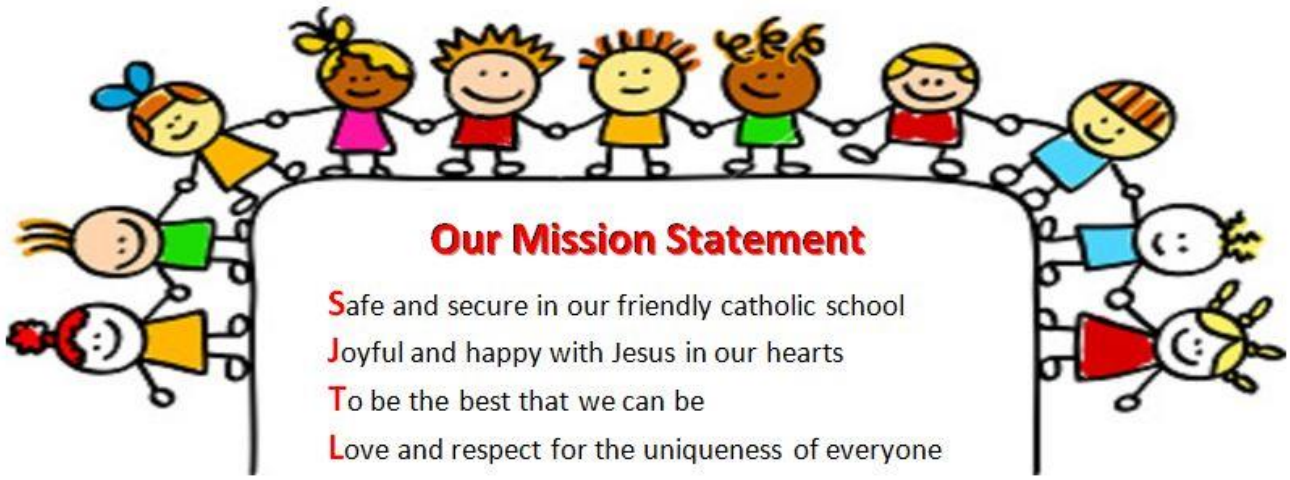
St James the Less RC Primary School

Science Policy

Updated Spring 2026

St James the Less Science Policy



Proverbs 2:6

"For the Lord gives wisdom; from his mouth come knowledge and understanding."

1 Philosophy

1.1 Science teaches an understanding of natural phenomena. It aims to stimulate a child's curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation.

1.2 The aims of science are:

Science Vision:
At St James the Less RC Primary School, our vision is to provide a Science curriculum that captures the curiosity of all young minds, inspiring each individual, through practical, hands on experiences, to confidently explore and discover the awe and wonder in God's universe, fostering their thirst for knowledge with stimulating and challenging scientific experiences.

Science Principles:
Encourage children to ask big questions
Use the outdoors
Use scientific equipment correctly
Allow children to explore their own natural curiosity
Use scientific vocabulary
Work in teams to investigate in different ways
Develop scientific thinking by designing investigations

2 Teaching and learning style

2.1 We use a variety of teaching and learning styles in science lessons and allow children's own scientific curiosity to inform future planning. Our principle aim is to develop children's knowledge, skills, and understanding. Sometimes we do this through whole-class teaching, while at other times we engage the children in an enquiry-based activity. We encourage the children to ask, as well as answer, scientific questions. They have the opportunity to use a variety of relevant data. We use the local environment and outdoor space to enhance scientific learning. In addition to the information outlined here, Teaching and Learning in Science follows the same principles outlined in our Teaching and Learning Policy.

2.2 At St James the Less, science teaching promotes curiosity, enquiry and a love of learning through a practical, inclusive and engaging approach. Lessons are planned to ensure all pupils, regardless of background or need, can access, participate in and succeed in science.

3 Scheme of work

3.1 Following the National Curriculum, each teacher plans a range of units ensuring full coverage of their year group expectations. CUSP is used to support this with knowledge organisers for each unit taught. Our expectations for developing children's knowledge and skills are ambitious.

4 Science curriculum planning

4.1 Science is a core subject in the National Curriculum. The science curriculum is carefully planned and sequenced to ensure progression in knowledge, skills and vocabulary for all pupils. Planning takes account of the diverse needs of learners to ensure equity of access and high expectations of all.

4.2 Objectives are set out using themed medium-term planning. In some topics, science is the lead subject which ensures it remains a high-profile subject. They identify essential knowledge and skills that pupils need to secure.

4.3 Each class teacher is responsible for planning the science in their class, ensuring that learning builds progressively on prior knowledge and experience, making sure to adapt their planning to accommodate the needs of the class.

4.4 Teachers use summative and formative assessment to ensure skilled progression through the year groups.

4.5 Planning and books are monitored by the science leaders and feedback is given.

5 Foundation Stage

5.1 We teach science in EYFS as an integral part of the topic work covered during the year. We relate the scientific aspects of the children's work to the objectives in the Early Learning Goals.

6 The contribution of science to teaching in other curriculum areas

6.1 Science is closely linked when possible to other subjects through using a themed approach.

7 Teaching science to children with special educational needs

7.1 Science lessons will be planned to ensure all pupils, including those with SEND and disadvantaged backgrounds, can access the curriculum through appropriate differentiation, reasonable adjustments, and targeted support.

7.2 Teaching will be inclusive and ambitious, with learning adapted through practical, visual, and hands-on approaches to support understanding, engagement, and retention of scientific concepts. Key scientific vocabulary will be explicitly taught and reinforced using a range of strategies, including visuals, repetition, pre-teaching, and structured talk, to support language development for all learners. Appropriate knowledge notes will be provided to children to ensure cognitive overload is reduced.

7.3 Progress in science will be monitored from individual starting points, with targeted interventions and use of Pupil Premium funding to address gaps in knowledge, skills, and confidence.

7.4 All pupils will be provided with regular opportunities to take part in practical investigations and enrichment activities, ensuring disadvantaged pupils have access to the same high-quality science experiences as their peers.

8 Assessment and recording

8.1 Science work is completed in science books. Regular marking of work and discussions with children are used to assess understanding and to adjust plans when necessary.

8.2 Teacher assessment is used throughout the school to make judgements about the progress of children in science. Subject leaders ensure assessment is moderated termly. Children are to assess their learning through Socrative quizzing in which their data is then recorded on Insight.

8.3 At the end of Key Stage One and Two, teacher assessment is carried out and reported to parents.

8.4 Each unit is assessed on Insight at the end of each topic. Teachers identify those children who are working at age-related expectations, exceeding the expectations or below age-related expectations.

9 Resources

9.1 There is a range of resources to support the teaching of science across the school. Resources are centrally based. CUSP forms the basis of National Curriculum delivery.

9.2 Subject leaders are allocated a budget in order to resource their topic.

10 Monitoring and review

10.1 Monitoring of science is the responsibility of the headteacher and science leader. The work of the science leader also involves supporting colleagues in the teaching of science, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

11 Reporting to parents

11.1 Parents are given opportunity to discuss their child's progress at parents evening. Annual reports are completed at the end of the summer term.

11.2 Teachers use the information gathered from ongoing assessments to help them comment on individual children's progress.