



Science Policy

What is this policy for?

This policy sets out how we teach Science in line with the legal requirements of the National Curriculum Programme of Study for Key Stages 1 and 2, and the Early Years Foundation Stage framework in Reception.

The vision for Science

At Becket, we believe that the curriculum should develop scientific knowledge and conceptual understanding. Central to this is the opportunity to pose questions, investigate answers and hypothesise in order to generate further questions. Through the curriculum children understand the nature of the processes and methods of science through a range of scientific enquiries which help them to answer scientific questions about the world around them through rational explanations.

When is Science taught and learned?

Science is taught in termly blocks for each year group.

How is Science taught and learned?

Teachers teach the curriculum through a weekly science lesson. Science is delivered to Foundation Stage pupils through the Knowledge and understanding of the World (KUW) strand through a cross-curricular topic-based approach at various points throughout the academic year.

What do we learn in Science?

The National Curriculum Science Programmes of Study for Key Stages 1 and 2 is set out into units of work. Through these units, children are taught the 'skills' of working scientifically. We plan teaching to meet the needs of each cohort so that threads of learning connect new concepts and ideas with previously encountered learning.

In the Early Years Foundation Stage, children work towards the Early Learning Goals for Understanding the World through the strands of People and Communities, Technology, and The World. Adults plan in the moment across our Early Years classrooms enabling children to test their ideas, ask questions and find answers through play.

How do we measure success in Science?

Teachers assess children in their class using the TAPS (Teacher Assessment in Primary Science) materials to support their judgements. This is an ongoing process and may take place during, or at the end of a unit of work. Teachers assess children's ability to work scientifically, noting any children who fall below or exceed age-related expectations. Professional discussion in school and MAT-wide moderation discussions help support judgements.



We care. We learn. We achieve.

In the Early Years Foundation Stage, teachers use photographs, learning journey documentations, and snap-shot observations of children's' independent explorations and adult-instigated activities to help inform their judgement of progress toward the Early Learning Goals.

Budget and resources

Science resources are stored centrally so that they are readily accessible. Additional resources are purchased when necessary following discussion with the Head of School or Executive Head.

Safety and Risk

Risk assessments are made for off-site visits.

Where investigations include practical elements, teachers assess the particular needs of each group of children and adapt them where necessary, for example, to take into account allergies.

Monitoring and Evaluation

The Science co-ordinator carries out work sampling, pupil conferences, and develops year group plans to support the standards of teaching and learning in Science.

Policy written: January 2022

Policy reviewed: November 2023

Next Review date: November 2025

Ratified by the Local Governing Body: December 2023