

Hurstbourne Tarrant Church of England Primary School

‘Love of Learning, Love of Life, Love of Christ!’

Science Policy

‘The important thing is to never stop questioning.’ Albert Einstein



Our School Christian Values = REACH

R=respect E=effort A=aim High C=care and love H=honesty

Headteacher Signature:	Date: September 2025
Chair of Governors Signature:	Date: September 2025
Date for renewal: September 2028	

Our School’s Christian Vision

Through ‘Love of Learning, Love of Life, Love of Christ,’ we aim to ensure that our school is a place which enables children to fulfil their journey together in mutual respect within an environment that enables children to have a positive purpose in life being true to themselves and others.

Our School Values

Respect – valuing each other and celebrating differences.

Effort – always trying our best.

Aim High – setting ourselves new challenges.

Care and Love – selfless service to others, putting others before ourselves.

Honesty – living with integrity, saying what we mean and mean what we’re saying.

At Hurstbourne Tarrant School, we aim to provide a structured science programme throughout the school. We want science to stimulate and excite pupils' curiosity about phenomena and events in the world around them.

Aims

We aim to:

- develop curiosity, interest and enthusiasm about natural phenomena in the world around them;
- encourage children to ask questions;
- develop skills, knowledge and understanding of Science;
- foster an understanding of the relevance of Science in an everyday context;
- encourage children to communicate their ideas effectively both in written form and verbally;
- encourage the use of appropriate scientific vocabulary;
- help children acquire a knowledge of a range of scientific concepts;
- show that scientific evidence can be obtained in a variety of ways;
- help children develop and use skills for scientific investigation in planning and carrying out their own investigations;
- make relevant observations and accurate measurements to aid an investigation
- draw conclusions which are supported by their evidence and explain their findings using their scientific understanding
- suggest further questions or investigations
- to develop their knowledge, methods, and understanding of processes and uses of science through working scientifically
- process data generated by direct investigation and that obtained from secondary sources (and know the importance of using trustworthy sources);
- develop children's Computing capabilities;
- encourage children to develop safe practice.

Methods

We operate a curriculum map agreed by the whole teaching staff, based upon the National Curriculum and EYFS programs of study statutory requirements and attainment targets. Science is integrated into our topics wherever sound links exist; science supports the children's topic learning and vice versa. Several topics throughout the school are science lead. Sometimes science is taught discretely as a unit where a sound link cannot be established. We also use the HIAS key ideas to further inform our planning.

Pupil learning at all levels is strongly biased towards hands on investigative work, where pupils develop and use their skills in questioning and understanding evidence. Children are encouraged to ask and investigate their own questions, collect appropriate data, analyse and explain what is occurring using their scientific understanding and then use this understanding to make further predictions as to how something might behave in the light of their findings. This way of learning links directly to our Learning Toolbox skills of collaboration, communication, perseverance, independence, reflection and confidence.

Our teaching for all children will include opportunities for:

- investigative work;
- exploring, talking about, testing and developing ideas;
- asking their own questions and making decisions about which types of enquiry will be best;
- observing changes over time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information;
- analysing functions, relationships and interactions systematically.
- teacher exposition;
- discussion techniques (pupil/pupil and pupil/teacher) appropriate to practical work;
- first hand experience;
- problem solving;
- the use of computers, data handling equipment and sensors;
- STEM;
- recording through a range of methods e.g. diagrams, graphs, charts and models;
- classwork, group work, individual work;
- making relevant conclusions using their evidence;
- use of secondary sources.

Assessment

Children's work will be marked according to the school's Marking Policy and their performance continually assessed in accordance with the National Curriculum end of year expectations. A lot of assessment and some marking is completed with the child. The outcome of this ongoing assessment is communicated to parents in the end of year report.

Resources

Resources are kept centrally and accessibly and are being updated in the light of new curriculum requirements. Resources will be regularly audited and recommendations for new purchases made to the Headteacher.

Health and Safety

Risk assessments/reviews are carried out for all activities and children are encouraged to contribute their own ideas for safe practice, therefore developing their own understanding of safe practice. Reference is made to HIAS Safety in Science cards. Reference is also made to additional safety advice from CLEAPSS. All staff annually receive training on risk assessments.

Review

The Headteacher and subject leaders will regularly monitor this policy in order to ensure that it is fully implemented. This is often completed during staff meetings.