

Coleshill Church of England Primary School

Inspiring our children to flourish and enjoy 'Life in all its
fullness' (John 10:10)



Science Curriculum Policy November 2025

Date adopted by Governing Body:

Reviewer: Mrs Sally Fagg. November 2025

Coleshill Church of England Primary School

OUR VISION

Our school's purpose is built upon the fundamental principle that **every child matters to God** and has the right to be treated with dignity, learn about their innate worth and understand their unique value and place in God's world. We provide positive opportunities for all children to experience a community living out Christian values and making choices which lead to **hope, aspiration and fulfilment**.

We believe our school should be **a place where we all want to be**; a place where children feel safe and secure, where God's love is reflected in our care for every individual. We nurture our community, ensuring **children flourish** physically, mentally, emotionally and spiritually thereby achieving their potential. As a church school we find inspiration in the life and teachings of Jesus Christ, celebrating the diversity around and amongst us and applying our understanding of tolerance and respect.

Our curriculum is about **bringing engagement, fun and enthusiasm to learning**. We aspire to provide outstanding educational experiences which will inspire children to develop into lifelong independent learners. **Our high expectations develop character** and pride in our identity as Coleshill Church of England Primary school, preparing every child for their future.

Our Values



honesty

Honesty

With God's love, we are truthful so we can be trusted and grow in wisdom.

"Speaking the truth in love" (Ephesians 4: 15)



kindness

Kindness

With God's love, our words and actions are thoughtful and friendly, so everyone in our community feels welcome.

"Clothe yourselves with kindness, humility, gentleness and patience" (Colossians 3: 12)



perseverance

Perseverance

With God's love, we have the highest expectations of ourselves, so we keep trying even when we find things hard.

"Perseverance (produces) character and character, hope" (Romans 5: 4)



respect

Respect

With God's love, we care for others, ourselves and our school, so we listen and use good manners.

"In humility, value others above yourselves" (Philippians 2: 3)



self-control

Self-Control

With God's love, we stop and think about our feelings and actions, so we keep ourselves and others learning and safe.

"The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control" (Galatians 5: 22)



forgiveness

Forgiveness

With God's love, we choose to forgive and let things go, accepting when someone is sorry so we can build bridges and form trusting relationships

"Forgive us our sins as we forgive those who sin against us" (Luke 11:4)

Curriculum Intent Statement:

In a World where science paves the way for 'better' ways to live, it is vital that we nurture and educate our young people, who could then become scientists in the not-so-distant future, to have **curious and enquiring minds**. We **inspire** our children to grow up with **a love for the natural world**; where they will **notice details** and will want to make a difference to our World. We guide our children to grow up with **an excitement for exploring processes and asking questions**; where answers lead them to **probe for more knowledge** and their enthusiasm leads them to be life-long independent learners. We are committed to fostering an inclusive environment where diversity is celebrated, disadvantaged pupils are supported, and **all learners have equal opportunities to thrive and succeed**.

Please visit the Curriculum page on our website:

Here you will find documents related to this policy, which include:

- **Curriculum Intent, Implementation and Impact**
- **Skills Progression**
- **‘We are scientists’ in photos**
- **‘We are becoming a sustainable school’ - actions**

Curriculum Implementation

Through the well-structured published Mastery scheme of work ‘ARKCurriculum+’, pupils’ learning follows a systematic approach. This scheme makes cohesive links and is fully aligned to all three disciplines (biology, physics, and chemistry) in the National Curriculum objectives and is accessed through reading for information, discussion, and practical opportunities to work scientifically: **observing over time, pattern seeking, identifying, classifying and grouping, comparative and fair testing and researching using secondary sources**. Built on international evidence and best practice, this programme provides teachers with high-quality professional development and knowledge organisers that are tied to the carefully sequenced units. In each unit, across an academic year and from year-to-year, the units of work ensure pupils gain the knowledge and skills they need to discover, understand, and begin to explain the world and phenomena around them in their own lives and in the lives of others. Teachers follow the scheme with its high-quality visual resources and adapt ‘how’ they may present and teach elements to best suit their pupils’ needs.

Our current curriculum development (founded from monitoring findings) is to ensure **‘Sc1’ skills – scientific enquiry**- are being explicitly taught and applied: this enables pupils to realise they are ‘being scientists’ and a more practical element is supporting them in **understanding and retaining substantive and disciplinary knowledge**.

- Units of work are 8 - 12 hours dependent on year groups and units of work.
- Lessons are weekly and they comprise of
- Pre-typed date, LI and Inprint vocabulary.
 - ITF (interrupt the forgetting) quiz for teachers to recap language and concepts from previous lessons and assess pupils next steps and areas to revisit. *(These are tracked on the inside of the front cover, to support teachers in assessing pupils and providing support as required)*
 - Teacher’s adapted ARK+ Powerpoints and how to present their science lessons most suitably
 - Elements of Investigation – ‘Let’s investigate’
 - Teachers make professional judgements on how lessons will be recorded:
 - Written responses in science books – purposeful reasons to write across the curriculum
 - Practical books – photos, group/ class data or observation data, pupil’s verbal responses
 - Displays showing vocabulary and, where classroom display space allows, learning pathways through a unit.

Additional to our science units of work. Junior pupils work to achieve their CREST awards: CREST brings science, technology, engineering, and maths (STEM) to life for young people aged 3-19 of all abilities through hands-on activities and exciting projects. **CREST sparks curiosity, builds confidence, and connects students with real-world STEM**. Pupils work to achieve CREST awards by the end of Year 6.

School learning environment:

Our school grounds provide an excellent **outdoor environment** for pupils to take their learning 'out and about'. This particularly supports biology with a close link to Forest School. This is complemented by a **programme of annual visits to the local farm**, Southfields, where we work closely with the farmer to provide progressive learning year on year. Additionally, staff are encouraged to bring their pupils' science learning to life where visitors or other trips (a local beekeeper, the Science museum, The Planetarium...) can be planned to enhance the lessons.

Assessment: All science units of work support teachers in covering the curriculum objectives to reach at least expected standards. During teaching, staff use the lesson quiz discussions and scores; responses from open questioning; pupils' written responses and learning observations, to make formative judgements on their pupils' **substantive and disciplinary knowledge**. Unit assessments are recorded on FFT.

Resources: Many resources are suggested as part of our school's science scheme however teachers are given the flexibility to use their professional judgement on which resources would be best to teach their objectives. Science is taught through a huge range of resources: outdoors, practical, visual, video/ internet, digital, e.g. Digi-scope, data loggers, ...photography including time-lapse, visits and visitors. **Staff are responsible for being organised and creative in their planning and preparation for teaching science lessons.** A resources document is available for staff to order items which enhance their science teaching.

Reading in Science: The **ARKcurriculum+ uses reading as it's core method** to equip pupils to master the three scientific disciplines. They do this by reading to understand its fundamental concepts in sufficient depth that they can apply subject knowledge in unfamiliar contexts and to engage pupils in their own investigative learning. Staff are encouraged to display relevant scientific texts related to their units to use in lessons and to recommend them for pupils to read independently, encouraging them to **probe for more knowledge**.

Transferable knowledge, Cultural Capital and Wider Curriculum: Opportunities to develop their understanding of how **science contributes hugely to our lives and society** and what makes a **good citizen are interwoven** into many aspects of the science and wider curriculum, namely the impact humans have on our World and **key figures in the Science World** to learn from. We hold science events and competitions during each academic year, for example, Science week, 'switch off fortnight', cycle to school, The Big Science Share... **Connections are made with our local community, for example, using the knowledge, experience and enthusiasm of local farmers, LeafEd, Warwickshire County Council, CREST awards, the Mayor, allotment holders...** to encourage pupils to care for our surrounding environment and make links to the wider aspects of their lives. Developing more sustainable practices and actioning Safe and Active Schools initiatives are continuously building further links across our curriculum.

Science Curriculum Impact Statement – Coleshill CE Primary School

At Coleshill CE Primary School, **our science curriculum equips** all pupils with the knowledge, skills, and curiosity to understand and explore the world around them. Through inclusive and engaging learning experiences, children develop scientific thinking, resilience, and a love of enquiry. We ensure that every pupil—including those from disadvantaged backgrounds—has equal access to high-quality science education, enabling them to achieve their full potential and become confident, independent learners.

The **impact of our science curriculum is measured** through pupil voice, assessments, book looks, questionnaires, and learning walks. These approaches demonstrate that pupils have developed both substantive and disciplinary scientific knowledge—gaining the ability to question, investigate, build skills, and apply their learning meaningfully. Pupil voice is central to understanding their enthusiasm, engagement, and grasp of scientific concepts.

Ongoing monitoring throughout the academic year allows us to celebrate staff strengths and identify areas for development. We evaluate subject knowledge, confidence in teaching science, and adaptability, ensuring targeted CPD supports continuous improvement. As a result, our pupils leave Coleshill CE with a strong foundation in science, ready to thrive in their future learning and lives.

Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of Governing Boards set out in the Department for Education's Governance Handbook.

Roles and Responsibilities

Governing Body

The Governing Body will monitor the effectiveness of this Science Policy and hold the Headteacher to account for its implementation.

The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Provision is made for pupils with different abilities and needs, including pupils with Special Educational Needs and Disability (SEND) and those pupils in receipt of Pupil Premium Grant (PPG) referred to in DfE documentation as Disadvantaged Pupils (including Looked After Children – LAC)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

Headteacher

The Headteacher is responsible for ensuring that the Science Policy is adhered to, and that:

- All required elements of the Art & Design curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the vision and values of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised by School Leaders about the school's performance and pupil outcomes to make informed decisions for the School Improvement Plan and CPD program for all staff
- Appropriate provision is in place for pupils with different abilities and needs, including pupils with SEN and Disadvantaged Pupils (including Looked After Children – LAC)

Curriculum Leader

The Curriculum Leader is responsible for monitoring the curriculum, including the development of medium term and short term planning, as well as the standards within the Curriculum books. Also, the Curriculum Leader evaluates the Quality of Education for each year group by lesson visits, scrutiny of pupils' work and pupil discussions; this provides key strengths and areas of development to further develop the Languages curriculum. Within our professional development procedures, the Curriculum Leader is given training and the opportunity to keep developing their own subject knowledge, skills and understanding; as a result, they can support curriculum development and their colleagues throughout the school. The Curriculum Leader also has the responsibility for monitoring the storage, maintenance and management of resources.

Teaching Staff

Other staff will ensure that the school curriculum is implemented in accordance with this Curriculum Policy. All class teachers follow the school's agreed planning for the curriculum provision in Curriculum.

Inclusion

Further information, related to SEND, can be found on our School, Website and includes:

- School Offer for SEND
- Equality and Accessibility Policy
- SEND Policy
- Equality Duty and Objectives

Teachers set high expectations for all pupils. They will use appropriate assessment and work for all pupil groups, which including:

- More able pupils
- Pupils with SEND
- Pupils with low prior attainment
- Pupils with English as an additional language (EAL)
- Disadvantaged Pupils

Teachers will plan lessons so that pupils with SEND are able to access and can study every National Curriculum subject, wherever possible; resources will be carefully planned and additional adults purposefully deployed to support learning in lessons. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Monitoring and Evaluation Procedures

The Governing Body monitors the coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Visits to the school
- Link Governor meetings with Curriculum Subject Leader
- Link Governor discussions with pupils about the Curriculum curriculum as part of wider views about the Quality of Education
- Senior Leaders and the Curriculum Leader monitor and evaluate the way that the Art and Design curriculum is taught throughout the school by:
 - Discussions with staff about the provision, teaching and assessment and CPD opportunities in the curriculum
 - Curriculum pupil discussions, which evaluate the impact of CPD, inform next steps for teaching and assessment and planning for CPD provision for all staff
 - Scrutiny of pupils' work
 - Scrutiny of planning, where appropriate (e.g. to evaluate the impact of CPD or the implementation of a revised approach to teaching or use of resources)

Links with other policies

This Curriculum Policy links to the following policies and procedures:

- All subject leader policies
- SEND policy
- Behaviour Policy
- Forest School
- Sustainability
- Growth Mindset Policy

This Curriculum Policy will be reviewed by the Headteacher. At every review, it will be shared with the Full Governing Board to be approved. The Curriculum Policy will be reviewed, in line with any:

- Amendments or review of the National Curriculum
- Relevant curriculum updates linked to current educational research, practice or policy
- DfE advice, guidance or recommendations about the curriculum
- Review of the school's approach, practice or policy for the Curriculum Intent, Implementation and Impact