



Yeadon Westfield Junior School Science Policy

Written in consultation with staff. Science Lead: Caroline Scargill	December 2025
Review date:	December 2028
Governors' Committee:	TLPS December 2025

We welcome our duties under The Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to the protected characteristics of all stakeholders including age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race; religion and belief, sex or sexual orientation.

We recognise the Public Sector Equality Duty to assess the impact of our policies and practices on staff and pupils and take action to remove any obstacles identified across all areas of school life, including Policies.

We believe that every person has a fair and equal opportunity to succeed, regardless of their age, gender, ethnicity, ability or cultural or religious background, sexuality or disability. We embrace all aspects of global citizenship and community cohesion, promoting British Values throughout all aspects of school life, actively tackling prejudice or extreme views.

This school is committed to safeguarding and promoting the well-being of all children and expects our staff and volunteers to share this commitment.

Yeadon Westfield Junior School is required to keep and process certain information about its staff members and pupils in accordance with its legal obligations under the General Data Protection Regulation (GDPR). The school may, from time to time, be required to share personal information about its staff or pupils with other organisations, mainly the LA, other schools and educational bodies, and potentially children's services. This policy is written in line with our agreed policy for GDPR.

Rationale

Science is a core subject within the Primary National Curriculum and plays a vital role in helping children make sense of the world around them. A high-quality science education provides the foundations for understanding the world, through the specific disciplines of biology, chemistry and physics. By 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.

In summary, by teaching the products of Science (substantive knowledge) and the practices of Science (disciplinary knowledge) we aim to promote an appreciation of the nature and status of Scientific knowledge. The children will understand the uses and significance of Science to society, (solving global challenges and the valuable careers that can be undertaken to promote economic, environmental and social development.)

Aims of our Science Curriculum at Yeadon Westfield Junior School

- To develop science Cultural Capital.
- Foster curiosity, excitement and a lifelong interest in science, through engaging, hands-on and enquiry-based learning, pupils should develop a sense of wonder and enjoyment in discovering how the world works.
- Possess highly positive attitudes towards the subject and be aspirational in their goals.
- Equip our pupils with the scientific knowledge required to understand the uses and implications of science, today and for the future.
- Be resilient to mistakes and persevere when faced with a challenge; they regroup, review and evaluate when investigations don't produce the answers they were expecting.
- Ensure that all pupils reach their full potential, using knowledge-based and investigative approaches that are responsive to their individual needs and interests.
- Equip pupils with an understanding of the disciplinary knowledge of a Scientist (planning, enquiring, measuring, recording data, testing, predicting, reporting and identifying evidence to support conclusions).
- To develop attitudes of, originality, co-operation, perseverance, open mindedness, self-criticism, responsibility and independence in thinking.
- To engage the children in high quality science lessons, whereby they are able to work with independence to effectively and confidently communicate their scientific predictions and discoveries as they are given the opportunity to observe, describe, illustrate, hypothesise, evaluate and interpret, using appropriate scientific vocabulary.
- Developing pupils' scientific vocabulary and ability to articulate scientific concepts clearly and precisely.

Implementation

Science is taught at Yeadon Westfield Junior School as an area of learning in its own right and sometimes integrated with other curriculum areas, so that children achieve a depth of understanding and we encourage curiosity and embed knowledge. Our Learning Journeys meet the statutory and often non-statutory needs of the National Curriculum, and show the threads of learning, ensuring the progression of knowledge, skills and language from the previous years are built upon. Subject specific vocabulary associated with each topic is also detailed on our Learning Journeys and reinforced during each lesson.

- Gaps in understanding are identified and swiftly overcome with precise teaching.
- Working scientifically skills are embedded into lessons to ensure these are systematically developed throughout a child's career at our school.
- Children are provided with a rich curriculum of carefully crafted lessons, that ensures the opportunity to develop skills in working scientifically as well as knowledge.
- Opportunities for pupils to respond and record creatively in a variety of ways to demonstrate their learning.
- Precise questioning is used to teach and assess responsively and develop children's own questioning skills, allowing them to explore science and the world around them with curiosity.
- Children will progress through the curriculum at a similar pace and learning will be achieved by individual support and scaffolding to allow knowledge and skills to be developed.

Assessment

- Short-term assessments aim to assess the children's learning on a lesson-by-lesson basis. These include observations of groups and individuals, recording of achievements in a practical lessons, analysis of whole class feedback, the marking of written work and verbal answers given in lessons. Assessments will focus on the Learning Journey question, which will relate to the National Curriculum requirements of both scientific knowledge and working scientifically skills.
- At the end of each topic, children complete a more formal post topic assessment. With working scientifically skills and oral participation considered, assessment data is then logged on Sonar and highlights whether children are working towards, working at, or working greater than the nationally expected standard.
- Our end of year long-term assessments assess our children against national expectations. These summative judgements are written onto Sonar and into individual reports at the end of each academic year.

Monitoring

At Yeadon Westfield Junior School monitoring of the standards of children's' work and of the quality of teaching in science is the responsibility of the science coordinator, to ensure continuity and progression throughout the school. The role of science coordinator also involves being informed about current developments in the subject, and providing a strategic lead and direction for the subject in school. An annual summary of science is made in which strengths and weaknesses in the subject are evaluated, and an action plan to address any issues arising is formulated for the forthcoming year.

Health and Safety

At Yeadon Westfield Junior School all children will be made explicitly aware of the relevance of health and safety issues when undertaking scientific work. This will be specifically highlighted when they are asked to undertake scientific investigations, with children encouraged to find hazards themselves.

Roles and Responsibilities

Governing Body

The governing board will approve the Science policy and hold the headteacher to account for its implementation. There is a named link governor (Rachel Gregson-Khan) will liaise and support SLT and the subject leader.

Headteacher

The headteacher will ensure science is given the appropriate time and taught consistently throughout school.

Science Coordinator

- Lead the development of the science curriculum, ensuring progression, coverage and high expectations.
- Support staff with planning, subject knowledge and assessment.
- Monitor science teaching through book scrutiny, pupil voice, data analysis and learning walks.
- Maintain and organise resources and equipment, including managing the science budget.
- Provide CPD and share updates on national developments.
- Ensure risk assessments and safe working practices are followed for all practical work.
- Promote enrichment activities such as Science Week and STEM opportunities.

Teachers

- Deliver high-quality, well-planned lessons that follow the school's science curriculum.
- Teach scientific vocabulary, knowledge and enquiry skills effectively.
- Provide a range of practical, investigative and hands-on learning experiences.
- Assess pupils' progress regularly and use outcomes to inform future planning.

- Ensure all pupils, including SEND and EAL, can access the full science curriculum.
- Follow health and safety procedures and complete risk assessments when appropriate

Equal Opportunities

At Yeadon Westfield Junior School we believe that every individual within the school has the opportunity to achieve their full potential has the same chance and equal access to all areas of the curriculum.

In science this means that all children will have the opportunity;

- To develop the process of systematic enquiry
- To relate their understanding of science to everyday life and in environmental contexts
- To communicate using appropriate vocabulary and present scientific information in a number of ways
- To explore aspects of health and safety when working with living things and materials
- To carry out experimental and investigate science
- To develop and apply their ICT capability in their study of science Staff members make every effort to use stimuli that reflect the cultural diversity of our school and to draw on children own experiences.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Name of subject leader: Caroline Scargill

Name of subject governor: Rachel Gregson-Khan