

Wood End Primary School – Science Policy



Our Goal

Our goal is for our children to become curious, confident, and capable scientists who develop a deep understanding of the world around them, think critically, and approach problems with inquisitiveness and resilience.

We Want This Because

We want this because science is a core subject that helps children understand key concepts that underpin much of modern life. It nurtures curiosity, critical thinking, and the ability to question the world, which are essential life skills. It also builds the foundation for future learning, careers, and responsible citizenship in a rapidly changing world

Science at WEPS

Intent (Subject Overview)

In **Science**, we adhere fully to the **2014 National Curriculum (NC)**, which outlines the importance of acquiring knowledge and understanding in **biology, chemistry, and physics**, alongside developing the ability to **work scientifically**.

We follow the **White Rose Science Scheme of Learning**, which has been selected for its structured, progressive, and enquiry-based approach. The scheme:

- Aligns with the National Curriculum,
- Encourages deep understanding through meaningful contexts,
- Embeds practical, investigative work at its core,
- Offers consistency and coherence.

This approach aligns with research from the **EEF (Education Endowment Foundation)** and **Ofsted subject reviews**, supporting the idea that knowledge and enquiry must go hand-in-hand to raise attainment and engagement.

At WEPS We Focus On

- **Vocabulary acquisition** and using scientific language confidently.
- **Speaking and communicating** in the correct register through structured discussion and peer talk.
- Strengthening **long-term memory** through retrieval practice.
- Lessons are **continually planned, reviewed, and adapted** by teachers.
- **Active learning**, questioning, and critical thinking.

At WEPS We Believe Every Child Should Have

An equal opportunity to succeed. Our science curriculum is inclusive of **SEND, EAL,** and disadvantaged pupils:

- Tasks are scaffolded appropriately.
- Resources are adapted to be accessible.
- Key vocabulary is explicitly taught and revisited.
- Learning is multi-sensory and visual when needed.

We use quality-first teaching and intervention strategies to ensure **high expectations** for all learners, regardless of starting point.

Policy Review

Our science policy is reviewed, discussed, and agreed upon by all teaching and support staff. It is shared and discussed with:

- The **Governing Body**,
- **Parents and carers** via newsletters and events,
- **Pupils** through pupil voice and curriculum discussions.

It is **reviewed annually**, or more frequently if needed.

Lesson Timings

- **KS1:** 2 60-minute science lessons weekly.
- **LKS2:** 2 60-minute lessons weekly.
- **UKS2:** 2 60 minutes weekly, taught as one extended session or across two days.

We allocate this time to ensure children have sufficient opportunity for **practical work, questioning, recording, and reflection**. Flexibility is maintained to allow for **topic days or deeper investigation weeks**.

Displays

- **Purpose:** Support vocabulary acquisition, showcase current learning, and act as a retrieval and reference tool.
- **Size:** Minimum A1 board per classroom.
- **Updated:** Once per half-term or as the topic changes.
- **Content:** Key vocabulary, enquiry questions, examples of work, photos of investigations, and science-specific diagrams.

Books

- **Structure:** Lessons begin with a Learning Question (LQ) and date; recorded in full.
- **Content:** Evidence of practical work, annotated diagrams, written conclusions, and reflections.
- **Frequency:** Not every lesson must result in written work, especially during investigations or oral feedback sessions.

- **Expectations:** Progression evident in depth and independence across year groups. Books are used as an ongoing record of learning.

Assessment

- **Formative:** Ongoing through questioning, discussion, quizzes, and practical tasks. Feedback is verbal or written.
- **Summative:** End-of-unit assessments (White Rose) are used to gauge understanding and inform planning.
- **Marking:** Focused on key scientific vocabulary, misconceptions, and the application of knowledge.
- **Pupil Response:** Opportunities are given to respond to feedback and self-assess learning.

The **Science Subject Lead** monitors assessment outcomes, books, and pupil voice, supporting staff development and ensuring consistency.

Lesson Structure

A typical science lesson includes:

1. **Review of prior learning** or vocabulary recap.
2. **Question or enquiry** posed to stimulate thinking.
3. **Teacher input** and modelling.
4. **Practical investigation or task** (where appropriate).
5. **Recording and discussion** of findings.
6. **Plenary:** reflection, questioning, or link to future learning.

Overview

EYFS: Seasonal changes, materials, animals, and growing.

- Y1: Plants, animals including humans, everyday materials, seasonal change.
- Y2: Living things, habitats, materials, and uses of everyday materials.
- Y3: Rocks, forces and magnets, plants, light, animals including humans.
- Y4: States of matter, sound, electricity, digestive system, habitats.
- Y5: Earth and space, forces, changes of materials, reproduction, lifecycles.
- Y6: Classification, light, electricity, evolution and inheritance, circulatory system.

White Rose Science Curriculum Map