

St Anne's Catholic Primary School

Science Policy

1. Introduction

At St Anne's Catholic Primary School, we believe that science is a gift that enables children to wonder at God's creation and understand the world He has made. Scientific learning sparks curiosity, deepens understanding, and helps pupils to recognise their responsibility as stewards of the Earth. Through hands-on experiences and meaningful questioning, children learn how science explains natural phenomena, supports human flourishing, and contributes to global progress in fields such as medicine, technology, and environmental care.

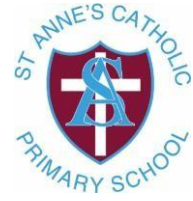
In the **Early Years Foundation Stage and Key Stage 1**, children are encouraged to observe closely, explore living things and materials, and ask questions about what they notice. They begin to gather simple evidence, make predictions, and discuss what they have found out using early scientific vocabulary. Computing and practical resources help them record and communicate their ideas.

In **Key Stage 2**, pupils build on this foundation by investigating a broader range of scientific concepts. They use models, explanations and theories to develop their understanding. Pupils apply scientific knowledge to real-life contexts, including personal health, environmental care, and technological change. They plan and carry out systematic investigations, work collaboratively, and communicate their findings using scientific language, diagrams, graphs and digital tools.

2. Aims of Science at St Anne's

As a Catholic school, our teaching of science reflects our mission to develop thoughtful, informed, and compassionate young people. We aim to:

- Provide rich, engaging opportunities that foster enthusiasm for scientific learning.



- Support pupils in developing secure knowledge and understanding across all areas of science.
- Promote curiosity and confident questioning, encouraging children to justify their thinking using appropriate scientific vocabulary.
- Enable pupils to collect, organise and interpret information from a range of sources.
- Teach children to evaluate evidence, make comparisons, and draw conclusions based on fair testing and careful observation.
- Provide practical experiences that help pupils use scientific processes such as prediction, investigation, measurement, and evaluation.
- Encourage all learners to recognise science as a discipline that serves the common good and enhances human life.

3. Spiritual, Moral, Social and Cultural (SMSC) Development

Science at St Anne's contributes to the whole child, supporting:

Spiritual development

- Encouraging awe and wonder at the natural world and exploring how creation reflects God's love.
- Offering opportunities for reflection on life, growth, and our place in the universe.

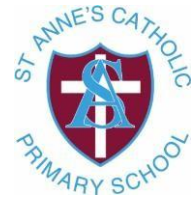
Moral development

- Discussing how scientific knowledge should be used responsibly.
- Reflecting on ethical questions such as environmental protection and the impact of new technologies on society.

Social development

- Working cooperatively during investigations and recognising the value of teamwork.
- Understanding how evidence is used to support ideas and make decisions that affect communities.

Cultural development



- Learning how scientific ideas have developed across different cultures and time periods.
- Recognising the global contribution of scientists and how cultural viewpoints shape understanding.

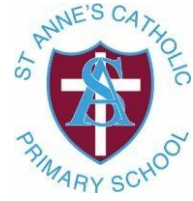
4. Key Skills Developed Through Science

Science provides meaningful opportunities for children to develop:

- **Communication:** explaining ideas, presenting findings, and discussing evidence.
- **Mathematical skills:** measuring, estimating, comparing data, and using graphs.
- **Computing skills:** recording results, using digital tools, and conducting research.
- **Collaboration:** working with others to plan and carry out investigations.
- **Self-evaluation:** reflecting on methods and outcomes as part of Assessment for Learning (AfL).
- **Problem-solving:** finding creative ways to answer scientific questions and overcome challenges.

5. Planning

- Planning is designed to meet the needs of all learners and reflects the progression of knowledge and skills across the school.
- Pupils work individually, in pairs, small groups, and whole-class contexts, using varied methods to communicate their work.
- Support staff are briefed effectively and play a valuable role in enabling all pupils, including those with SEND, to access and enjoy science.
- Planning identifies adaptations or extensions, ensuring every child can participate fully.



6. Medium-Term Planning

- Teachers use the National Curriculum as the basis for all science teaching, while linking learning to cross-curricular themes where appropriate.
- The whole-school science curriculum map identifies the topics taught in each half term to ensure progression and breadth.

7. Weekly Planning

- Teachers identify clear learning objectives, vocabulary, skills, and resources for each lesson.
- Plans are stored on the shared drive and follow the agreed school format.
- Differentiation, challenge, and success criteria are outlined to support all learners.

8. Assessment

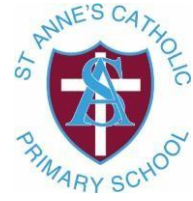
Assessment for Learning is central to our science teaching and includes:

- Marking and feedback, including opportunities for children to respond.
- Observation of practical work.
- Pupil voice and discussion.
- End-of-unit tasks or quizzes.
- Photographic evidence of learning.
- KS1 and KS2 statutory teacher assessments.
- End-of-year reports.

9. End-of-Unit Assessment

Early Years:

- Assessments are recorded termly under *Understanding the World* using learning journeys and observations.



Key Stage 1 and 2:

- Teachers assess pupils against National Curriculum objectives using a range of evidence.
- Assessment outcomes are recorded on the school's Science Assessment Grids and shared with the next teacher.

10. Monitoring and Evaluation

- The Science Lead monitors the subject termly through planning scrutiny, book looks, pupil voice, and lesson observations.
- EYFS evidence is gathered through learning stories and assessment records.
- Coverage, progression and attainment are reviewed to ensure high standards and consistency.

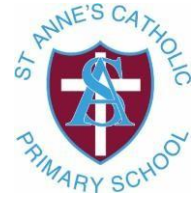
11. Resources

- Science resources are stored in the central science cupboard and audited termly.
- Teachers are supported in accessing materials and digital resources.
- Links to recommended websites and resources are stored in the Science folder on the school network.

12. Safety in Science

Pupils are taught to work safely and responsibly by understanding:

- Hazards and risks during practical work.
- How to keep themselves and others safe using age-appropriate strategies.
- How to manage equipment safely and follow school safety guidance.



13. Equal Opportunities

St Anne's is committed to ensuring that all pupils—regardless of gender, background, ability or language—have equal access to high-quality science teaching. We promote:

- High expectations for all.
- Inclusive learning environments.
- Appropriate differentiation and challenge.
- Assessment approaches that recognise individual needs.
- Teaching strategies that support diverse learners.

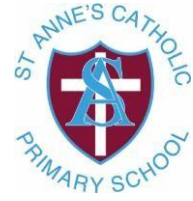
14. Displays

- Each classroom maintains a science display linked to current learning.
- Displays include key vocabulary, questions, and examples of pupils' work.
- Staff can access vocabulary lists and display materials on the shared drive.

15. The Role of Science Ambassadors (New for 2025)

St Anne's has introduced **Science Ambassadors** in Key Stage 1 and 2 to help promote a culture of curiosity, leadership, and enthusiasm for science. Their role includes:

- Championing science across the school and acting as positive role models.
- Supporting younger pupils during investigations or science events.
- Helping set up equipment and maintain tidy, organised science areas.
- Leading demonstrations during assemblies and Science Week.
- Sharing scientific news, facts or findings during school worship or class visits.
- Contributing to pupil voice feedback on science teaching and learning.
- Encouraging care for creation in line with Catholic Social Teaching.



Science Ambassadors work alongside the Science Lead to support whole-school improvement and inspire the next generation of scientists.

16. Related Policies

- Assessment
- Equal Opportunities
- EYFS
- Health and Safety
- Homework
- Marking and Feedback
- More Able
- Teaching and Learning

Date agreed by governing body on December 2025	Signature of Chair or Vice Chair
Date agreed for review Autumn 2027	Frequency of Review Three years
Responsibility for Review A&C Committee	