



## Primary Science Policy

### Version History

Ver. No.	Authors	Date	Reviewer	Next Review Date
1.0	Jasmit Kang, Principal	September 2025	Amol Vaidya	August 2026

### Mission, Vision, and The Glendale Jewels

**Vision:** To evolve, to excel, to be inspired.

#### Mission Statement:

Glendale International School provides an enriched British education with a strong emphasis on character development, leadership, and academic excellence. Students engage in learning under a framework that nurtures social and emotional development alongside a curriculum designed to foster creativity, curiosity, and compassionate behavior.

#### Core Values – The Glendale Jewels (3Rs and 3Es):

- **Respect** – Valuing and accepting everyone, regardless of differences.
- **Responsibility** – Being dependable, making good choices, and taking accountability for actions.
- **Resilience** – Overcoming challenges and bouncing back from adversity.
- **Excellence** – Producing high-quality work, maintaining high standards, and taking pride in achievements.
- **Empathy** – Understanding others' feelings and considering their perspectives.
- **Empowerment** – Motivating oneself and others to achieve goals.

#### Aims:

Our curriculum ensures that all pupils develop knowledge, skills, and attitudes in line with our vision and core values.

#### Legislation & Guidance:

This policy aligns with the requirements of the National Curriculum Programmes of Study.



### Teaching & Learning

At Glendale International School, science lessons are practical and investigative in nature. Students are encouraged to explore, fostering their natural curiosity. This approach leads to open-ended discussions about science in real-life contexts and helps children understand the world around them.

Our science teaching follows an **Enquiry-Based Learning (EBL)** approach, guiding students through the stages of **Ask, Explore, Create, Share, and Reflect**. Technology, including Merge EDU, is integrated into lessons to enhance learning and bring scientific concepts to life.

Lessons are based on the **National Curriculum of England**, adapted to meet the needs of students in the UAE, using examples from both the UAE and the UK. Students develop both **knowledge** and **working scientifically skills**, learning the nature, processes, and methods of science.

Science is delivered as part of **Discovery Time**, alongside Topic lessons. This allows teachers flexibility to deliver content effectively, ensuring objectives are met. While science is practical, all lessons must be evidenced in students' books through photographs, reflections, or QR codes linking to digital evidence.

Teachers plan using a **long-term plan** to inform medium-term plans, which detail objectives for each topic. Weekly plans provide further detail on lesson structure and activities.

For Early Years, see our **EYFS Policy** for curriculum delivery information.

### Assessment

Science assessment includes both **formative** and **summative** methods:

- **Formative Assessment:** Regularly used to inform teaching, including questioning, observations, and practical activities.
- **Summative Assessment:** Year 3–6 students complete an electronic Science Progress Test at the end of the year to assess knowledge and enquiry skills, covering current and previous years' units.



Assessment data is tracked in **Go 4 Schools**, highlighting attainment, progress, and curriculum coverage.

### **Inclusion**

Teachers set high expectations for all pupils and use appropriate assessments to plan challenging work for:

- More able pupils
- Identified gifted and talented students
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an Additional Language (EAL)

Lessons are designed to ensure that pupils of determination and those with SEN can access the full curriculum, with additional support where necessary. Students whose first language is not English are supported to develop their language skills to participate fully in all subjects. See our **Equality Information and Objectives** and **SEN Policy** for further details.

### **Roles & Responsibilities**

#### **Science Leaders:**

- Oversee science across the primary school
- Ensure science outcomes are mapped across the curriculum
- Monitor and evaluate the impact of science teaching
- Provide guidance on resources and planning

#### **Class Teachers:**

- Plan and deliver high-quality, engaging science lessons
- Assess student understanding through observation, questioning, and AFL
- Report outcomes to parents in end-of-year reports
- Use **Phoenix Tracker** to monitor student progress
- Cover all scientific objectives regularly
- Structure lessons flexibly during Discovery Time



Teachers will plan lessons so that pupils with a special education need or people of determination can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. 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. Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

### **Roles & Responsibilities**

#### **Role of Science Leaders:**

- Have overall responsibility for science across the primary school
- Ensure that the science outcomes are mapped across the school curriculum
- Monitor and evaluate the impact of science
- Provide some guidance on resources and planning for science

#### **Roles of Class Teachers:**

- Plan and deliver high quality, engaging science lessons to all pupils
- Measure the impacts of science through observation and questioning of students
- Report outcome to parents in the end of year report
- Assess understanding of science through AfL
- Engage students with science through purposeful and relevant topics
- Use of Phoenix Tracker to assess the progress of students
- Ensure all scientific objectives are covered and science is taught regularly
- Discovery time allows teachers to use their judgement on the weekly structure of their lessons



### **Monitoring Arrangements**

Senior leaders and the Local Authority Board monitor National Curriculum coverage through:

- Termly meetings
- A planned two-year review cycle
- Planning scrutiny

**Heads of Primary Science** monitor teaching quality through:

- Learning walks
- Planning reviews
- Medium-term plan reviews
- Book looks

They are also responsible for managing science resources efficiently.

This policy is reviewed annually by the Deputy Head of Primary and Heads of Primary Science, with updates shared with the full Governing Board.