Plat Douet School

Science Policy



September 2026

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Vision:

Plat Douet delivers a consistent approach to science that immerses pupils in a rich, relevant and aspirational curriculum that develops scientific understanding, enquiry skills and a lifelong curiosity about the world around them.

We believe science should be accessible to all pupils, creating an inclusive environment where every child can confidently explore concepts, ask questions, investigate phenomena and apply their learning to real-world situations. Through engaging experiences across biology, chemistry and physics, pupils are empowered to take ownership of their learning, think critically and develop an appreciation of science and its role within society.

Plat Douet acknowledges that teachers and support staff are paramount in developing scientific understanding and enthusiasm. Continual development of staff subject knowledge, curriculum understanding and pedagogical expertise is a priority in enabling all staff to deliver high-quality science teaching and learning.

Intent:

At Plat Douet, our intent is to develop confident, curious and capable scientists who are able to use their knowledge and skills to understand and positively influence the world around them.

For Pupils:

Pupils will develop secure substantive knowledge across biology, chemistry and physics, use scientific vocabulary accurately and confidently, and build enquiry skills through practical investigation. They will learn to ask questions, make predictions, draw evidence-based conclusions, recognise significant scientists and innovators, understand science in everyday life and society, develop resilience, and become environmentally responsible citizens.

For Staff:

Staff will promote curiosity, excitement and enthusiasm for science through high-quality practical and investigative learning. They will explicitly teach scientific vocabulary and enquiry approaches, use assessment to identify next steps, adapt learning for all pupils, and build confidence in discussing and communicating scientific ideas.

For the School:

The school will provide a coherent and progressive science curriculum with high expectations for teaching and learning. Scientific enquiry will be promoted and celebrated through assemblies, enrichment and pupil leadership, while staff expertise will be developed through monitoring, coaching and professional development.

Implementation:

Our science curriculum is built on three key pillars: scientific knowledge, scientific enquiry and scientific language, ensuring pupils understand both what scientists know and how scientists work.

Curriculum and Planning:

We follow the Jersey Science Curriculum to ensure coverage and progression, using Developing Experts as the main teaching resource alongside other high-quality schemes, resources and practical experiences. Teachers adapt materials to meet pupils' needs, support enquiry and challenge thinking, while planning for progression in substantive knowledge and Working Scientifically skills.

Teaching and Learning:

Science is taught weekly through practical investigations, discussion, questioning, observation and collaborative learning. Scientific enquiry remains central: pupils learn how to work scientifically, ask questions, think critically and apply knowledge through investigations and real-life contexts. Cross-curricular links and cooperative learning approaches, including PIES principles and structured discussion, are used where appropriate.

Working Scientifically:

The five enquiry approaches are:

- Observing over time.
- Pattern seeking.
- Identifying, classifying and grouping.
- Comparative and fair testing.
- Research using secondary sources.

Pupils will ask scientific questions, make predictions, plan and carry out enquiries, observe closely and measure accurately, gather and present data, draw evidence-based conclusions, evaluate methods and results, and communicate findings using scientific vocabulary.

Assessment:

Assessment is used to inform teaching, identify misconceptions and monitor progress.

Assessment includes vocabulary checks at the beginning and end of each topic, TAPS assessments twice each term, pre- and post-topic substantive knowledge assessments, teacher observation and questioning, live marking, verbal feedback, pupil discussion and reflection.

Assessment information is analysed and used to identify pupils requiring support, challenge or intervention.

Learning Environment:

Each classroom should promote scientific thinking and celebrate learning.

Classroom displays promote scientific thinking through current vocabulary, schema maps, key concepts and misconceptions, Working Scientifically and enquiry skills, the five enquiry approaches, examples of investigations, and prompts that encourage questioning. Resources remain accessible to support practical and independent learning.

Recording Learning:

EYFS pupils record science through developmentally appropriate methods linked to Understanding the World. KS1 and Upper Key Stage 2 pupils use science books and other age-appropriate methods, while Lower Key Stage 2 uses Book Creator as the primary platform. Knowledge organisers support each topic, and recording should show progression in knowledge, vocabulary and enquiry skills.

Enrichment:

Enrichment includes Eco initiatives, Plastic Free July, Science and Eco Clubs, environmental projects, assemblies, Science Ambassador responsibilities, and appropriate parental workshops. Whole-school Science Week provides a shared annual focus for celebrating science across all year groups. Pupils take part in practical investigations, themed challenges, assemblies and opportunities to learn about scientists and science-related careers. Where appropriate, families and members of the wider community are invited to contribute expertise or join activities, helping pupils see the relevance of science beyond the classroom. These experiences deepen scientific understanding, encourage collaboration and raise the profile of science across the school.

Health and Safety:

Staff follow CLEAPSS guidance and school risk-assessment procedures, adapting assessments where necessary. Pupils are taught appropriate safety procedures and expectations before investigations.

Equal Opportunities:

All pupils are entitled to a high-quality science education.

Teaching is adapted for pupils with SEND, multilingual learners and higher-attaining pupils. The curriculum reflects diverse scientists and promotes inclusion so that every pupil can see themselves as a successful learner and future scientist.

Staff Development and Monitoring:

Staff participate in professional development opportunities, coaching and collaborative planning to strengthen science provision.

Monitoring includes learning walks, scrutiny of books and Book Creator, pupil voice, assessment reviews, lesson observations, planning reviews, and curriculum monitoring by the Science Lead and SLT. Findings are used to celebrate strengths, identify next steps and improve outcomes for pupils.

Impact:

We aim for all pupils to leave Plat Douet with secure scientific knowledge, strong enquiry skills and a genuine enthusiasm for science.

Impact is demonstrated through strong formative and summative outcomes; progress in substantive and disciplinary knowledge; confident use of scientific vocabulary; evidence of enquiry in books and Book Creator; positive pupil voice; application of science to real-life situations; high-quality classroom environments; consistent teaching; and staff confidence in delivering engaging, effective lessons.

Our approach ensures that science at Plat Douet is inclusive, ambitious and empowering, equipping children with the knowledge, skills and curiosity required to understand, question and positively influence the world around them.