



FAIRLANDS PRIMARY SCHOOL

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POLICY STATEMENT

SCIENCE

APPROVED BY GOVERNORS	September 2026
TO BE REVIEWED BY	September 2029

FAIRLANDS PRIMARY SCHOOL

SCIENCE POLICY

AIMS

At Fairlands, we believe that science is a powerful tool for understanding the world. It is both a **body of knowledge** and a **disciplinary approach to enquiry**, helping children to ask questions, test ideas, and build reliable explanations based on evidence.

Our science curriculum is designed to develop pupils' understanding of both:

- **Substantive knowledge:** the key concepts and facts across biology, chemistry, and physics.
- **Disciplinary knowledge:** the methods and processes used to work scientifically, such as observing, measuring, predicting, and evaluating.

We ensure that pupils learn science in a **logical and coherent sequence**, revisiting and building on prior learning to strengthen long-term memory. Practical work is purposeful and carefully planned to support conceptual understanding.

Children are taught to:

- **Ask meaningful scientific questions** and plan ways to investigate them.
- **Collect and interpret data** using appropriate tools and techniques.
- **Communicate findings clearly**, using scientific vocabulary and reasoning.
- **Reflect on the reliability and limitations** of their methods and conclusions.

We also emphasise the importance of **explicit vocabulary instruction**, helping pupils to articulate their ideas with precision. Teachers model scientific thinking and guide pupils in making connections between ideas, fostering curiosity and confidence.

Our curriculum celebrates the **global and historical contributions to science**, helping children appreciate its relevance and diversity.

We aim for every pupil to leave Fairlands with a secure understanding of science as both a set of ideas and a way of thinking—ready to explore, question, and innovate.

ORACY

Fairlands Primary School is committed to developing pupils' confidence and competence in spoken language by providing rich opportunities for purposeful talk across the curriculum. We teach children to speak clearly, listen actively, express ideas thoughtfully, and engage respectfully with others, recognising oracy as a vital foundation for learning, wellbeing, and future success. Through a language-rich environment, consistent modelling by staff, inclusive support for all learners, and structured opportunities for discussion, debate, and presentation, we ensure every child becomes an articulate communicator who can use talk to think, learn, and participate fully in school life.

LEARNING & TEACHING

The children undertake science activities as part of their topic work. Sometimes a whole day or two days are devoted to activities with a science focus. Science lessons involve a combination of whole class, group and individual teaching.

We hold an annual 'Science Week', where learning is related to a science focus across the whole school. Children can develop their scientific skills both at home and at school. Parents are invited in to participate in a science exhibition at the end of the week.

In all classes there are children of differing ability. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results;
- setting tasks of increasing difficulty where not all children complete all tasks;
- providing a range of challenges through the provision of different resources;
- using classroom assistants to support the work of individual children or small groups.

Children can use a variety of data, such as statistics, graphs, pictures, and photographs. They use ICT in science lessons where it enhances their learning. Scientific evidence is also evidenced using the 2Simple app. Children take part in role-play and discussions and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in 'real' scientific activities, for example, researching a local environmental problem or carrying out a practical experiment and analysing the results.

ASSESSMENT AND RECORDING

We assess children's work in science by making observational assessments during lessons. Teachers use the scientific assessment wheels which are displayed in books and the learning environment.

Opportunities for recording in science books, (implemented Sept 2019), are identified when planning and children will receive ongoing teacher assessment. On completion of a piece of work, the teacher marks the work and comments as necessary, allowing the pupil time to respond to comments. Marking will follow the school policy.

The level descriptions for each attainment target are an aid to summative assessment, indicating the type and range of performance which pupils working at a particular level should demonstrate.

RESOURCES

Individual classes keep items which are relevant to the topics they are delivering. The phase leader will be responsible for budgets within their phase and teachers will approach them for any science resource needs. At the beginning of the year a staff questionnaire is sent out addressing any resources year groups require. The subject leader will advise and review the school's needs throughout the school year.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in science. Each phase has a 'Be Safe' Health and Safety Guide.

MONITORING

The monitoring of the standards of children's work and of the quality of teaching in this subject is the responsibility of the subject leader.

The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The subject leader meets with the head teacher annually to evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader has regular management time to review evidence of the children's work and undertake lesson observations of teaching across the school.

REVIEW

The governing body will review this policy in line with its annual cycle of review.