



La Houquette Primary School Science Policy

La Houquette Vision

Happy Learning Partnership

Successful Learners Confident Individuals Responsible Citizens Effective Contributors

Healthy and Active Safe and Nurtured Included and Respected Reaching their Full Potential

Intent

At La Houquette, our Science curriculum is designed to turn natural curiosity into a lifelong passion for discovery. We want every child at La Houquette to see themselves as a scientist—someone who asks "why," explores the "how," and is not afraid to learn from a mistake.

Implementation

We believe Science should be felt and seen, not just read about. To make sure knowledge is retained we use a mix of clear teaching and practical exploration. We base our planning on Plymouth Science, following a long term plan that has been developed to be progressive and cover all the entitlements.

- **Learning by Doing:** Science is taught weekly across both Key Stages. We prioritise practical lessons where children use real scientific equipment, building their independence as they move from EYFS up to Year 6.

- **Expert Instruction:** We plan ahead for common misconceptions, addressing them early so every child feels confident.
- **Entitlements:** Our curriculum is fully aligned with the Bailiwick Science Core Entitlements. Children learn to pose their own questions, gather data, and use their growing knowledge to explain their findings.
- **Growth & Resilience:** By tackling practical problems, our pupils develop resilience. They learn to evaluate their data and refine their theories, preparing them for the more complex challenges of the 21st century.
- **Sparking Curiosity:** We encourage children to explore their world with creativity, fostering a genuine sense of awe and wonder about how things work.
- **Resilient Problem Solvers:** By testing their own designs and ideas, pupils learn that "trial and error" helps us to learn. They become independent thinkers who can evaluate evidence and learn from their mistakes.
- **Developing Thinking Skills:** Pupils use discussion, imagination, and critical thinking to engage with new concepts and adapt to changing scientific explanations.
- **HQIP:** Within our teaching we follow the principles of HQIP as set out by the States of Guernsey
- **Knowledge organiser:** We use a knowledge organiser throughout each topic which will cover what children need to know and list key vocabulary.
- **Retrieval:** We recap previous knowledge at the start of each lesson and have mini quizzes during the topic -ensuring facts stay locked in the long-term memory.
- **Book & Photo /video Studies:** We look at topic books and photos or videos of practical experiments to see the "acquisition of knowledge" in action.
- **Scientific Literacy:** Through a focus on high-quality vocabulary and the Bailiwick Curriculum, our students can clearly articulate complex ideas and make informed predictions.
- **Spaced Practice:** We deliberately return to old topics throughout different year groups to strengthen and extend understanding.

Impact

At La Houquette, we look at the "bigger picture" to ensure scientific knowledge is retained. We use the following to record progress:

- **Prior Knowledge:** KWL grid/ mind map / class discussion at the start of each topic to assess prior knowledge.
- **Assessments:** We use end of unit assessments linked to the entitlements for each topic. These can be adapted from Plymouth Science.
- **Skills:** We track Thinking Scientific Skills as the Science units are covered

- **Assessments:**We record results of end of unit assessments and Thinking Scientifically skills covered in the science assessment spreadsheet.
- **Subject leads:** SLT and subject leads regularly talk with children to hear first-hand about their discoveries and excitement. They observe lessons and look at books regularly.
- **Quick Quizzes:** Teachers use "low-stakes" quizzes and targeted questioning during lessons to spot misconceptions instantly.

Review date: Autumn 2026