

WILLIAM LILLEY INFANT AND NURSERY SCHOOL



SCIENCE POLICY Summer 2026

Governors' Committee Responsible:	Pupils & Personnel
Policy Originator:	Lindsey Westby
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Intent

At William Lilley Infant and Nursery School Science is a body of knowledge and understanding built up through the experimental testing of ideas. Through Science children will use practical ways of finding reliable answers to questions we may ask about the world around us.

Our aims are to fulfill the requirements of the National Curriculum for Science and the Development Matters document, providing a broad, balanced and differentiated curriculum, ensuring the progressive development of knowledge, skills and vocabulary as well as encouraging all children to develop a love for Science. We strive to inspire our children to develop a natural curiosity and fascination about the natural and manmade world and a respect for the environment that will remain with them for the rest of their lives. This is developed through lessons in the classroom and experiences they are offered, such as educational visits and enrichment days.

The aims of teaching Science in our school are;

- To equip children to learn about Science and build on their knowledge, enthusiasm and natural sense of wonder about the world
- To develop skills through practical work including observation, prediction, investigation, interpretation, communication, questioning, measuring, experimenting, explaining and evaluating.
- To encourage and enable pupils to offer their own suggestions and be creative in their approach to science through taking part in various investigations and lines of enquiry that interests them.
- To gain enjoyment from their scientific work
- To enable children to develop their skills of co-operation through working with others.
- To develop the use of scientific language, recording and techniques.
- To enable children to become effective communicators of scientific ideas, facts and data.
- To treat the living and non-living environment with respect.
- To encourage children to collect relevant evidence, question outcomes and build resilience to persevere when they encounter unexpected results.
- To critically question the world around them.
- To encourage children to appreciate that we do not always know the answers when carrying out scientific enquiry as the world around them is continually changing and developing.
- To equip children with the language to be able to discuss their learning and confidently explain their scientific understanding.
- To teach scientific enquiry through contexts taken from the National Curriculum for Science.

Implementation/Planning

The Science subject leader is responsible for the curriculum design, delivery and impact in this subject hand in hand with all staff. This includes feeding back to Governors to review and quality

assure the subject is being implemented well and the coverage, breadth and balance is adequate. To ensure high standards of teaching and learning in Science, we implement a curriculum that is progressive throughout the whole school but which also revisits and builds upon previous topics, vocabulary and skills in order for the children to 'know more and remember more'. Our Science curriculum at William Lilley is based upon the National Curriculum and Development Matters documents, as well as our 'Progression of knowledge and skills' document from which teacher's plan their termly and weekly sessions. We assess the children's prior knowledge through brainstorms to ensure our lessons are pitched at the correct level. The vocabulary for Science can be found in our progression documents with the most important/relevant vocabulary highlighted in yellow. This ensures that the vocabulary the children are learning and using is built up from Early Years into KS1.

In the Foundation Stage delivery of Science content is through 'Understanding of the World' and some aspects of Expressive Arts and Design strands of the EYFS curriculum. Children are given the opportunity to learn about similarities and differences in relation to places, objects, materials and living things, to talk about the features of their own immediate environment and how environments might vary from one to another, making observations of animals, plants and explain why some things occur and talk about changes.

In KS1 the principal focus of Science teaching is around 'working scientifically' - this is described separately in the program of study, but should always be taught through and clearly related to the teaching of science content outlined in the programme of study. Content in KS1 includes plants, animals, including humans, everyday materials, seasonal changes, living things and their habitats, and uses of everyday materials.

See Intent, Implementation, progression & assessment document for topics and which elements of Science are being taught throughout the year or two year cycle (KS1).

Assessment

Science assessment is based on teacher's assessment of the children and is reported on the school's assessment document with each child's attainment (specified as working below, working at or working above) of the expected standard is recorded. Children will self assess against the learning objects and success criteria, which will give them a sense of success. Pupils work is marked in line with the marking policy, giving children the chance to learn from misconceptions. At the beginning of lessons, time is given for pupils to reflect on marking and comments on their previous pieces of work.

Impact

The successful approach at William Lilley Infant and Nursery school results in fun, engaging, high quality science education, which provides children with the foundations and knowledge for understanding the world. Within Science, we strive to create a supportive and collaborative ethos

for learning by providing opportunities for children to question and investigate to discover answers for themselves and take their learning in a direction they are interested in.

We measure the impact of our curriculum through the following methods:

- Assessing children's understanding of the topic linked vocabulary before and after the unit is taught.
- Marking written work in books.
- Using dialogue learning tasks to assess children's understanding.
- Summative assessment of pupil discussions about their learning.
- Images of the children's practical learning.
- Interviewing the children about their learning (pupil voice)
- Moderation of pupil's books and dialogue between teachers to understand work undertaken.
- External moderation of children's work at the end of Key Stage One.
- Formal reporting of standards at the end of Key Stage One.

Equal Opportunities

At William Lilley Infant and Nursery School we are committed to providing all children with an equal entitlement to scientific activities and opportunities regardless of race, gender, culture and class.

Inclusion

In school we aim to meet the needs of all our children by differentiation in our science planning and in providing a variety of approaches and tasks appropriate to ability levels. This involves providing opportunities for SEND children to complete their own projects, with support, to develop speech and language skills, as well as scientific skills and knowledge. This will enable children with learning and/or physical difficulties to take an active part in scientific learning, practical activities and investigations in order to achieve the goals they have been set.

Role of Subject Leader

The subject leader is responsible in monitoring the standards of children's work alongside all staff. The subject leader is also responsible for supporting colleagues in their learning, for being informed

about current developments in Science and for providing a strategic lead and direction for science in the school. The subject leader has specially allocated time for fulfilling the task of reviewing samples of children's work, training, liaising with other subject leaders from other schools and organizing science week.