

Windsor Community Primary School



Science Policy

September 2025

Purpose

This science policy will:

- Outline the vision and aim for science teaching and learning across our school.
- Outline the intent, implementation and impact for science.
- Outline the roles and responsibilities of the Science Subject Leader.
- Outline how the planning and teaching of science is organised and implemented across our school.
- Discuss opportunities for assessment in science.
- Discuss equal opportunities, making science learning accessible for all children.
- Discuss the importance of health and safety within science.
- Explore opportunities to build on children's cultural capital.
- Explore opportunities for oracy in science.

Vision for Science / Aims

This science policy outlines our vision for science at Windsor Community Primary School. We are dedicated to providing an inclusive learning environment where every child has equal opportunities to succeed. Alongside meeting national curriculum requirements, our aim is to build children's confidence and curiosity in science, strengthen their understanding of the world around them, and inspire a lifelong love of science learning.

Intent

Through the delivery of our science curriculum, we want all learners to develop a good understanding of the topics that they are taught, applying their knowledge across a range of subjects and real-world contexts. We aim to foster curiosity and confidence in using scientific enquiry skills to ask and answer questions, and to deepen understanding of the natural world. We want

to encourage learners to discuss ideas and draw meaningful conclusions by promoting communication and oracy. We strive to seek opportunities for pupils to develop these key skills, while also enriching their learning through experiences that enhance their cultural capital.

Implementation

To implement our curriculum intent, we have developed detailed Medium-Term Plans (MTPs) to support teachers in understanding the prior and future learning within each unit. This promotes a cohesive approach across the school and ensures clear progression in knowledge and skills, for example in topics such as plants, which are revisited and developed from Nursery through to Year 3.

The MTPs are aligned with the National Curriculum and Early Years Framework. We build in opportunities for scientific enquiry that reflect our school context (e.g. oracy based) to ensure that all children are supported effectively. We also make strong local connections and collaborate with external providers to deliver high-quality workshops and experiences, enhancing pupils' cultural capital. Most recently, maintaining links with Liverpool Life Sciences school and ZooLab. Through these approaches, we aim for children to understand the relevance of science in daily life and to recognise its importance in the world around them.

At Windsor, science plays an important role in developing learners' curiosity, critical thinking, and understanding of the world around them. In the Early Years Foundation Stage, we use 'Tapestry' to capture children's exploration and progress in understanding the world. As children move through the school, learning is tracked and supported through progress checkers, subject glossaries, and learning showcases, which not only help us identify what learners know but also provide meaningful opportunities to celebrate their achievements.

Impact

Through high quality teaching of science, we will see an impact in the following ways:

- Learners will have a wider vocabulary which they can use to explain key scientific concepts and communicate with those around them.
- Learners will be equipped with the scientific enquiry skills needed to make predictions, solve problems and draw conclusions in the natural world.
- Learners will remember more for longer due to well-thought out MTPs that acknowledge prior and future learning.
- Learners will have high aspirations for themselves as scientists, having opportunities to experience science in different contexts.

This impact will be measured through science monitoring (lesson visits, environment walks, pupil voice, staff voice and book looks).

Roles and responsibilities of the Science Subject Leader

- Lead the development of the science curriculum.
- Ensure the science curriculum reflects our school's ethos.
- Monitor science teaching and learning across school (through lesson visits, book looks, pupil voice and environment walks).
- Feedback to colleagues, and Stephen Jones (science link governor).
- Support colleagues to deliver high-quality science teaching.
- Ensure progression and clear sequencing across year groups.
- Organise resources, budgeting, and staff CPD.
- Ensure inclusion, accessibility, and challenge for all learners.
- Seek opportunities to develop children's cultural capital, both in and out of the classroom, through enrichment.

Planning and Teaching

The Science Subject Leader has mapped out science units for each year group and each half term, aligned with the objectives outlined in the 'Primary Science National Curriculum' and 'Understanding of the World' framework. The Subject Leader has also developed Medium-Term Plans (MTPs) to support teachers. These plans provide guidance on what comes before/after each unit, common misconceptions, key vocabulary, useful resources, opportunities for oracy and opportunities for scientific enquiry.

Science teaching is structured in blocked units, with lessons delivered over one/two-week periods in most or all half terms. To conclude each unit, children will complete a 'science showcase' to demonstrate and celebrate what they have learnt.

Our science curriculum is carefully sequenced so that lessons build on prior knowledge from earlier units and year groups, ensuring that learners make sustained progress and develop a strong foundation for future learning.

Monitoring and Evaluation

The Science Subject Leader conducts science monitoring during designated Subject Leader time, with the aim of capturing the quality of science teaching and learning across the school. This includes pupil voice, book looks, lesson visits and learning environment walks. Feedback is provided to teachers, either verbally or in writing. Additionally, the Science Subject Leader maintains a link with their designated governor, Stephen Jones.

Inclusion and Equality

Our school is committed to promoting inclusion and equality within the teaching and learning of science. We ensure that all children, including those with Special Educational Needs (SEN) and English as an additional Language (EAL), have access to a broad and engaging science curriculum. Support is tailored to individual needs through differentiated tasks, targeted scaffolding, and the use of visual aids or practical resources to reinforce understanding. As well as this, we provide appropriate challenge through open-ended enquiry and independent research. Collaborative group work, peer support, and hands-

on learning are used to engage all pupils, ensuring that every child can participate fully and achieve their potential in science.

Health and safety

Our school is committed to ensuring the health and safety of all children during science learning. The subject leader plays an important role in ensuring that science equipment is safe and suitable for use. Additionally, risk assessments are carried out for all science-related visits, helping to identify potential hazards and implement appropriate safety measures. This approach ensures a safe, engaging and supportive learning environment for all pupils.

Cultural capital

We enhance children's cultural capital through a range of enrichment opportunities. This includes organising out-of-school experiences, such as visits to the Liverpool Life Sciences Labs, as well as in-school workshops with visiting professionals, for example, Zoo Lab. These activities broaden children's understanding of the scientific world and provide real-life context to their learning.

Opportunities for Oracy

At Windsor, we celebrate having 29 different languages that are spoken by our children. In light of this, opportunities for oracy are an essential part of our science learning. Developing oracy skills helps children to access, understand and talk about the world around them using scientific language. We support oracy through hands-on, practical learning experiences that encourage discussion and questioning, including regular opportunities for scientific enquiry.

Frequent resource checks ensure that science materials are safe and accessible, and we make full use of our outdoor environment - including our forest area - to create meaningful, real-world experiences that inspire curiosity and support language development.

This Policy has been approved by the Full Governing Body on

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This Policy will be reviewed in September 2026

Signed:

(Chair of Governors)