



Science Policy

2023-24



1	Summary	Science policy			
2	Responsible person	Sarah Crawforth			
3	Accountable SLT member				
4	Applies to	<input type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Tracey Johnson			
6	Who has been consulted and recommended policy for approval	Caroline Knight, Head of School			
7	Approved by and date	September 2023			
8	Version number	1			
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input type="checkbox"/> Trustees/governors <input type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input type="checkbox"/> N			



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1. Purpose

The purpose of this policy is to describe the intent and implementation of the Science curriculum at Thorpepark Academy.

2. Scope of the policy

The teaching of science is part of the broad and balanced curriculum offered to all pupils at Thorpepark Academy. All year groups from Year 1 to Year 6 follow the National Curriculum to ensure full and in-depth coverage of all the objectives. In addition to this, pupils at Thorpepark pupils will know and remember more knowledge about the wider world that they live in whilst also practicing lifelong scientific skills such as conducting a fair experiment.

Foundation stage pupils continuously access expressive science activities. Activities are designed using assessment steps from Development Matters and are planned to meet the needs and interests of all children.

3. Implementation of the policy

Science is taught weekly during each half term. This ensures that skills can be practiced and progression across the subject can be made, and that six lessons of science are taught per year group in each half term.

LTP planning is done with an overview of the whole school to ensure that there is a broad and balanced coverage of science. Some aspects of the National Curriculum, such as living things and their habitats, are taught and repeated in each year group to ensure they are remembered by all pupils. In both key stages and all year groups the pupils will conduct enquiries, with a focus on those that can be pupil-led, in order to help with remembering and understanding.

The skill progression is in addition to the objectives to ensure that there is an even split between and knowledge based and skill-based curriculum. Pupils will have the opportunity to develop specific skills by building on what they can already do. These skills are classified as scientific knowledge and type of scientific enquiry. Sticky knowledge in science is focused around the knowledge of facts. The different types of scientific enquiry and working scientifically objectives are also mapped out across the year to ensure that each year group is practicing the different skills.



Science curriculum planners are used for short term planning to organise the skills and knowledge for a successful science curriculum. They include National curriculum references, key vocabulary, sticky knowledge, enquiry types, working scientifically objectives and skills from the current and previous year groups.

Topic webs are shared with parents through the website, social media and hard copies. This is to ensure that parents can support the home learning partnership.

Science is an inclusive subject. All pupils are required to participate in science activities. All activities planned for are adapted to ensure that all pupils have access to the science learning objective and curriculum. SEND pupils are required to join in with science activities and planning, delivery and assessment will reflect this.

As part of our development of science capital, we are working with the Venn PSTT cluster to adopt STEM pupil ambassadors in each school. These ambassadors will meet to work alongside the other schools in order to improve engagement in science, and lead science clubs.

Thorpepark is also undertaking the PSQM qualification this year. The subject lead, along with SMT, will be collecting evidence throughout the year and working with staff to gain the award.

4. Enhancing the curriculum with visits and visitors

Visits and visitors into school are an essential part of the enriched curriculum and should provide opportunities for cross curricular learning.

We are working alongside the PSTT cluster to ensure that Science Capital is increased with the addition of more visits and visitors.

5. Curriculum Impact

Pupils are assessed after each new unit of learning. This is tracked to inform planning on the next steps in learning. This is reported yearly on Otrack and monitored by the subject coordinator.

Pupil interviews, lesson visits and book look will demonstrate what knowledge the pupils can remember and the skills that they have. These monitoring and evaluations measures will quality assure the consistency of science across the school.

Subject reports are completed termly and yearly to share data, training and information about the subject with the Head of School and Governors.

6. Roles and Responsibilities including monitoring of standards

Senior leaders are responsible for ensuring time, resources and support is provided so leaders can carry out their role effectively.

Subject leaders are responsible for the monitoring and evaluation of science across the school. This will include:

- Supporting staff with planning and delivering Science
- Providing CPD opportunities either in house or through different services
- Lesson visits and drop ins
- Working with subject leaders across the trust to develop subject
- Reporting to the Head of school and governors termly



- Developing science capital
- Attending PSTT cluster meetings
- Working towards PSQM alongside SMT and teaching staff

Class teachers are responsible to plan, prepare, deliver and assess science lessons which help build a repertoire of science skills. This will also include:

- Audit and orders of class resources are carried out regularly to ensure suitable resources are available for the activities to happen.
- Ensure all pupils are taking part in a variety of science lessons with a focus on skills progression
- Follow the school marking policy to mark Science books
- Ensure all pupils have in-depth knowledge of the types of scientific enquiry and the sticky facts for each topic.

Governors are to be a link between school and the governing body, they will work closely with school leaders to hold staff to account and drive improvement.