

Bampton CE Primary School and Nursery



Belonging, Believing, Building

To be the best we can be for ourselves and for other

Title of Policy	Science Policy
Date Adopted by the Governing Body	November 2026
Review Date	November 2028

1. Rationale

At our school, we believe that science provides children with an understanding of the world around them and develops curiosity, critical thinking and problem-solving skills. Through engaging, practical and enquiry-based learning, pupils are encouraged to ask questions, investigate phenomena and develop a sense of wonder about the natural and physical world.

Science is taught using the Kapow Primary Science Curriculum, which is fully aligned with the National Curriculum for England. The programme supports children in developing substantive scientific knowledge alongside disciplinary knowledge through a range of scientific enquiries.

2. Aims

The aims of teaching science are to enable pupils to:

- Develop scientific knowledge and conceptual understanding.
- Understand the nature, processes and methods of science through different enquiry types.
- Develop and use scientific vocabulary accurately and confidently.
- Ask questions and investigate scientifically.
- Make predictions and draw conclusions based on evidence.
- Understand the uses and implications of science today and in the future.
- Appreciate how science contributes to everyday life and global developments.
- Foster curiosity, resilience and independence in learning.

3. Curriculum Intent

Our science curriculum aims to inspire children to become curious learners who ask questions about the world around them. Through the Kapow scheme, pupils build progressive scientific knowledge and enquiry skills from Early Years to Year 6.

The curriculum ensures:

- Full coverage of the National Curriculum.
- Sequential learning that builds on prior knowledge.
- Development of scientific enquiry skills across all year groups.
- Opportunities for practical, hands-on investigations.
- Meaningful links with mathematics, literacy and wider curriculum subjects.
- Inclusion of diverse scientists and scientific careers.
- Learning that is engaging, relevant and memorable.

4. Curriculum Implementation

Science is taught through the Kapow Primary Science scheme using a clear progression of knowledge and skills.

Teaching and Learning

Lessons include:

- Retrieval and recap of prior learning.
- Explicit teaching of new scientific concepts.
- Practical investigations and enquiry opportunities.
- Scientific discussion and reasoning.
- Development of scientific vocabulary.
- Recording and analysing results.
- Opportunities for reflection and evaluation.
- Scientific Enquiry
- Children experience a range of enquiry types including:
 - Observing over time
 - Pattern seeking
 - Identifying, classifying and grouping
 - Comparative and fair testing

- Research using secondary sources

Early Years Foundation Stage

Science in EYFS is taught through the Understanding the World area of learning. Children explore:

- The natural world
- Seasonal changes
- Living things and their habitats
- Materials and their properties

These experiences provide the foundations for future scientific learning.

5. Curriculum Impact

The impact of science teaching is measured through:

- Pupil outcomes and attainment.
- Work scrutiny.
- Pupil discussions and interviews.
- Lesson visits and observations.
- Assessment data.
- Evidence from practical investigations.
- Increasing confidence and enthusiasm for science.

By the end of Year 6, pupils will:

- Have secure scientific knowledge.
- Use scientific vocabulary accurately.
- Plan and carry out investigations effectively.
- Interpret evidence and draw conclusions.
- Demonstrate curiosity and enthusiasm for science.
- Be prepared for secondary science education.

6. Inclusion and Equal Opportunities

We believe all pupils can achieve in science.

Teachers ensure that:

- Lessons are appropriately differentiated.
- Resources support all learners.
- Pupils with SEND are enabled to access the curriculum through suitable adaptations.
- Higher-attaining pupils are provided with challenge and opportunities for deeper thinking.
- All pupils are represented through diverse scientific role models.
- Science teaching promotes equality, diversity and inclusion and values the contributions of scientists from all backgrounds.

7. Assessment

Assessment is ongoing and informs future teaching.

Formative Assessment

Teachers use:

- Questioning
- Discussion
- Retrieval activities
- Observation of practical work
- Pupil explanations
- Knowledge checks
- Summative Assessment

Teachers:

- Assess pupils against National Curriculum objectives.
- Use Kapow assessment opportunities.
- Record attainment in line with the school's assessment procedures.
- Identify pupils requiring additional support or challenge.

8. Health and Safety

Practical science activities are carried out in accordance with school health and safety procedures.

Staff will:

- Complete risk assessments where appropriate.
- Ensure equipment is safe and suitable.
- Teach pupils safe working practices.
- Supervise practical activities effectively.

9. Monitoring and Evaluation

The Science Subject Leader is responsible for:

- Monitoring curriculum coverage.
- Supporting staff with planning and subject knowledge.
- Reviewing assessment information.
- Conducting lesson observations and work scrutiny.
- Monitoring pupil voice.
- Leading professional development where appropriate.
- Reporting on standards and provision to senior leaders and governors.

10. Role of Governors

Governors will:

- Support the strategic development of science.
- Monitor standards and outcomes.
- Ensure statutory requirements are met.
- Receive updates from the subject leader and senior leadership team.

11. Policy Review

This policy will be reviewed annually or sooner if there are changes to statutory requirements, curriculum guidance or school procedures.

This policy reflects the school's commitment to delivering a high-quality science curriculum through the Kapow Primary Science scheme, fostering curiosity, enquiry and a lifelong interest in science.