



Fleet Primary School

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Science Policy

Science at Fleet Primary School

Intent

At Fleet, we believe that children are naturally inquisitive about the world around them. From Nursery to Year 6, we place a strong emphasis on science teaching that encourages children to explore and understand themselves and their environment through first-hand experiences. We ensure that a variety of memorable activities—such as experiments, trips, and guest visitors—are integrated into the curriculum to broaden children's knowledge.

Our science teaching is inclusive, accessible to all children, regardless of their ability or background. The curriculum is carefully designed to equip learners with the knowledge and cultural capital they need to succeed in life. By nurturing their natural curiosity and encouraging connections between ideas, we help children develop a deeper understanding of the world.

We prioritize raising questions, hands-on practical work, and discussion, all of which support the development of scientific inquiry skills. This approach helps children build the critical thinking and problem-solving abilities that will serve them in their development, both in school and beyond.

Teaching and Learning style

At Fleet, we are committed to providing all children with the opportunity to achieve their highest potential in science, tailored to their individual abilities. We actively monitor pupil progress to identify any children or groups who may be underachieving and take targeted action to improve their attainment. For children working at greater depth, we provide suitably challenging learning opportunities to ensure they continue to progress.

Our curriculum is designed to engage all children by respecting and celebrating cultural diversity, home languages, gender, and religious beliefs. These elements are embedded throughout our teaching, fostering an inclusive and supportive learning environment.

We believe that children learn best when their learning is contextualised. To achieve this, we integrate science into cross-curricular learning and offer a rich variety of experiences. We are continuously developing our STEAM (Science, Technology, Engineering, Arts, and Mathematics) approach, with the aim of increasing collaboration across these subjects to add depth and breadth to the curriculum.

We also take full advantage of the opportunities offered by our local environment, enriching our curriculum with regular trips to places like London Zoo, The Natural History Museum, Kew Gardens, and Hampstead Heath.

Implementation

Science Curriculum Planning

Science topics are allocated to each year group in accordance with the National Curriculum and are outlined in our curriculum map. Each year group has a dedicated science topic for one term, while in the other two terms, science is integrated with other subjects where appropriate. In some cases, science may be taught discretely to ensure a focused approach.

Teachers use medium-term plans and weekly timetables to ensure that all termly objectives are met. At the start of each topic, prior knowledge is assessed through a "knowledge harvest." This process helps tailor teaching to the children's starting points and takes into account pupil voice, incorporating their interests where possible.

The aims of our science curriculum are to enable children to:

Ask and answer scientific questions

Plan and carry out fair scientific investigations, using equipment, including computers

Understand the life processes of living things

Explore the physical processes of materials, electricity, light, sound, and natural forces

Learn about the properties of materials

Evaluate evidence and present conclusions clearly and accurately

EYFS (Early Years Foundation Stage)

Science is an essential part of life in the early years, as children are naturally curious and constantly exploring and making sense of the world around them. In Nursery and Reception, science will be a key focus each term, with topics based on plants and animals. Children will engage in year-round experiences such as gardening and caring for their outdoor environments, helping them connect with nature and develop an understanding of the natural world.

Organisation and Frequency

Science is taught on a weekly basis, with each class having one to two hours of science per week, as recommended by national guidelines. Where possible, teachers make cross-curricular links to enhance learning.

Children work in a variety of groupings depending on the nature of the activity, which includes whole-class, group, paired, and individual work. Scientific learning is recorded in a variety of ways, appropriate to the age of the children and their individual needs at each key stage. This may include teacher observations, photographs, drawings, tables, graphs, written accounts, and formal write-ups.

Record keeping and assessment

In addition to ongoing formative assessment, teachers regularly assess students' understanding throughout each science unit. At the end of each unit, teachers update the Science Assessment Tracker, which records which learning objectives students have or have not met. This information helps to inform planning for future lessons and ensures a cohesive and supportive curriculum for the following term or academic year.

To support the assessment of practical and enquiry-based skills, we use the 'Working Scientifically Wheel' document. This tool records the different types of scientific enquiry undertaken by each year group. It is used by both children and teachers: students can use it to identify the enquiry elements of Science they have worked on, while teachers can use it to identify areas for future focus and planning.

Co-ordination and Moderation

Science education across the school is coordinated by Rachel Webb. Her role involves managing assessment in science, updating and monitoring school resources, and providing support to colleagues as needed. The Science Coordinator leads INSET sessions and facilitates discussions on key science-related issues, such as Science Week, assessment practices, and work scrutiny.

Science moderation involves reviewing students' work in relation to the National Curriculum objectives and the work scrutiny criteria set by the Senior Leadership Team (SLT). The purpose of science moderation is to:

- Ensure objectives have been met
- Provide evidence of different types of scientific enquiry
- Track evidence of progression across the school
- Highlight examples of good practice, particularly in terms of presentation and differentiation in students' workbooks

Resources

- The vast majority of resources are stored centrally, in the resource room in labelled cupboards.
- Staff should notify the co-ordinator of any extra resources required.

Written November 2024 By Rachel Webb – Science Co-ordinator

Review Date - November 2027