

Science Policy



Cam Everlands Primary School

“We believe, achieve and celebrate”

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Contents

1. Aims.....	2
2. Vision and Values	2
3. Roles and Responsibilities	2
4. Curriculum Implementation	3
5. Support for Pupils.....	3
6. Monitoring and Review	4
7. Linked Policies.....	4

1. Aims

The purpose of this Science Policy is to outline the vision, principles, and strategies for teaching and learning science at Cam Everlands Primary School. This policy aims to ensure a high-quality science education that enables all pupils to achieve their full potential, develop a love for science, and apply their knowledge and skills in real-life contexts.

2. Vision and Values

At Cam Everlands Primary School, we believe that science is a vital subject that enables pupils to develop curiosity, ask questions, and understand the world around them. Our values of respect, trust, honesty, and empathy underpin our approach to teaching science, fostering a positive learning environment where pupils feel valued and supported.

At Cam Everlands Primary School, our curriculum is underpinned by our mantra "believe, achieve and celebrate". Science plays a key role in supporting this by enabling pupils to explore, question and develop confidence in their understanding of the world. We aim to create a nurturing, supportive and safe environment where all children can flourish, develop curiosity and feel motivated to succeed in science.

We consider every child's ability when planning and will adapt, scaffold and use practical resources to support their learning and understanding. This helps us to meet our aim of meeting the needs of each pupil in the school. By doing this, children will develop confidence, resilience, and a sense of achievement in science.

3. Roles and Responsibilities

3.1 Leadership Team

- Ensure that the science curriculum is broad, balanced, and meets the needs of all pupils, including those with SEND and EAL.
- Provide ongoing professional development for staff to enhance their subject knowledge and teaching strategies.

3.2 Science Subject Leader

- Oversee the implementation of the science curriculum and monitor its effectiveness.
- Support teachers in planning and delivering high-quality science lessons.

3.3 Teachers

- Deliver engaging and adapted science lessons that cater to the diverse needs of pupils.
- Provide differentiated activities and practical opportunities to support all learners.
- Assess pupils' progress regularly and provide feedback to support their learning.

3.4 Pupils

- Engage actively in science lessons and take responsibility for their own learning.
- Ask questions, carry out investigations, and develop their scientific understanding.

3.5 Parents and Carers

- Support their children's learning in science at home.
- Engage with the school's science initiatives and activities where possible.

4. Curriculum Implementation

4.1 Curriculum Design

- The science curriculum is designed to cover the National Curriculum objectives, including biology, chemistry, and physics.
- Working scientifically is embedded throughout all areas of learning.
- Sequences of lessons are coherent and progressive, enabling pupils to build on prior knowledge and skills.

Our science curriculum is designed to be engaging, progressive and inclusive, ensuring that all pupils build on prior knowledge and develop both substantive knowledge and disciplinary skills over time. Teaching sequences are carefully structured to ensure progression across year groups and to support long-term retention of key scientific concepts.

The curriculum promotes curiosity and enquiry, encouraging pupils to ask questions and investigate the world around them. Opportunities are provided for pupils to develop their understanding through practical experiences, discussion and reflection, supporting both knowledge and scientific thinking.

Science learning is supported by a nurturing school environment where pupils are encouraged to take risks in their learning, build resilience and develop independence.

Further information regarding specific elements of our science curriculum can be found in the appendices at the end of this policy.

4.2 Teaching and Learning Strategies

- Use a variety of teaching methods, including practical investigations, enquiry-based learning, discussion, and teacher modelling.
- Provide opportunities for outdoor learning and real-world experiences.
- Use resources and technology to enhance engagement and understanding.
- Promote a supportive and inclusive classroom environment where pupils feel safe to explore ideas, make mistakes and develop confidence in their scientific understanding, reflecting the school's commitment to nurturing all learners.

4.3 Assessment and Feedback

- Implement regular formative assessments to monitor pupil progress and inform future teaching.
- Use end-of-unit assessments to support judgements about attainment.
- Provide timely and constructive feedback to pupils to support improvement.

5. Support for Pupils

As part of their teaching, staff assess pupils formatively. These assessments indicate whether a pupil is attaining in line with their chronological curriculum objectives.

5.1 Adaptation and Differentiation

- Provide targeted support for pupils who require additional help, including those eligible for Pupil Premium and those with SEND.
- Use scaffolding, adult support, and practical resources to aid understanding.
- Offer extension opportunities for more able pupils to deepen their scientific thinking.

6. Monitoring and Review

6.1 Monitoring

- Implement a system for regular monitoring of science teaching and learning through lesson observations, work scrutiny, and pupil voice.
- Collect and analyse data on pupil performance to identify strengths and areas for development.

6.2 Review

- This policy will be reviewed annually to ensure it remains relevant and effective.
- Feedback from staff, pupils, and parents will inform the review process.

7. Linked Policies

- Feedback and marking policy