Newport Infant School and Nursery

Science Policy

Date of Policy Creation/Last Review	January 2026
Policy Lead	Faye Hodgkinson
Date of Policy Adoption by Governing Body	February 2026
Frequency of Review	Every 3 years
Review Due	January 2029
Policy Category	Curriculum

Purpose and aims of study

- To develop the children's enquiring minds about themselves, the world around them and how it works.
- To develop the children's scientific skills associated with scientific methods of investigation and communication.
- To develop the children's knowledge and understanding of scientific concepts.
- To develop a fascination for Science and foster their interest and motivation.

Teaching, Learning and Assessment

Science is a core curriculum area and is taught in accordance with the requirements of the National Curriculum. Long term planning across Reception, Year 1 and Year 2 ensures that all key skills and content are covered and that there is a clear progression of scientific skills. Long-term planning includes key scientific ideas that all children need to experience. It suggests an order in which these key ideas need to be taught in order to ensure continuity and progression throughout the school. Science knowledge and understanding is taught through our creative topics which gives meaning and a context to each area of science.

Long-term planning for science interweaves through our cross curricular, thematic planning which enables us to give real, exciting and meaningful contexts through the requirements of the NC and beyond.

Medium-term plans specify the planned content for Science and detail the work that will be taught each term. They identify the progress in investigative and illustrative activities that will be developed.

Daily planning gives details of the learning objectives, activities and assessments. Teachers frequently use key questions as starting points. These are developed into investigative science activities as appropriate to the expected outcome.

- Investigation is central to the pupil's experiences. Children gain an understanding of the investigational process and develop a clear understanding of key concepts in the Science Curriculum by using a set planning format that is used with all age groups throughout the school. The scientific process encourages children to observe and question ideas. It enables them to predict and plan a fair way to test their idea/question. They are encouraged to record their results in a meaningful way and compare them to their original idea. There are three levels of investigation used in school, teacher-led, intermediate and independent.

- Illustrative activities enable children to gain experience of the key ideas. These are often used to stimulate questions that subsequently lead to investigations at a level suited to the children's understanding. These are essential to the children's understanding of key ideas in Sc. 2, 3 and 4.
- Skills development supports investigational work, i.e. learning how to construct bar charts, read and use measuring equipment e.g. thermometers. It is carried out in the context of other work.

Differentiation is planned for in the presentation of the tasks and by the outcome of the activity. Recording by the children can be presented through annotated drawings, written reports, photographic evidence or verbal feedback. English, Mathematics and ICT are used to support the Science curriculum. Links are also made between History, Geography, Music, Art, RE and PE where appropriate.

At Newport Infant's we use our Magnifying Glass of scientific skills to help the children to recognise the skills that they are using.



ASSESSMENT, RECORDING AND REPORTING

Intermediate and independent investigation is used to assess children's investigative abilities. Progression in whole investigation work has been identified in the form of steps for each aspect of an investigation. These are used assess the level at which each child is operating and identify the next steps required for each child to make progress.

At the end of Key Stage 1 the National Curriculum is used to determine whether a child is Working Towards, Working At or Working beyond the expected level. Scientific Enquiry is weighted at 3:1 against the other three Attainment targets (Life processes and living things, Materials and their properties, Physical processes) in the National Curriculum.

ICT

ICT can be used to support many aspects of the Science curriculum. It can be an important part of research as well as having numerous opportunities for being used in the process of an investigation. Data programs can be used to record results quickly and efficiently. Various Educational Software games, video clips of investigations and the Internet are used to enhance children's learning.

RESOURCES

Science resources are stored centrally. They are available for the children to access if required. Teacher's books and other supporting literature are located in the staff room.

SPECIAL EDUCATIONAL NEEDS

Children identified as having Special Educational Needs are given appropriate levels of support. This may take the form of human or physical resources to enable each child to reach his or her potential.

EQUAL OPPORTUNITIES

All children have equal access to the Science curriculum and where necessary support is provided. Every effort is made to ensure that science activities and investigations are equally interesting for boys and girls. All children's ideas are valued.

HEALTH AND SAFETY

Guidelines should be followed with regard to heat sources and electrical equipment. All children are taught the safe and appropriate use of equipment and materials as needs require. All substances used must meet COSHH requirements and are non-hazardous to children. During all aspects of the work the safety of children is highlighted. Where overt teaching of hazards and dangers is required this is highlighted on lesson plans or risk assessments. All teachers have access to CLEAPS for advice and guidance.

THE ROLE OF THE CO-ORDINATOR

The coordinator needs to:

Help and support other staff within school (teaching and support staff).

- Monitor the resources within school. Evaluate what may be required and what is available. New products need to be appraised for their suitability to support the Science teaching and learning.
- Be involved with half-termly planning when necessary.
  Assist staff and be involved in the process of assessment throughout each child's time at Newport Infant school.