



# Science Policy

2026-27



## **POLICY**

This policy has been adopted on behalf of all four academies in The New Guild Trust:

**Moorpark Junior School  
Jackfield Infant School  
Alexandra Junior School  
Alexandra Infant School**

### **Approval and Review**

|  |                       |
|--|-----------------------|
| Committee to Approve Policy                | Trust Board Committee |
| Date of Board / Academy Committee Approval | May 2026              |
| Chair of Board / Academy Committee         |                       |
| Signature                                  |                       |
| Accounting Officer                         | Mrs K Peters          |
| Signature                                  |                       |
| Policy Review Period                       | 12 months             |
| Date of Policy Review                      | May 2027              |

| <b>Version</b> | <b>Date Approved</b> | <b>Changes</b>                 | <b>Reason for Alterations (from and to)</b>  |
|----------------|----------------------|--------------------------------|--|
| 1              | 30/03/2021           | Extra health and safety advice | Changes due to COVID-19  |
|                | 30/03/2021           | Assessment                     | Catch up plans have been created for missed learning due to lockdowns.   |
| 2              | 06/06/2023           | Assessment                     | Pre and post topic vocabulary grids and knowledge questions have been added to aid the assessment of knowledge and vocabulary.   |
| 2              | 06/06/2023           | Record Keeping                 | Children now have individual books that run alongside the floor book. Data is now inputted on DCPRO, so that the subject leader can monitor progression across the school. |



|   |          |                |   |
|---|----------|----------------|---|
| 3 | 13/04/24 | Record Keeping | Majority of work now goes into pupil's individual books. Only lessons with a practical focus go into floor books. |
| 4 | 01/04/25 | Assessment     | Flashback Three is now used at the beginning of science lessons.  |
| 5 | 02/04/25 | Assessment     | Assessment sheets are kept for each pupil and passed up each academic year.                                       |
| 6 | May 26   |                | No changes  |



## SCIENCE POLICY

### MOORPARK JUNIOR SCHOOL

Subject leader: L. Hughes

#### **AIMS AND VISION**

We encourage our children to REACH and be successful learners. We foster attitudes to ensure that all children BELIEVE in themselves and that anything is possible with positive challenge and determination. Moorpark teaches children to EXPLORE their environment and learn from the variety of enriching experiences in science. Ultimately we BELIEVE that everyone at Moorpark can ACHIEVE the best in everything scientific that they do.

Moorpark Junior School believe that the teaching of science develops in children an interest and curiosity about the world in which they live, and fosters in them a respect for the environment. Through the framework of the National Curriculum, science aims to:

- Equip children to use themselves as starting points for learning about science, and to build on their enthusiasm and natural sense of wonder about the world.
- Develop through practical work the skills of observation, prediction, investigation, interpretation, communication, questioning and hypothesising, and increased use of precise measurement skills and computing.
- Encourage and enable pupils to offer their own suggestions, and to be creative in their approach to science, and to gain enjoyment from their scientific work.
- Enable children to develop their skills of co-operation through working with others, and to encourage where possible, ways for children to explore science in forms which are relevant and meaningful to them.
- Teach scientific enquiry through contexts taken from the National Curriculum for science.
- Encourage children to collect relevant evidence and to question outcome and to persevere.
- Encourage children to treat the living and non-living environment with respect and sensitivity.
- Encourage the use and understanding of scientific vocabulary
- Stress the need for personal and group safety by the correct usage and storage of resources.
- To enable children to appreciate that we do not always know the answers and results when carrying out scientific enquiry.

#### **ROLE OF THE LEADER**

- Has expertise, opportunity and support needed to influence practice



- Assists in setting clear, realistic targets for raising standards and a manageable plan for achieving these
- Systematically monitors and self-reviews through pupil conversations, observations, floor book scans and planning scrutiny.
- Encourages a whole-school approach to professional development of teachers and other staff involved in the teaching of science

### **Equal Opportunities:**

At Moorpark Junior School we are committed to providing all children with an equal entitlement to scientific activities and opportunities regardless of race, gender, culture or class.

### **Inclusion:**

In school we aim to meet the needs of all our children by planning for scaffolding and in providing a variety of approaches and tasks appropriate to ability levels. This will enable children with learning and/or physical difficulties to take an active part in scientific learning and practical activities and investigations and to achieve the goals they have been set. Some children will require closer supervision and more adult support to allow them to progress whilst more able children will be extended through differentiated activities. By being given enhancing and enriching activities, including off site learning and educational visits, more able children will be able to progress to a higher level of knowledge and understanding appropriate to their abilities.

## **ASSESSMENT AND RECORD KEEPING**

### **Assessment:**

Assessment for learning is continuous throughout the planning, teaching and learning cycle using a variety of methods such as;

- Flashback 3 used at the beginning of each science lesson
- Observing children at work, individually, in pairs, in a group, and in classes.
- Pupil voice
- Pre-topic tasks
- Considering work/materials / investigations produced by children together with discussion about this with them.
- Work created for the science floor book
- Work matching the success criteria in the children's individual books
- Pre and post topic vocabulary grids
- Knowledge questions
- Half termly assessment opportunities using TAPS materials, testing key objectives and skills.

### **Record keeping:**



- Children now have both individual books and a class floor book. Majority of work goes into individual books but lessons with a practical focus go into the floor book
- Assessment sheets are kept for each pupil in the floor book. These will be passed up each academic year to identify knowledge gaps.
- All children now have their own individual books, where success criteria is ticked if work is completed in them.
- Data is inputted onto DCPRO.

### **Health and Safety:**

All staff should make themselves conversant with the following; - In regard to science work in school all teachers will be conversant with the CLEAPPS' "Be Safe" safety booklet. Where appropriate reminders will be given to children about potential hazards and care of the equipment they are using.

Moorpark Juniors promotes the importance of educational visits to support classroom learning. These visits occur termly. Any educational visits are planned with due regard to the school policy on taking children on outings. LA guidance may need to be sought on trips involving farms etc.

### **RESOURCES**

Scientific equipment is kept in a dedicated science room called the Phiz Lab, which requires an adult fob. These resources are regularly reviewed and supplemented when funding allows. The school has Science Ambassadors in each year group promoting further independence. A set of iPads is also available for the recording of scientific learning.

### **POLICY REVIEW**

**May 2027**