



POLICY FOR SCIENCE

Pickhurst Academy

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Reviewed:

Science Coordinator: Rebecca Carr



Document Purpose

This policy document sets out the school's aims, principles and strategies for the delivery of the Science curriculum. It will form the basis for the development of Science in the school over the next year. It gives guidance on planning, teaching and assessment. This policy is intended to be used in conjunction with the National Curriculum 2014, which gives details of what pupils in each age group, will cover. This policy was updated at the start of the academic year by the Science coordinator.

Audience

This policy document, having been presented to and agreed upon by the whole staff, is distributed to all members of the teaching and non-teaching staff and the curriculum committee of the Governing Body. It will also be available on the school's shared drive system.

Purpose of Science

In accordance with the National Curriculum programme of study statement it is our understanding that a high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. It is necessary for children to understand how Science has had a fundamental impact on peoples' collective experiences and is at the core of understanding how the world functions. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes..



Aims:

- ♣ Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- ♣ Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- ♣ Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Delivery

All pupils have an opportunity to learn Science. A weekly lesson of 1 hour and 45 minutes for Years 3, 4, 5 and 6 is timetabled. Lessons are delivered by the Class Teacher.

Scheme of Work

We are following the Collins Hub :Snap Science scheme of work which we adapt to meet the needs of the cohort. Collins: Snap Science is a complete curriculum programme for primary Science which provides 29 units of work for Key Stage Two and additional teacher material. It is designed to ensure pupils engage with a coherent progression of the scientific concepts and skills specified in the National Curriculum. From starting points suitable for all, the units develop to provide appropriate challenges for pupils of varying abilities. The units have key questions to develop the use of appropriate Scientific enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout. Skills, knowledge and understanding in Science progress through Year 3 to Year 6, being taught, developed and applied throughout the schemes of



work. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections and in developing a strong overview of Scientific knowledge and interdisciplinary competence.

Approach of the Units

Each module is designed with children's natural inquisitiveness in mind and entry point questions are based on authentic classroom experience (of the teachers that designed the scheme) with flexibility to incorporate enquiries suggested by the children within your specific cohort. Pupils are able to make links to their own experiences and discuss their ideas with their peers. Each lesson has a clear learning intention and success criteria that are written in child-speak to exemplify what is required for them to be successful in the lesson. Assessment is woven throughout units rather than as a wholesale assessment at the end and there is an online toolkit available which we will be developing our use of this academic year.

Intent, Implementation and Impact

Intent:

Snap Science provides a comprehensive curriculum that is designed to meet the needs of all pupils and foster a lifelong intellectual curiosity and rigour. It is cohesively structured and allows children to apply their prior knowledge to new contexts. At its core is a child-centred approach, tailored to enhancing pupils' understanding of key questions about their world. Its emphasis is not just on Scientific knowledge but on working Scientifically in a range of ways. Following from children's feedback the scheme was chosen to allow as many opportunities, where conceptually appropriate, for them to explore their understanding in a practical context. One of the fundamental ideas of the scheme is that all children work from a shared starting point to answer the same key questions. Teachers are expected to modify the delivery of the scheme to meet the needs of their classes whilst retaining this core approach.

At Pickhurst, through recognition of the need to prepare our children for their futures and the world of work, our curriculum is broad, balanced and inclusive. It has defined end points with a clear sequence and progression, with children attaining the crucial knowledge and skills they need by the time they leave our school.

Intent Statements	Aims	
Statement 1: <u>To foster effective learning behaviours (Pickhurst Core Values).</u> To develop the behaviours that learners need to succeed in the world such as: pride, respect, confidence, kindness and inquisitiveness.	<i>To be proud</i>	Completing an investigation/experiment that they have set up themselves and achieved a clear set of results that reflect upon the posed question. Taking care of their presentation when constructing an investigation/experiment.
	<i>To be inquisitive</i>	Thinking of a variety of questions to investigate. Choosing the appropriate enquiry type to answer a chosen question: observing over time, identifying and classifying, pattern seeking, research and comparative and fair testing. Making dens and participating in group activities at Forest School.
	<i>To be confident</i>	Predicting and evaluating an investigation/experiment without peer support. Using equipment and resources confidently to conduct an investigation.
	<i>To be kind</i>	Helping each other and working collaboratively as well as independently. Taking on a range of roles within a group and working respectfully with each other.
	<i>To be healthy</i>	Using the Science equipment requires safe and sensible working. Safety precautions are made aware and children follow these sensibly. Ensuring their area is clear before conducting any investigation or experiment.



	<i>To be understanding</i>	Understanding that their peers' predictions may vary from their own and that this is okay and not incorrect. Understanding that Science experiments and testing does not always go to plan. Science discoveries are often made by accident!
	<i>To be respectful</i>	Being respectful of their peers' predictions which may vary from their own and that this is okay and not incorrect. Using equipment and resources respectfully to conduct an investigation. Being respectful of the Forest School, as well as the creatures and species of plants that live within it. A greater understanding of the environment, other habitats and wildlife.
	<i>To be successful</i>	Carrying out multiple tests to ensure that the results are accurate and fair.
	<i>To be trustworthy</i>	Sensibly using equipment, ensuring that it is treated in the correct manner.
Statement 2: <u>To nurture our children's learning journey.</u> To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum. Layering knowledge across subjects so that it becomes embedded and children can flourish, reach and exceed their potential academically, physically, emotionally and artistically.		• Subject specific knowledge and skills, built around objectives within the National Curriculum, identified within Knowledge Organisers. The skills are built upon which activates prior learning. • Rationale for the way in which Science has been organised to best layer knowledge and concepts within and across year groups. • Science has been used to allow for meaningful links to be made across other subject areas. • 'Sticky learning' (prior learning and key concepts) is addressed at the start of each unit and lesson. The children are encouraged to recall and retrieve prior learning to support with their new knowledge & skills Scientific Enquiry To ensure our Science curriculum enables pupils to become enquiry



based learners. We understand that lessons should have a skills-based focus and that the knowledge can be taught through this.

Implementation:

Snap Science is designed to be delivered by non-specialists, with core Scientific knowledge identified and explained throughout. The scheme suggests ways that each lesson can feature an element that is child led to encourage engagement and to explore concepts in a context that is meaningful to the children.

Assessment for learning during the lesson, largely through discussion, is a key litmus test of pupil understanding. Questioning throughout lessons allows pupils opportunities to demonstrate the depth of their thinking and teachers an immediate chance to address any misconceptions. This together with recorded outcomes across the unit allows teachers to gauge pupil competence. Teachers use marking and verbal feedback as strategies to address misconceptions, enhance understanding and further challenge pupils that have shown a strong understanding of the content. Established use of knowledge organisers helps to anchor teacher's formative and summative judgements and we use Insight to track pupils' attainment.

Impact

The impact of Snap Science is evidenced through the pupils' use and understanding of the identified Scientific concepts and their ability to apply this understanding in new contexts including combining their theoretical knowledge with practical enquiry. It is evidenced by the use and outcomes of the varied activities. Teachers are encouraged to supplement the scheme with assessment ideas from the ASE(PLAN resources) and this will be further developed in the next academic year (2021-2022).

Progression

All pupils work on the same core tasks with accompanying materials. Those that grasp content and concepts quickly are given opportunities to extend their learning and deepen their thinking. This will require them to go into greater depth,



for example by making suggestions about related lines of enquiry or suggesting conceptual links between different disciplines. They will be guided to look at concepts in greater depth, for example they will begin to devise their own investigations or complete further research. Those that are not sufficiently confident may be targeted for extra support. This enables progression to be identified, planned for, developed and monitored. Progress in developing skills and understanding concepts is achieved through meaningful connections with areas of Scientific knowledge.

Differentiation

Collins Snap Science is designed so that all pupils can and should receive their entitlement to Science within a broad and balanced curriculum. Those working towards expectations will work on the same tasks but may need greater support and may not complete all levels of an activity. They may choose to demonstrate their knowledge and understanding orally or visually, to avoid limited literacy skills hindering their achievements within the subject. Where possible, pupils will be supported through paired and group work. Questions posed within sessions provide opportunities for all pupils to be able to contribute. Pupils working above expectations are expected to undertake activities with greater independence and to be provided with some opportunities to make choices on how they learn and can communicate their knowledge.

Assessment

Each unit has an online toolkit for assessment which teachers are encouraged to use to support their teacher assessment. Teachers are also directed to use the ASE assessment materials to compliment the scheme and anchor their judgements.

Health and Safety

Health and safety arrangements are in line with the school policy.



“Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world.” Louis Pasteur