



Westglade Primary School

Grow, discover, & blossom

Intent

Our science curriculum ensures learning is exciting, challenging and meets all children's needs. The learning exposes children to the importance of science in society and how it relates to everyday life. It encourages children to ask questions about the world and gives them the opportunity to find out in ways they may not have imagined before.

We strongly believe that our children are entitled to a broad and balanced curriculum and we provide this through both scientific knowledge and skills. These come through the working scientifically strands that are then built upon each year, in order for them to become more independent. Our aim is for our children to become Scientists who are equipped with both the knowledge and skills to explore the world.

Implementation

At Westglade Primary School, Science is taught weekly and work is shown in children's science books, which are divided into learning units and have a clear knowledge organiser. Lessons may include direct teaching, practical experiments, research and children asking questions about the world. We use adaptive teaching, to support all learners accessing the subject.

Planning is completed by class teachers and checked by coordinators in accordance with the Quality Assurance timetable. The monitoring of planning ensures the coverage of objectives and that there is a progression through school. Planning includes knowledge and skills which will be taught as well as key vocabulary and a sequence of learning.

For Early Years Foundation Stage, these are based on the objectives set out in the Early Years Framework. and are taught as an integral part of the book unit covered during the year which underpin the curriculum planning for children aged 3-5. Children are exposed to a weekly mini taught session by the teaching staff related to their strand of understanding of the world.

Intended Impact

As a school, we intend to develop and stimulate our children's natural curiosity and excitement about understanding natural phenomena and finding out about why things happen in the way they do. Through the teaching of Science and its specific disciplines of biology, chemistry and physics, we want to equip our children with the scientific knowledge and conceptual understanding required to understand the uses and implications of science and begin to appreciate how it will affect their future not only personally, but on a national and also global level and its importance to the world's future prosperity. Children should be able to work scientifically and improve on these skills as they are given the opportunity to progress through the years.

Assessment and Reporting

Teachers will assess children's work in a variety of ways by making informal judgements during lessons. Once a lesson has been completed, the class teacher will mark the children's books. Teachers use the assessments made in the lesson and from marking the children's work to inform their planning for any future learning. Socrative is used to assess children with the use of a quiz at the end of each unit from years 1-6. Questions are created by the class teacher to ensure they correlate with the key knowledge that the children are expected to know. These results are analysed by the class teacher and monitored by the coordinator to ensure children do not continue with any misconceptions or understandings.

At the end of the year, the teacher records progress and attainment in Science on children's reports. This is to inform the next teacher and also parents and carers.

Management and Role of the Coordinator

The role of the coordinator is:

- To receive any information/resources which arrive in school.
- To monitor the planning and implementation of Science throughout the school.
- To advise colleagues on aspects such as resources and ideas.
- To keep up to date with the National Curriculum for Science and be aware of any changes taking place.
- To identify gaps in resourcing for this subject; to be involved in ordering new equipment.
- To keep a log of activities / courses undertaken within the role of the Science coordinator.

- To fulfil the requirements as stated in the curriculum coordinators job description.
- To develop staff skills and confidence through leading staff meetings.
- To support staff in assessing children's Science levels.
- To carry out Quality Assurance monitoring.

Parental Involvement

Parent helpers, governors and other volunteers may sometimes be used to support children in Science activities.

Adaptations

Activities are planned and taught with careful consideration of children's individual needs to encourage full and active participation from all children, irrespective of need or ability. Teachers plan work which is appropriately challenging for all abilities. All Science activities can be differentiated to become accessible to all children. Children are given challenging tasks and a variety of questions to challenge and develop higher order thinking where appropriate.

Health and Safety

The school has a Health and Safety Policy and Science is taught according to its guidelines. Children are taught to respect and carefully use all equipment, with regard to their own safety and that of others.

Policy written by Samantha Hyde (Science Coordinator) March

2025

