



Stanley Crook Primary School

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OUR MISSION: TO TRY OUR BEST, TO TELL THE TRUTH, TO LOOK AFTER EACH OTHER AND THE COMMUNITY

"Pupils' personal development, behaviour and welfare is OUTSTANDING" (Ofsted, 2019)

Science Policy

Completed by: Mrs R. Wilkinson
Date Implemented: September 2026
Review date: September 2027

Stanley Crook Primary School is committed to improving outcomes for all pupils



SCHOOL
MEMBER



Stanley Crook Primary School

Science Policy

1. Introduction

At Stanley Crook Primary School, we are committed to providing a high-quality science education that inspires curiosity, develops scientific knowledge and understanding, and equips pupils with the skills needed to understand and engage with the world around them.

Science is a core subject within the National Curriculum and plays a vital role in developing pupils' understanding of the natural world. Through practical enquiry, investigation and exploration, pupils develop the knowledge, vocabulary and skills necessary to become confident scientists and informed citizens.

Science contributes directly to our whole-school curriculum drivers:

- **Aspirations** - by introducing pupils to STEM careers and future opportunities.
- **Initiative** - by encouraging independent thinking, questioning and problem-solving.
- **Environment** - by promoting understanding of sustainability, conservation and environmental responsibility.
- **Community** - by helping pupils understand the role of science within local, national and global communities.

This policy should be read alongside the school's:

- Curriculum Policy
- SEND Policy
- Equality Information and Objectives
- Accessibility Plan
- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Educational Visits Policy

The policy is based upon:

- National Curriculum in England (2014)
- EYFS Statutory Framework
- SEND Code of Practice (2015)
- Equality Act 2010
- Keeping Children Safe in Education (KCSIE)

2. Curriculum Intent

At Stanley Crook Primary School, we recognise that science impacts every aspect of daily life and has transformed the way people live and understand the world.

Our science curriculum aims to:

- Develop pupils' scientific knowledge and conceptual understanding.
- Foster curiosity and a lifelong love of learning.
- Build resilience and confidence when investigating scientific questions.
- Develop scientific enquiry and reasoning skills.
- Promote respect for living things and the environment.
- Encourage pupils to question, explore and investigate.
- Ensure pupils understand the relevance of science in everyday life.
- Develop ambitious aspirations through exposure to STEM careers.
- Promote understanding of sustainability and environmental responsibility.
- Equip pupils with the scientific knowledge and skills needed for secondary education and beyond.

We want all pupils to recognise that anyone can become a scientist regardless of gender, ethnicity, disability, religion, socio-economic background or personal circumstance.

3. Early Years Foundation Stage

In the Early Years Foundation Stage, scientific learning forms part of the area of learning known as **Understanding the World**.

Children are encouraged to:

- Explore and investigate their environment.
- Observe changes over time.
- Ask questions and discuss their ideas.
- Notice similarities and differences.
- Use their senses to explore the world around them.
- Develop curiosity through play-based and adult-led experiences.

Outdoor learning plays an important role in developing children's understanding of the natural world and provides opportunities for first-hand exploration and discovery. [\[Science Policy 2025 | Word\]](#), [\[Curriculum...olicy 2025 | Word\]](#)

4. Curriculum Implementation

Science is taught weekly throughout the school and follows the programmes of study outlined within the National Curriculum. Teaching is supported through the school's chosen science scheme and carefully adapted to meet the needs of our mixed-age classes.

Teachers create positive learning environments where scientific thinking is encouraged and valued.

Through science lessons, pupils have opportunities to:

- Develop scientific knowledge within Biology, Chemistry and Physics.
- Ask questions and explore their own ideas.

- Make predictions and test hypotheses.
- Conduct practical investigations.
- Gather, record and interpret data.
- Draw conclusions using evidence.
- Evaluate investigations and identify improvements.
- Apply scientific knowledge to real-life situations.
- Work collaboratively.
- Develop scientific vocabulary and communication skills.

Teaching builds progressively upon prior learning so that pupils retain and apply knowledge over time. New learning is carefully sequenced to ensure progression in both substantive knowledge and disciplinary skills.

5. Working Scientifically

The development of Working Scientifically skills forms a central part of our science curriculum.

Pupils are taught to:

- Ask scientific questions.
- Plan enquiries and investigations.
- Observe carefully.
- Measure accurately.
- Collect, record and present data.
- Analyse results.
- Draw evidence-based conclusions.
- Evaluate investigations.

Pupils experience the full range of enquiry types identified within the National Curriculum:

- Observing over time
- Pattern seeking
- Identifying and classifying
- Comparative and fair testing
- Research using secondary sources

Scientific vocabulary is explicitly taught and revisited to support understanding and communication. Vocabulary progression is planned across year groups and reinforced through displays, working walls and discussion.

6. Reading, Vocabulary and Oracy

Reading is at the heart of our curriculum.

Within science, pupils use a variety of high-quality texts and resources including:

- Non-fiction books
- Scientific articles

- Diagrams and models
- Digital resources
- Educational videos
- Research materials

These opportunities support pupils to:

- Develop scientific vocabulary.
- Build background knowledge.
- Improve comprehension skills.
- Communicate scientific understanding confidently.

Pupils are encouraged to explain their thinking using precise scientific language and evidence.

7. Learning Outside the Classroom and Cultural Capital

Science learning is enriched through outdoor learning, practical experiences and community engagement.

Pupils benefit from:

- Outdoor investigations.
- Environmental projects.
- Visits and visitors.
- STEM workshops.
- Links with local organisations.
- Practical scientific experiences.
- Careers-related learning.

These opportunities help pupils understand how science contributes to society and introduce them to possible future careers in STEM-related fields.

8. Sustainability and Environmental Education

Environmental awareness is an important aspect of our science curriculum.

Pupils develop an understanding of:

- Climate change.
- Sustainability.
- Biodiversity.
- Conservation.
- Human impact on the environment.
- Responsible use of resources.

Through these topics, pupils learn how scientific understanding can support a sustainable future and help them become responsible global citizens.

9. Safeguarding

Safeguarding is everyone's responsibility.

Through science, pupils learn about:

- Healthy lifestyles.
- Human development.
- Personal safety.
- Risk assessment.
- Safe use of equipment.
- Safe research practices.
- Environmental responsibility.

Practical investigations are conducted in accordance with risk assessments and health and safety guidance. Pupils are taught how to handle equipment safely and responsibly.

10. SEND and Inclusion

At Stanley Crook Primary School, we are committed to ensuring that all pupils access an ambitious science curriculum.

Teaching is adapted to meet individual needs through:

- Visual supports.
- Pre-teaching of vocabulary.
- Knowledge organisers.
- Practical equipment.
- Adult support.
- Scaffolded recording opportunities.
- Structured discussion.
- Adaptive teaching approaches.

Reasonable adjustments are made where necessary to enable all pupils, including those with SEND, to access learning successfully.

Teachers work closely with the SENDCo to ensure appropriate provision and support.

11. Equality and Diversity

We are committed to fulfilling our responsibilities under the Equality Act 2010.

The science curriculum:

- Promotes equality of opportunity.
- Challenges stereotypes.

- Celebrates diversity within STEM fields.
- Represents scientists from a wide range of cultures, backgrounds, genders and communities.
- Encourages all pupils to view science as accessible and relevant to them.

We actively promote the message that scientific achievement is open to everyone.

12. Assessment

Assessment is used to monitor pupil progress and inform future teaching.

Teachers assess pupils through:

- Observation.
- Discussion.
- Practical investigations.
- Questioning.
- Retrieval activities.
- Recorded work.
- End-of-unit assessment opportunities.

Science is assessed using teacher judgement against the expectations of the National Curriculum.

Assessment information is used to:

- Identify misconceptions.
- Adapt teaching.
- Support pupils who require additional intervention.
- Monitor attainment and progress across groups of learners.

Assessment arrangements are consistent with the school's Assessment Policy and whole-school tracking procedures.

13. Roles and Responsibilities

Governing Body

The Governing Body is responsible for:

- Monitoring curriculum provision.
- Holding leaders to account for standards and outcomes.
- Ensuring statutory requirements are met.

Headteacher

The Headteacher is responsible for:

- Ensuring high-quality science provision.

- Monitoring curriculum implementation.
- Supporting staff development.
- Allocating appropriate resources.

Science Subject Leader

The Science Subject Leader is responsible for:

- Leading curriculum development.
- Monitoring teaching and learning.
- Supporting staff.
- Managing resources and budget.
- Evaluating outcomes.
- Leading professional development.
- Keeping up to date with national developments in science education.

The Science Subject Leader reports regularly to senior leaders and governors regarding strengths, priorities and actions for improvement.

14. Monitoring and Evaluation

Science is monitored through:

- Learning walks.
- Lesson observations.
- Book scrutiny.
- Planning reviews.
- Assessment analysis.
- Pupil voice.
- Staff discussion.
- Subject leader monitoring.
- Governor visits.

Monitoring outcomes inform:

- School improvement priorities.
 - Subject action planning.
 - Staff CPD.
 - Curriculum refinement.
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15. Impact

The impact of our science curriculum will be seen in pupils who:

- Enjoy science and are curious about the world around them.
- Use scientific vocabulary accurately.
- Ask thoughtful scientific questions.
- Apply knowledge confidently.

- Work scientifically and independently.
- Understand the importance of evidence.
- Appreciate the role of science in society.
- Demonstrate environmental responsibility.
- Understand potential STEM career pathways.
- Are well prepared for Key Stage 3 science.

Pupil voice, assessment outcomes and monitoring activities will demonstrate that pupils are developing both scientific knowledge and scientific thinking as they progress through school.

Our aim is that every pupil leaves Stanley Crook Primary School with the confidence, knowledge and enthusiasm to continue their scientific journey and engage positively with the world around them.