Hampton Hargate Primary School

Science Policy

Date: SPRING 2026
Review date: SPRING 2027

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (e.g. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring English and Maths whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

Why we believe Science is important

- Science is everywhere, we are surrounded by technology, and we all exist in a complex natural world both of which illustrates infinite scientific concepts. As children grow up in an increasingly technologically and scientifically advanced world, they need to be scientifically literate to succeed. At our school, we believe that a high-quality science education provides the foundation for understanding the world through biology, chemistry and physics. Science teaching focuses on developing children's ideas and ways of working, enabling them to explore and make sense of the world through investigation. At Hampton Hargate, we want our pupils to leave as capable, curious, inquisitive and analytical thinkers. We aim to achieve this by providing a broad, challenging and engaging science curriculum that builds their science capital and helps them see the relevance of science in their lives, both now and in the future. Teaching science to pupils is teaching them how to think, learn, solve problems and make informed decisions. These skills are integral to every aspect of a student's education and life, from school and beyond.

Intent -what we aim for our pupils to be:

- Curious and inquisitive thinkers who are keen to explore the world around them and question the unknown.
- Aware of environmental issues and actively take care of the environment
- Curious about the world in which we live and able to understand how their learning links to real-life situations (e.g. Farm to Fork topic).
- Able to draw upon and build on their prior scientific knowledge to make effective predictions and explain their reasoning.
- Equipped with accurate scientific vocabulary, enabling them to communicate clearly and contribute to discussions about their learning and scientific concepts.
- Able to plan and carry out scientific investigations, selecting appropriate equipment and methods of recording, while developing their enquiry and working scientifically skills.
- Reflective learners who can consider the science behind different concepts, articulating what they have learned as well as what they have done.
- Able to evaluate their work, recognising what has been successful and how it could be improved in the future.
- Effective communicators who can share their ideas, opinions, questions and findings clearly through both spoken and written language, using key vocabulary where appropriate.
- Engaged in whole-school science weeks and cross-curricular enrichment activities, sharing their learning with peers, parents and governors.
- Given opportunities to learn about a diverse range of significant scientists, past and present, who have made important contributions to the world.
- Positive and enthusiastic about their learning.

Implementation: How do we do this?

- Science is timetabled as a core subject and is rigorously monitored.
- Ongoing support and high-quality CPD are provided by a local STEM Learning consultant.
- A broad, practical and engaging curriculum is delivered, using PLAN documents to support progression.
- There is a clear focus on subject-specific vocabulary for each topic, supported where possible by high-quality texts (e.g. Year 3/4 use *A Pebble in My Pocket* for rocks and soils).
- Working Scientifically skills are embedded across the school. Teachers use TAPS to ensure full coverage when assessing disciplinary knowledge.

- Medium-term plans (MTPs) for each year group are monitored by the science leaders to ensure progression in knowledge and skills, as well as full coverage of the National Curriculum.
- Teachers use Headstart formative assessments to assess substantive knowledge.
- Scientific vocabulary, including Widgits, is carefully planned and taught across topics. Children have access to high-quality texts for research, enjoyment and to support retention of knowledge.
- All pupils take part in enrichment activities such as Science Week, curriculum evenings, playground science and school trips.
- Teachers are signposted to free online CPD (e.g. Reach Out CPD) to continually develop their subject knowledge.
- Science leaders attend termly meetings with other local subject leaders to share good practice, stay up to date, explore opportunities and reflect on provision.
- Science leaders meet regularly with science ambassadors.
- Throughout topics, children learn about significant scientists, past and present, enriching their science capital and applying enquiry and Working Scientifically skills.
- Children are given opportunities to use the school grounds for scientific enquiry and to take part in outdoor learning sessions.

Impact

- Pupils demonstrate a positive attitude towards science and their learning.
- Pupils show a commitment to caring for and sustaining their local community and the wider environment.
- Pupils are curious, ask questions about the world around them, and make real-life connections.
- Pupils recognise the importance of science for their future and understand its links to other subjects.
- Pupils use age-appropriate scientific vocabulary and can confidently articulate their learning.
- Pupils become independent learners, motivated to explore and be curious about the world around them.
- Pupils achieve Age-Related Expectations by the end of KS1 and KS2.

This is monitored through:

- Book and planning scrutiny
- Drop –ins conducted by science leaders
- Pupil and staff voice, including input from Science Ambassadors
- Formative and summative assessment
- Data analysis

Review Date

- The Hampton Hargate Primary School science policy is to be reviewed annually by the Science Subject Leaders.

- Next review April 2027

Science Subject leaders: Clare Bayliss / Jade Griffin