration, observation, discussion and practical activities.

Learning opportunities include exploring plants and trees, animals and their features, materials and their properties, seasonal changes and the natural environment. Children are encouraged to ask questions, notice changes, make comparisons, predict and solve problems.

Adults model appropriate vocabulary and use observations of children's learning to inform assessment and future planning.

4. Specialist Inclusion Base

Within our Specialist Inclusion Base, science is adapted and personalised to ensure that all pupils can access meaningful scientific experiences appropriate to their individual communication, sensory, developmental and learning needs.

Science is highly practical and experiential, informed by the Sensory Curriculum, relevant White Rose Science materials, Engagement Steps and Primary Steps. Learning follows a four-year rolling programme and provides opportunities for sensory exploration, observation, investigation and exploring cause and effect.

Pupils may explore similarities and differences, sort and compare objects, observe changes and investigate their environment using sight, sound, touch, smell and, where safe and appropriate, taste.

Scientific vocabulary and concepts are modelled through spoken language, Makaton, symbols, visuals and communication boards as appropriate. Repetition, modelling and practical experiences support pupils to develop curiosity, make choices, communicate and build understanding.

5. Curriculum Planning and Organisation

Planning is informed by the National Curriculum, the EYFS framework and the needs of pupils. Teachers plan learning that builds on prior knowledge, develops subject vocabulary and provides opportunities to work scientifically.

White Rose Science supports planning and progression in Key Stage 1 and Key Stage 2. Teachers ensure that curriculum content is covered and that learning is adapted appropriately. Working scientifically is developed through the teaching of science topics rather than as a separate area.

Science also provides opportunities for meaningful cross-curricular links with subjects including English, mathematics, computing, design and technology, geography and personal development.

6. Working Scientifically

Working scientifically is an essential part of science teaching throughout the school. Pupils develop their enquiry skills through opportunities to:

- Observe changes over time.
- Identify, classify and group.
- Look for patterns.
- Carry out comparative and fair tests.
- Research using secondary sources.

As appropriate to their age and stage of development, pupils learn to ask questions, make predictions, use equipment, observe and measure, record results, interpret findings and communicate conclusions.

7. Assessment

Assessment is an integral part of teaching and learning. Teachers use questioning, observation, discussion, practical activities and pupils' recorded work to check understanding, identify misconceptions and plan next steps.

Assessments are completed following science topics using Insight to record pupils' progress against National Curriculum objectives. Assessment information is shared with the next teacher to support continuity and progression. Working scientifically skills are assessed alongside scientific knowledge and understanding.

Within the Specialist Inclusion Base, assessment takes account of pupils' individual learning pathways, including relevant Engagement Steps and Primary Steps.

8. Inclusion and Equal Opportunities

All pupils are entitled to access an inclusive science curriculum, regardless of background, gender, race, language, disability, special educational needs or individual circumstances.

Teachers adapt activities, resources, communication methods and levels of support to reduce barriers to learning. Appropriate challenge is provided to extend pupils' understanding and support them to achieve their potential.

9. Health and Safety

The safety of pupils and staff is a priority during science activities. Teachers ensure that equipment, materials and investigations are appropriate for pupils' ages, abilities and individual needs.

Potential hazards must be identified and managed before activities take place. Equipment should be checked, pupils should receive clear safety instructions, and appropriate supervision must be provided. School health and safety procedures must be followed, and any incidents reported in line with school policy.

10. Environmental Awareness

Science supports pupils to understand and care for the natural environment. Through their learning, pupils explore living things, habitats, seasonal changes, biodiversity, sustainability and the impact of human activity. The school grounds and outdoor areas provide opportunities for first-hand observation and exploration.

11. Resources and Accommodation

A range of science resources is available to support teaching and learning. The Science Lead oversees the organisation, monitoring and development of resources.

Staff are responsible for using resources safely, returning equipment to the appropriate storage areas and reporting damaged or missing items and additional resource needs. Pupils must not collect resources without appropriate supervision.

12. Monitoring, Evaluation and Subject Leadership

The Science Lead monitors the quality and impact of science provision across the school. Monitoring may include:

- Reviewing curriculum planning and progression.
- Scrutinising books and other evidence of learning.
- Learning walks and lesson visits.
- Pupil discussions to explore scientific knowledge, vocabulary and experiences.
- Reviewing assessment information and pupils' progress.
- Moderating work to support accurate and consistent assessment.
- Gathering staff feedback and identifying professional development needs.

Information gathered is used to evaluate strengths, identify areas for improvement and inform the science action plan. The focus is on the impact of teaching and curriculum provision on pupils' knowledge, understanding, scientific vocabulary, enquiry skills and progress.

The Science Lead supports colleagues through advice, shared resources and professional development, and seeks opportunities to raise the profile of science through enrichment, displays, events and links with external organisations.

13. Policy Review

This policy will be reviewed annually, or earlier if required, to ensure that it continues to reflect the school's science curriculum and approach to teaching and learning.

Reviewed: October 2026

Next review: October 2027