

# Phoenix Infant and Nursery School



Diversity

Language Opportunity Values Excellence

Science Policy

Subject Lead Miss Gossington

December 2025

## Rationale

This policy sets out the vision, aims, and practical arrangements for science education at Phoenix Infant and Nursery school, in line with the 2014 National Curriculum. The policy ensures that science is taught as an ambitious, inclusive, and engaging subject, fostering curiosity and developing scientific knowledge, skills, and understanding. It reflects the requirements for high-quality education in the teaching and learning of science.

## Intent

- Develop pupils' scientific knowledge and conceptual understanding
- Foster understanding of the nature, processes, and methods of science through practical enquiry and investigation.
- Equip pupils with the scientific knowledge needed to understand the uses and implications of science in everyday life.
- Encourage curiosity, resilience, and engagement in science learning.
- Promote the systematic use of scientific vocabulary and effective communication of ideas.
- Ensure all pupils, including those with SEND and disadvantaged backgrounds, can access and achieve well in science.

## Implementation

- Science is taught with sufficient curriculum time allocated to ensure depth and progression.
- Teachers use long-term and medium-term plans to ensure coherent sequencing of knowledge and skills.
- Lessons are enquiry-based, prioritising hands-on practical activities, investigation, and problem-solving.
- Scientific vocabulary is taught, modelled, and reinforced throughout lessons.
- Teachers use a range of resources, including simple equipment, outdoor learning, to support practical work and real-world contexts.
- Cross-curricular links are made where appropriate
- Lessons are adapted and scaffolded to meet the needs of all learners, including those with SEND and EAL.

- Teachers anticipate and address common misconceptions through questioning and discussion.

### Impact

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the science curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

### Curriculum Coverage

Science education at Phoenix Infant and Nursery School provides a broad and balanced curriculum that covers:

- **Biology:** Understanding plants, animals (including humans), living things and their habitats, and the requirements for life.
- **Chemistry:** Exploring everyday materials, their properties, uses, and how they can change.
- **Physics:** Observing seasonal changes, weather, and day length.
- **Working Scientifically:** Developing enquiry skills through observing, testing, classifying, recording, and using evidence to answer questions.
- **EYFS (Reception):** Exploring and observing the natural world, making sense of their environment, and developing early scientific vocabulary and enquiry skills.

The curriculum is sequenced to ensure progression in knowledge, skills, and vocabulary from EYFS through key stage one with opportunities for cross-curricular links to literacy, mathematics, and other subjects.

### Assessment

- **Formative Assessment:**
  - Ongoing assessment for learning is embedded in every lesson through questioning, observation, discussion, and feedback.
  - Teachers use evidence from practical work, talk, and written outcomes to identify next steps.
- **Summative Assessment:**

- Teachers make judgements against statutory attainment targets at the end of each year and key stage.
- EYFS Profile is completed for Reception pupils, assessing the Early Learning Goal for The Natural World.
- **Recording and Reporting:**
  - Assessment evidence is recorded in line with school policy and data protection requirements.
  - Progress and attainment are reported to parents and used to inform planning and intervention.

### Learning Environment

At Phoenix, we use the classroom display boards to display children's learning in the subjects we are teaching that particular term. Each class also has a Themed Learning floor book where further evidence of teaching and learning is. We also use the school website under the curriculum heading Science to share our learning. For parents we use the online learning apps Seesaw and Tapestry to send images and updates on the learning happening.

In the Foundation Stage, we offer children ongoing access to scientific resources through 'investigation stations' which are planned for weekly in accordance to the learning objectives from the Early Years Foundation Stage Profile. Foundation also use floor books to record teaching and learning.

At Phoenix, we are fortunate to have a Forest School allowing children to experience the seasonal changes throughout the year. The grounds are used all year round come rain or shine.

### Roles and Responsibilities

Role	Responsibilities
Headteacher	Ensure statutory compliance, resource allocation, and strategic leadership for science.

Science Subject Lead	Oversee curriculum planning, monitor teaching and learning, lead staff development, and ensure progression.
Class Teachers	Plan and deliver high-quality science lessons, assess pupil progress, and adapt teaching for learners.
Teaching Assistants	Support pupils' learning in science, including targeted support for SEND and EAL pupils.

### Teaching and Learning

We use a variety of teaching and learning styles in Science lessons. Our principal aim is to develop children's knowledge, skills and understanding whilst also developing skills of scientific enquiry. Wherever possible, we involve the pupils in "real" scientific activities. This may include a variety of teaching and learning opportunities, such as: whole-class teaching, enquiry-based research, asking and answering science questions, reports, data such as graphs and pictogram, photographs, drama, discussions, collecting and presenting data, problem solving and researching scientific problems or current issues.

### Recording work

In addition to written work in the children's books, photos are taken regularly to demonstrate practical elements of Science lessons. These are used for evidence within floor books, the school website and Seesaw / Tapestry app. The floor books will include a combination of photos, post it notes capturing the children's thoughts and ideas, written work and drawings and diagrams of the scientific activities they complete in class.

### Monitoring and Evaluation

It is the responsibility of the Science co-ordinator to monitor the standards of children's work and the quality of teaching and learning in Science. The Science co-ordinator is also responsible for informing staff about current developments within the subject and ensuring staff are confident in putting

these into practice. The teaching, learning and progress in Science is monitored and evaluated through:

- Observations / lesson drop in sessions
- Work Scrutiny in Themed Learning books and floor books
- Displays
- Teacher assessments.
- Website monitoring

DATE: December 2025

PERSON RESPONSIBLE: Miss Gossington

REVIEW DATE: December 2028