Beechwood Primary School's Science Policy and Position Statement

Science at Beechwood Primary School stimulates and excites pupils' curiosity about phenomena and events in the world around them. We believe that a broad and balanced science education is the entitlement of all pupils to prepare them for life in an increasingly scientific and technological world. This document is a statement of the aims, principles and strategies for the teaching and learning of science at Beechwood.

What we teach

Our Science Policy follows the National Curriculum 2014 and aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
- Experience a sense of awe and wonder during science lessons throughout their time at Beechwood.
- Work Scientifically.

How Science is taught

Science is taught by year group. Learning objectives are taken directly from National Curriculum objectives as written in our Snap Science scheme as 'conceptual knowledge'. Beechwood skills of knowledge and progression, along with more detail about how science looks in each year group, can be found on the Beechwood website under "Curriculum", the long-term plan and on the statement of intent for science.

At Beechwood we aspire to:

- Raise science standards by promoting a high standard of consistency of approach amongst all staff.
- Foster a positive attitude to science as an interesting and exciting part of the curriculum.
- Foster in children the confidence to apply their knowledge, skills and ideas in real life contexts both within and outside the classroom and become aware of the uses of science in the wider world.
- Develop the enquiry skills of predicting, asking questions, making inferences, concluding and evaluating based on evidence and understanding and use these skills in investigative work.
- Develop the ability of pupils to communicate their ideas using appropriate scientific vocabulary.
- Ensure that science is accessible to all pupils, including those with SEND, EAL and from any background.
- Ensure progression from the Early Years, where children are introduced to scientific concepts through their play-based learning, topic work and both continuous and enhanced provision.

Delivery of content:

Science is taught using a variety of teaching styles from reception through to year six and supported and integrated into our thematic study units where possible. In the Early Years Foundation Stage, science is a part of the 'Understanding the World' area of the curriculum that aims to encourage every child to explore, problem solve, observe, predict, think, make decisions and talk about the world around them. Children also develop their scientific understanding through the areas of learning: 'Communication and Language' and 'Personal, Social and Emotional Development'.

We use the planning from Collins Hub from Year 1-Year 6 to ensure consistency throughout school and to ensure all our pupils access each of the 'Working Scientifically' strands of the curriculum. In Years 1-6, Pupils experience practical science investigations at least once every half term to develop their enquiry skills and understanding of scientific concepts. All pupils experience outdoor learning, maximising the outdoor environment and making use of visits and visitors in the local and wider area.

Key features of science lessons include:

- Flashback questions to revisit prior learning (provided by the science team)
- Differentiation for more and less able learners including appropriate pace of learning and high expectations.
- Awareness of the importance of scientific work to everyday life.
- Anticipation and rectification of misconceptions.

Resources

We aim to provide high quality resources to be used in each topic to support learning and understanding. Resources are mainly stored in the science cupboard (located on the Key Stage Two corridor at the bottom of the Year 3 stairs). These are monitored by the subject leaders. Staff should report low stock and breakages to the subject leader as soon as possible. New resources are purchased to meet the requirements of science units of work from the science budget.

Digital resources are taken from Collins Hub and adapted by teachers as required.

Assessment

Science is marked in accordance with the school's marking policy. Within lessons, teachers assess pupils' understanding by asking higher order questions that deepen their thinking. By the end of each unit of work, teachers will assess whether individual children have met or not met the National Curriculum objectives. This is supported by use of the 'Snap assessment' resources from Collins Hub. At the end of each term, teachers input the children's levels into the school tracking system (Sonar).

Health, Safety and Inclusion

All staff are responsible for the general health and safety of pupils in their classrooms and beyond during science lessons.

Throughout science planning, all ages and abilities will be included across the science curriculum. Please refer to the school's health and safety policy and specific risk assessments and inclusion policies.

Visitors/Visits:

Science based trips and visitors to school are used as an integral part of learning wherever possible to broaden the Science curriculum further.

Monitoring:

Work is sampled regularly by the Science subject leaders during designated subject leadership time. This is with reference to Collins Hub plans, to ensure continuity between year groups and to look at end of topic assessment data. This will also include lesson observations, pupil interviews and the monitoring of science books to monitor the coverage of units across the school.

Beechwood Primary School Science Team

Updated October 2026