



## **The Acorn Partnership**

Marston Montgomery Primary School  
Long Lane C of E Primary School

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# **Science Policy**

Policy written – February 2026

To be reviewed – February 2029

# Primary School Science Policy

## 1. Introduction

This policy outlines the school's approach to Science teaching and learning. It ensures that all pupils, including those within **mixed-age classrooms**, receive a broad, high-quality, knowledge-rich Science curriculum. The school uses **Developing Experts** as its primary teaching and learning resource, providing structured lessons, videos, vocabulary instruction and assessments aligned with the National Curriculum.

## 2. Aims

Our Science curriculum aims to ensure that all pupils:

- Develop a strong foundation of scientific knowledge across biology, chemistry and physics.
- Learn and apply disciplinary skills such as observing, predicting, investigating, recording and evaluating.
- Ask questions and develop curiosity about the world around them.
- Use scientific vocabulary confidently and accurately.
- Build secure understanding through well-sequenced, knowledge-rich lessons.
- Work collaboratively and independently regardless of age or ability.
- Experience a progressive, coherent curriculum suited to mixed-age classes.

## 3. Curriculum Design

### 3.1 Mixed-Age Considerations

Because the school teaches in mixed-age classes, the curriculum is organised to support:

- **A rolling programme** ensuring all pupils cover the full National Curriculum during their time in each phase.
- **Progression through knowledge and enquiry skills** rather than age-dependent tasks.
- **Layered activities** so that younger pupils access the core learning while older/more experienced pupils deepen and extend their understanding.
- **Flexibility** for teachers to revisit or reinforce key ideas when required.

### 3.2 Use of Developing Experts

Developing Experts provides:

- Fully sequenced lessons with clear learning objectives.
- High-quality explanations, animations, and narrated presentations.
- "Mission Assignments" to embed vocabulary and knowledge.
- Automatic assessments and quizzes.
- Real-world STEM career links.
- Consistent vocabulary instruction through "Rocket Words".

Teachers adapt Developing Experts materials to:

- Match the school's mixed-age rolling programme.
- Provide additional scaffolds or extensions.
- Reinforce prior knowledge before introducing new content.
- Fit the needs of SEND learners and those needing added challenge.

## 4. Teaching & Learning

### 4.1 Lesson Structure

A typical lesson using Developing Experts includes:

1. **Introduction & retrieval practice**, e.g. Star Words recap, quiz, knowledge check
2. **Teacher-led input** using the Developing Experts video or narrated presentation
3. **Paired or group discussion**
4. **Main activity**
  - adapted by task, outcome or support
  - practical investigation where appropriate
5. **Assessment quiz or review**
6. **Reflection** -including vocabulary revisiting and key concept review

**4.2 Scientific Enquiry Skills** across all year groups, pupils develop the ability to:

- Ask and answer scientific questions
- Plan and carry out simple investigations
- Use observations to draw conclusions
- Record data (diagrams, tables, charts)
- Use scientific language to explain ideas
- Evaluate the reliability of results

**4.3 Inclusion & SEND** Science is inclusive through:

- Adapted resources and visual supports
- Structured practical tasks
- Flexible grouping
- Vocabulary scaffolding from the “Star Words”
- Alternative methods for demonstrating knowledge

## 5. Assessment

### 5.1 Formative Assessment

Ongoing assessment includes:

- Questioning during lessons
- Observations during practical work
- Informal quizzes and vocabulary checks

### 5.2 Summative Assessment

Developing Experts quizzes and teacher assessments help track progress:

- Working towards expected standards
- Meeting expected standards
- Working at greater depth

Outcomes inform planning and interventions.

## 6. Planning & Coverage

- Long-term planning follows a two-year rolling cycle for Key Stage 1 and Key Stage 1 to ensure coverage and avoid repetition in mixed-age classes. EYFS have a discrete curriculum linked to their Knowledge and Understanding of the World (see EYFS curriculum)

- Medium-term planning uses Developing Experts sequencing but may reorder lessons to suit the phase.
- Short-term plans adapt the Developing Experts lesson plan for differentiation.

## **7. Resources**

The school provides:

- Access to the Developing Experts platform
- Practical investigation equipment
- Outdoor learning opportunities

All teachers are supported to deliver the curriculum confidently.

## **8. Health & Safety**

Teachers ensure:

- Risk assessments are followed for practical activities
- Safe use of equipment
- Clear instructions and supervision during investigations
- Consideration of allergies, hazards, chemical safety and safe transport of equipment.

## **9. Monitoring & Review**

The Science Subject Leader:

- Monitors planning, notebooks and assessment data
- Supports staff in using Developing Experts effectively
- Reviews curriculum coverage and mixed-age progression
- Reviews this policy ever three years