



# Science Policy

**Person responsible: Head teacher**

**Ratified by the governing body: Summer 2020**

**Date for review: Summer 2023**

A handwritten signature in black ink, appearing to read 'Anne Marie Renshaw', is positioned below the text.

**Reverend Anne Marie Renshaw  
Chair of Governors**



**Every Child Every Chance Every Day**

## **Science Curriculum**

### **Intent**

Messing scientists will develop a fascination and curiosity about the world in which they live while gaining an understanding of the significant influences that scientific discoveries have had in shaping our ever changing world.

Through the science curriculum they will:

- Be inspired and excited by practical investigative learning opportunities.
- Critically question the world around them.
- Develop progressive scientific knowledge including that of leading scientists and enquiry skills.
- Make connections as learners with other areas of the curriculum and apply skills learnt in other subject areas.
- Use scientific vocabulary to explain their thinking.
- Develop respect for the environment and world in which they live.

### **Implementation**

Science is taught with an emphasis on our pupils engaging in practical enquiry to support and develop their understanding of scientific concepts and skills. To ensure high standards of teaching and learning in science, we implement a curriculum that is not only progressive throughout the whole school but provides context and purpose for each area of study. The Hamilton Trust units are based on the National Curriculum Framework while built on lines of enquiry established by the pupils themselves. This, we believe makes learning meaningful and pertinent to the children's interests.

Learning is consolidated and interleaved through re-visiting and building on prior knowledge and skills throughout the school. In EYFS scientific learning is incorporated in to the Early Learning Goal 'Knowledge and understanding of the world' in which pupils develop the skills and understanding that help them make sense of the world. Exploratory and Investigative skills are embedded into lessons to ensure these abilities are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. Connections are explicitly made with prior learning and learning in other areas of the curriculum, such as English, Maths, DT and Computing, so that these can be effectively embedded. Planning ensures that pupils engage in their learning through discussion, observation, prediction, hypothesising and making conclusions in order to make sense of their world around them.

We aim to make the most of the rural environment of the school and the curriculum has been planned with this as a focus. Our key drivers of respect, resilience and reasoning are evident throughout the teaching and learning.

### **Impact**

**The impact of pupil's science learning will be:**

- Children are inspired and enthusiastic about finding answers to the questions they generate.
- Children become increasingly independent in science, selecting their own tools and materials, completing pupil lead investigations and choosing their own strategies for recording.
- Children will retain knowledge that is pertinent to Science with real life contexts.
- Children will be able to question ideas and reflect on knowledge while developing and deepening their own lines of enquiry through what they observe and measure.
- Children will work collaboratively and practically to investigate and experiment.
- Children will be able to explain the methods they have used while reflecting on their learning

The impact of science learning at Messing Primary is conducted through summative and formative assessments through pre unit discussions, pop tasks, quizzes, milestone assessments and reported to parents at the end of the year.