St Patrick's Catholic Primary School

Science Policy

Written by	Approved by	Written	Updated
Curriculum leader for Science	LGB	September 2022	September 2026

Intent

Our science curriculum follows the Whiterose maths programme and is designed to inspire curiosity and foster a lifelong love of scientific learning. It aims to develop pupils' understanding of the world through the disciplines of biology, chemistry and physics, as set out in the National Curriculum. We believe that a broad and balanced science education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability.

We intend for all pupils to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of science.
- Understand the nature, processes and methods of science through different types of scientific enquiry.
- Be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.
- Develop skills in observation, prediction, investigation, recording and evaluating evidence.
- Build vocabulary to confidently explain scientific concepts.
- Recognise the importance of science in everyday life and future careers.

The National Curriculum States:

Science is a core subject in the National Curricula (for England, Wales and Northern Ireland). In England, it has four attainment targets and a statement of breadth of study.

These are:

- Sc1 Scientific enquiry;
- Sc2 Life and living processes;
- Sc3 Materials and their properties;
- Sc4 Physical processes.

Our role is to teach scientific enquiry through the contexts of the three main content areas. The breadth of study statement in the National Curriculum is concerned with issues such as the use of ICT, scientific language and health & safety.

Children in the foundation stage - the reception class(es) - are taught the science elements of the foundation stage document through the Early Learning Curriculum: Knowledge and Understanding of the World.

The targets are:

- Sc1 Scientific enquiry;
- Sc2 Life processes and living things;
- Sc3 Materials and their properties;
- Sc4 Physical processes, plus Focus statements.

Implementation

Science is taught through Whiterose Science, which is a carefully sequenced, knowledge-rich curriculum that builds progressively across year groups.

We ensure that:

- Science is taught weekly across all year groups in line with the National Curriculum.
- Lessons include practical investigations and hands-on learning wherever possible.
- Teachers use clear progression of knowledge and skills from EYFS to Year 6.
- Key scientific vocabulary is explicitly taught and revisited regularly.
- Pupils are encouraged to ask questions and develop enquiry skills such as:
    - Observing
    - Classifying
    - Fair testing
    - Pattern seeking
    - Research
- Cross-curricular links are made where appropriate (e.g. maths for data handling, English for explanation writing).
- Misconceptions are identified and addressed through assessment for learning.
- External opportunities such as science workshops, visits and STEM activities are used to enhance learning

Assessment, Recording and Reporting

Assessment in Science is continuous and used to inform teaching and learning.

We use:

- Ongoing formative assessment during lessons (questioning, discussion, observations).
- Retrieval practice and low-stakes quizzes to check understanding.
- End-of-unit assessments to measure progress against key knowledge and skills.
- Teacher judgement to assess whether pupils are working at age-related expectations, below or above.
- Practical task assessments to evaluate enquiry and investigative skills.

Pupil progress in science is recorded in a variety of ways to ensure a clear picture of attainment and development.

We:

- Record learning through science books, including diagrams, written explanations, tables and conclusions.
- Use photographs and evidence of practical investigations where appropriate.
- Track attainment using school assessment systems aligned with the National Curriculum objectives.
- Provide regular feedback to pupils to support improvement.
- Report progress to parents/carers through:
    - Parent evenings
    - End-of-year reports
- Highlight whether pupils are meeting, exceeding or working towards age-related expectations.

Impact

Our science curriculum at St Patricks' is ambitious and designed to ensure high achievement for all pupils, regardless of background or starting point.

Teaching and learning follow a cyclical process, where assessment is used both to inform future teaching and to measure pupils' progress over time. Progress in Science is assessed through post-learning tasks at the end of each unit, which help to evaluate how well pupils have understood key knowledge and skills. Outcomes at the end of Key Stage 1 and Key Stage 2 provide an important measure of attainment and help staff evaluate the overall impact of the Science curriculum. However, at our school we continually monitor the impact of science teaching through a range of methods, including:

- Scrutinising pupils' Science books
- Pupil discussions about their learning
- Ongoing internal assessments and teacher judgements

Science is an inclusive subject within our curriculum, and we believe all pupils should be able to access high-quality Science learning regardless of their starting point or additional needs. Where necessary, Science learning is differentiated or supported so that all pupils can engage fully with the curriculum. Careful consideration is given to identifying and removing barriers to learning, ensuring that all children can participate in practical investigations, discussions, and scientific thinking. The core scientific knowledge and skills remain central to all lessons, with appropriate adaptations made so that every child can access and achieve within the Science curriculum at a suitable level.

A Typical Science Lesson

A typical Science lesson is structured to ensure progression of knowledge, development of scientific skills, and opportunities for enquiry-based learning in line with the National Curriculum. Each lesson begins with a retrieval activity, where pupils revisit prior learning to strengthen memory and make connections between key concepts. This may include quick questions, quizzes or discussion. The learning objective and key vocabulary are shared with pupils at the start of the lesson so they understand the purpose of their learning and can use scientific language accurately. Teachers then introduce new learning through clear explanation, modelling, and questioning. Where appropriate, misconceptions are addressed and scientific ideas are demonstrated using practical examples.

A key feature of science lessons is practical investigation and enquiry. Pupils are given opportunities to:

- Make observations
- Carry out fair tests
- Record results using tables, diagrams or charts

- Draw conclusions based on evidence

During the main part of the lesson, pupils work independently, in pairs or in groups to complete tasks and investigations. Teachers provide support and challenge through questioning and feedback to ensure all pupils make progress. Lessons include opportunities for discussion and reasoning, where pupils explain their thinking using correct scientific vocabulary. The lesson concludes with a plenary, where learning is reviewed and consolidated. Pupils may reflect on what they have learned, answer key questions, or complete a short assessment task to check understanding. Ongoing assessment for learning is used throughout the lesson to inform teaching and ensure pupils are secure in their understanding before moving on.

Lesson Structure:

1. Flashback
2. Vocabulary
3. Main teaching
4. Independent task/ practical activity (small group)
5. Self-assessment
6. Plenary

Displays

Within each classroom, there is a display of the current Science topic, it should have green border and a clearly labelled display. It should include key vocabulary, knowledge organiser for the topic, pupils work. Any Spelling, Grammar and Punctuation as well as key diagrams, photos or questions to promote scientific thinking and curiosity. These displays are monitored by the Science Subject Leader and the Senior Leadership Team. As part of this display, each class includes the knowledge organiser. This is used throughout the topic to highlight key ideas, vocabulary, enquiry questions and any additional learning that deepens understanding.

Handwriting and Presentation:

Presentation in Key Stage 1:

- In Year 1 and 2 learning intentions and dates will be printed and stuck neatly at the top of the page for each lesson. From the Lent term, Year 2 children should write the long date and learning intention in their books and underline them using a ruler. The writing format should be as follows Comic Sans, size 11 and underlined.
- In Year 1, pre- and post-learning is captured through whole-class discussions, with key responses recorded and photocopied into each child's book before the knowledge organiser. In Pentecost children in year 1 should begin to evidence pre and post learning independently.
- Year 2 pre and post learning is evidenced individually in books.

- In Year 1, flashback and retrieval activities are carried out through whole-class discussion or using whiteboards to collect responses.
- Year 2, Flashback can be done through whole class discussion or the use of whiteboards, during advent and lent. This must then be evidenced during Pentecost, underneath learning intention with sub-heading Flashback (this must be underlined)
- Children will write in pencil
- Only pencil crayons will be used in books, no felt tips doodling or ripped pages allowed.
- If sheets are stuck in, they should be trimmed first then stuck in neatly will no edges over the page
- There should be no lose sheets in books
- If pupils make a mistake, they can either use a rubber for small mistakes or draw a straight line with a ruler for bigger mistakes.
- Pupils in year 2 will self-assess in green pen.
- Staff will mark in blue pen
- There should be no doodling on any of the children's exercise books

Presentation in Key Stage 2:

- In Science pre-learning stuck into books at the beginning of a topic followed by the knowledge organiser.
- In Key stage 2 children need to write the long date and learning intention in books and then under lined using a ruler and pencil.
- Children will write in pen in all books except their maths books when they have achieved their pen licence.
- Only pencil crayons will be used in books, no felt tips, doodling or ripped pages.
- If sheets are stuck in, they should be trimmed first then stuck in neatly will no edges over the page
- There should be no lose sheets in books
- If pupils make a mistake, they can either use a rubber for small mistakes or draw a straight line with a ruler for bigger mistakes
- Pupils will self-assess in green pen
- Staff will mark in blue pen
- There should be no doodling on any of the children's exercise books

Handwriting:

The correct pencil grip will be taught from Nursery. In EYFS and Year 1 children will be taught how to form both upper case and lower-case letters correctly using a tripod grip; this is practised daily through the Little Wandle letters and sounds phonics programme (See Appendix 1)

In year 2, children are taught to handwrite from the line for each letter, using a non-cursive handwriting style but progressing to a continuous cursive style by the end of Year 2. This is practised daily. (See Appendix 2)

In lower Key Stage 2, children practise handwriting daily. Here, they further develop joins using a continuous cursive handwriting style following the handwriting letter formation For some children in Key Stage 2, they may require additional teaching to develop their own legible and fluent style of cursive writing.

By upper Key Stage 2, it is expected that children join handwriting and are able to maintain legibility when writing at speed. Some pupils may continue to receive additional support to achieve this.

SEND and Inclusion:

All pupils are entitled to access a broad and balanced science curriculum. Teaching and learning are adapted where necessary to meet individual needs and ensure full participation. Support staff are informed of their roles within each lesson and have access to planning in advance. Where appropriate, the SENCO works alongside the Science lead and the class teachers to plan provision for pupils with SEND. Adaptations may be evident in pupils' work through differentiated activities, visual prompts, practical resources, targeted adult support, modified learning intentions, or alternative recording methods. Where appropriate, staff may scribe pupils' responses or record learning intentions on their behalf. Agreed adaptations and support strategies are documented in the pupil's passport and reviewed regularly to ensure they continue to meet individual needs.

Roles and Responsibilities

The Headteacher and Science Subject Leader share responsibility for leading the Science curriculum and may delegate aspects of this role to key staff

The Science Subject Leader should:

- Keep up to date with developments in science education and share relevant information with staff
- Manage, maintain and update Science resources, ordering new materials when required
- Ensure Science is delivered in line with the school policy through monitoring of planning, lesson observations and scrutiny of pupils' work
- Attend relevant Science training, networks and subject leader meetings
- Lead staff training (INSET) and support staff meetings to develop teaching and learning in science
- Moderate Science work within school and with other schools to ensure accurate assessment and consistent standards
- Monitor Science displays in classrooms and around the school

- Support staff in planning and delivering the Science curriculum, providing guidance and CPD where appropriate
- Class teacher responsibilities: Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. Where possible, and supported by the R.E. Subject Leader, they plan collaboratively, to ensure parity across the year group.

Class teachers are responsible for ensuring that the Science curriculum is effectively taught and that learning objectives are achieved for their class. Where possible, and supported by the Science Subject Leader, teachers plan collaboratively to ensure consistency and progression across year groups.

The Headteacher and Deputy Headteacher monitor pupil progress in science, ensuring appropriate challenge, support and intervention are in place so that all pupils achieve their potential.

Governors monitor the effectiveness and impact of the Science curriculum through whole governing body meetings, including reports from the Headteacher and Subject Leaders.

Partnership with parents

Liaison with parents is important in supporting pupils' learning in science. Parents are kept informed about the school's approach to science through newsletters, displays and, where appropriate, meetings. They are also informed about their child's progress through Parents' Evenings and annual reports. Parents are encouraged to support and engage with their child's learning through homework activities linked to science.

Reviewed: July 2026
Review Date: July 2027

Appendix 1: Whiterose Yearly overviews

Year 1:

Year 2:

Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Autumn term
Animals' needs for survival
Humans
Materials
Plastic
Spring term
Plants (light and dark)
Living things and their habitats
Plants (light and dark)
Consolidation
Summer term
Plants (bulbs and seeds)
Growing up
Plants (bulbs and seeds)
Growing up
Wildlife
Consolidation

Year 3:

Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Autumn term
Skeletons
Movement
Nutrition and diet
Food waste
Rocks
Consolidation
Spring term
Fossils
Soils
Light
Consolidation
Summer term
Plants A
Forces
Magnets
Plants B
Biodiversity

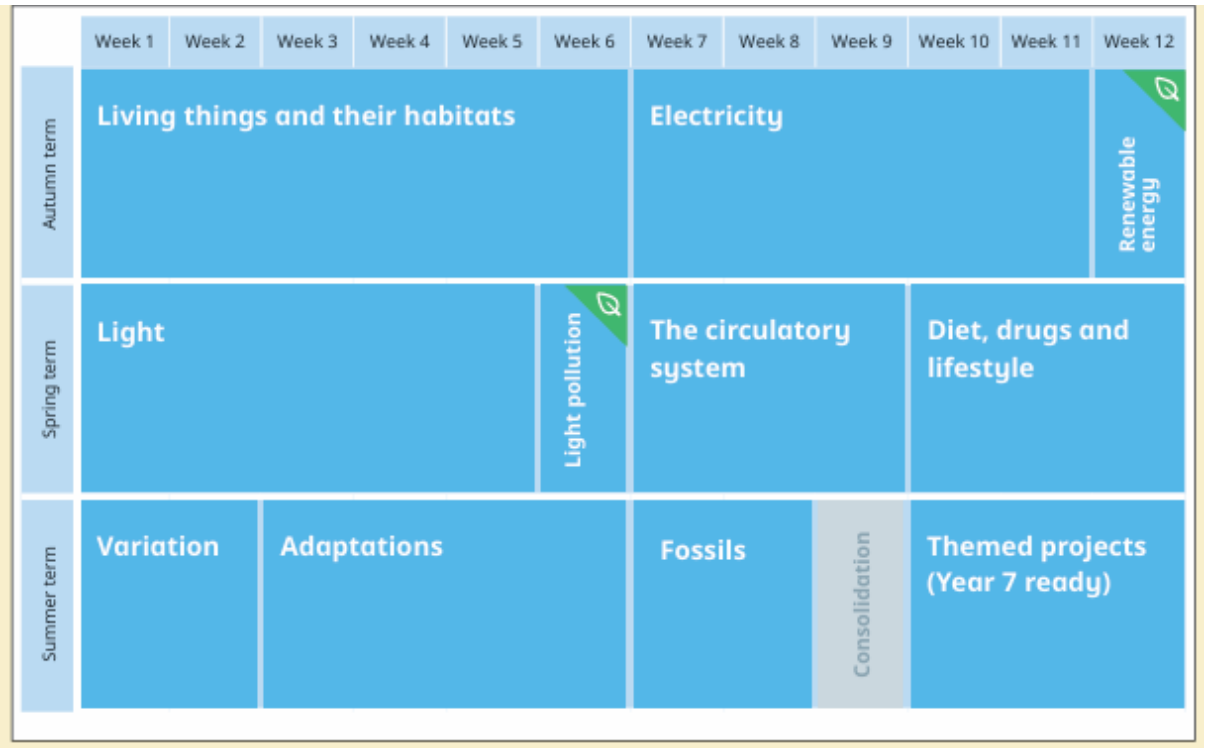
Year 4:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Group and classify living things			Data collection A	States of matter							Consolidation
Spring term	Sound					Data collection B	Electricity				Energy	Consolidation
Summer term	Data collection C		Habitats		Deforestation	The digestive system					Food chains	

Year 5:

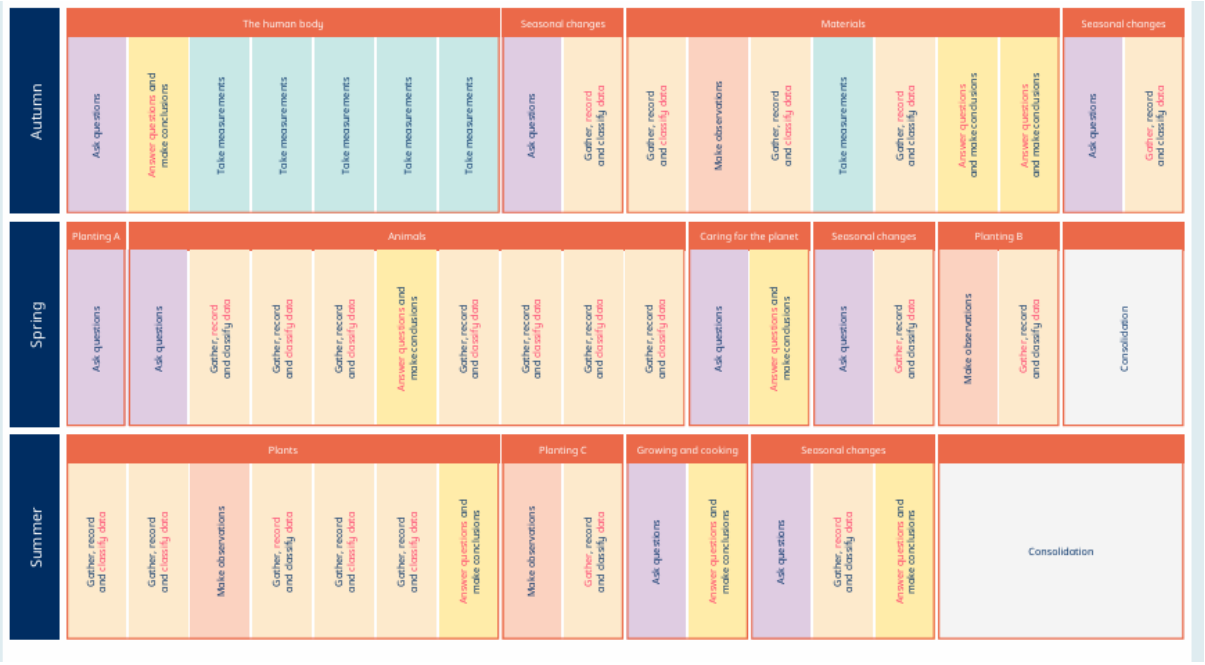
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Forces					Space					Global warming	Consolidation
Spring term	Properties of materials				Animals including humans					Life cycles		
Summer term	Reproduction A			Reversible and irreversible changes				Plastic pollution	Reproduction B		Consolidation	

Year 6:



Appendix 2: Whiterose Working Scientifically Skills Mapping

Year 1:



St. Patrick's Catholic Primary School

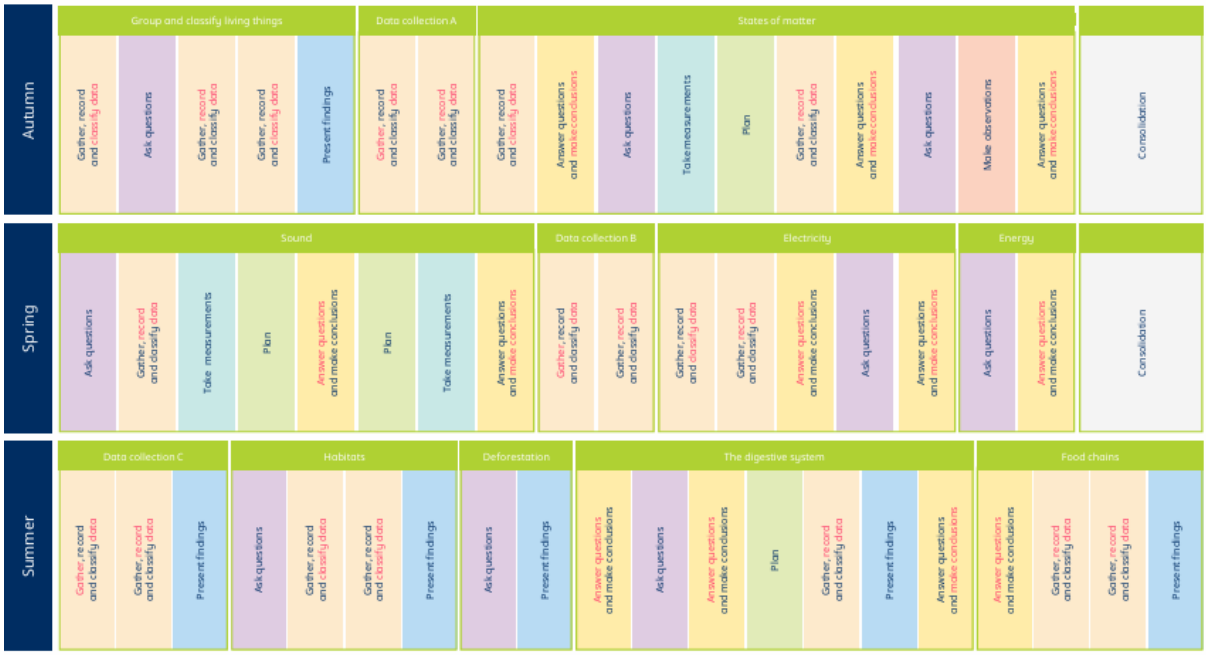
Year 2:

Term	Topic	Skills
Autumn	Animals' needs for survival	Ask questions; Gather, record and classify data; Gather, record and classify data; Gather, record and classify data; Gather, record and classify data; Answer questions and make conclusions
Autumn	Humans	Gather, record and classify data; Gather, record and classify data; Make observations; Make observations
Autumn	Materials	Gather, record and classify data; Take measurements; Gather, record and classify data; Ask questions; Gather, record and classify data; Make observations; Answer questions and make conclusions; Take measurements; Ask questions; Answer questions and make conclusions
Autumn	Plastic	Ask questions; Answer questions and make conclusions
Spring	Plants (light and dark)	Make observations; Make observations; Ask questions; Ask questions; Take measurements
Spring	Living things and their habitats	Gather, record and classify data; Answer questions and make conclusions; Answer questions and make conclusions; Gather, record and classify data; Gather, record and classify data; Make observations; Gather, record and classify data; Answer questions and make conclusions; Gather, record and classify data
Spring	Plants	Gather, record and classify data
Spring		Consolidation
Summer	Plants (bulbs and seeds)	Make observations; Present findings; Ask questions; Take measurements
Summer	Growing up	Gather, record and classify data; Ask questions; Present findings; Gather, record and classify data; Make observations; Answer questions and make conclusions
Summer	Plants	Make observations
Summer	Growing up	Make observations
Summer	Wildlife	Ask questions; Answer questions and make conclusions
Summer		Consolidation

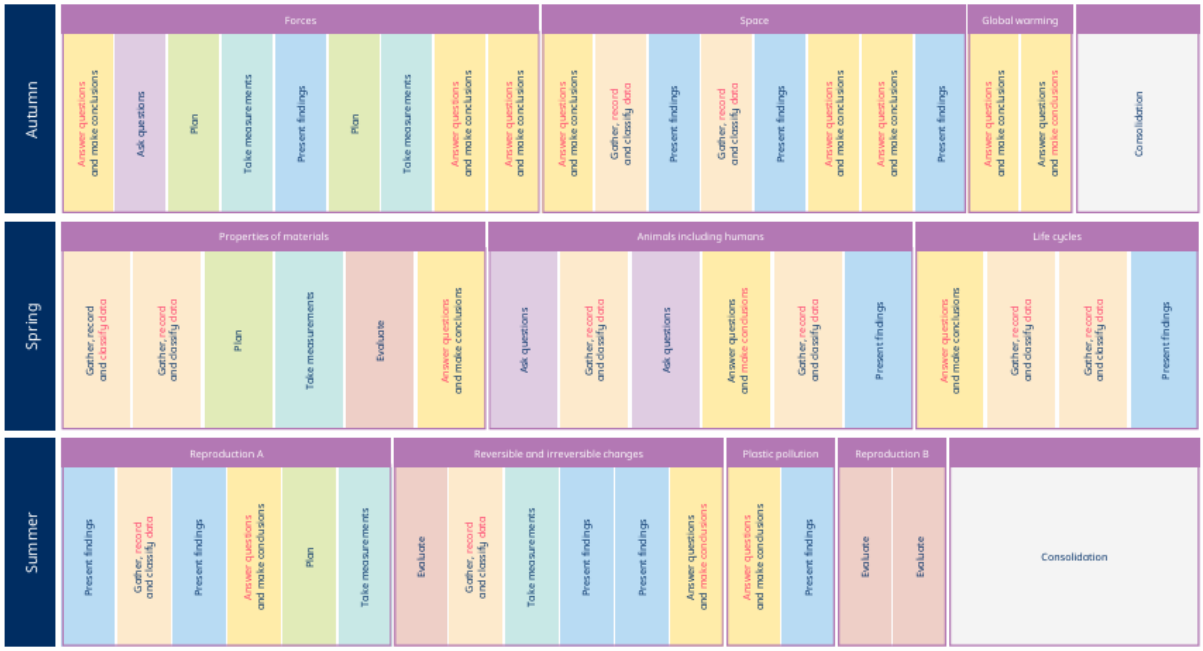
Year 3:

Term	Topic	Skills
Autumn	Skeletons	Ask questions; Gather, record and classify data; Gather, record and classify data; Gather, record and classify data; Present findings
Autumn	Movement	Answer questions and make conclusions; Present findings
Autumn	Nutrition and diet	Gather, record and classify data; Answer questions and make conclusions; Present findings; Answer questions and make conclusions; Answer questions and make conclusions
Autumn	Food waste	Ask questions; Present findings
Autumn	Rocks	Make observations; Gather, record and classify data; Make observations; Gather, record and classify data
Autumn		Consolidation
Spring	Fossils	Ask questions; Present findings
Spring	Soils	Gather, record and classify data; Answer questions and make conclusions; Plan; Take measurements; Answer questions and make conclusions
Spring	Light	Answer questions and make conclusions; Answer questions and make conclusions; Gather, record and classify data; Gather, record and classify data; Ask questions; Plan; Gather, record and classify data; Evaluate
Spring		Consolidation
Summer	Plants A	Answer questions and make conclusions; Gather, record and classify data; Ask questions; Plan; Plan; Answer questions and make conclusions; Gather, record and classify data; Present findings; Answer questions and make conclusions; Present findings
Summer	Forces	Answer questions and make conclusions; Answer questions and make conclusions; Plan; Answer questions and make conclusions
Summer	Magnets	Gather, record and classify data; Answer questions and make conclusions; Plan; Present findings
Summer	Plants B	Answer questions and make conclusions
Summer	Biodiversity	Ask questions; Present findings

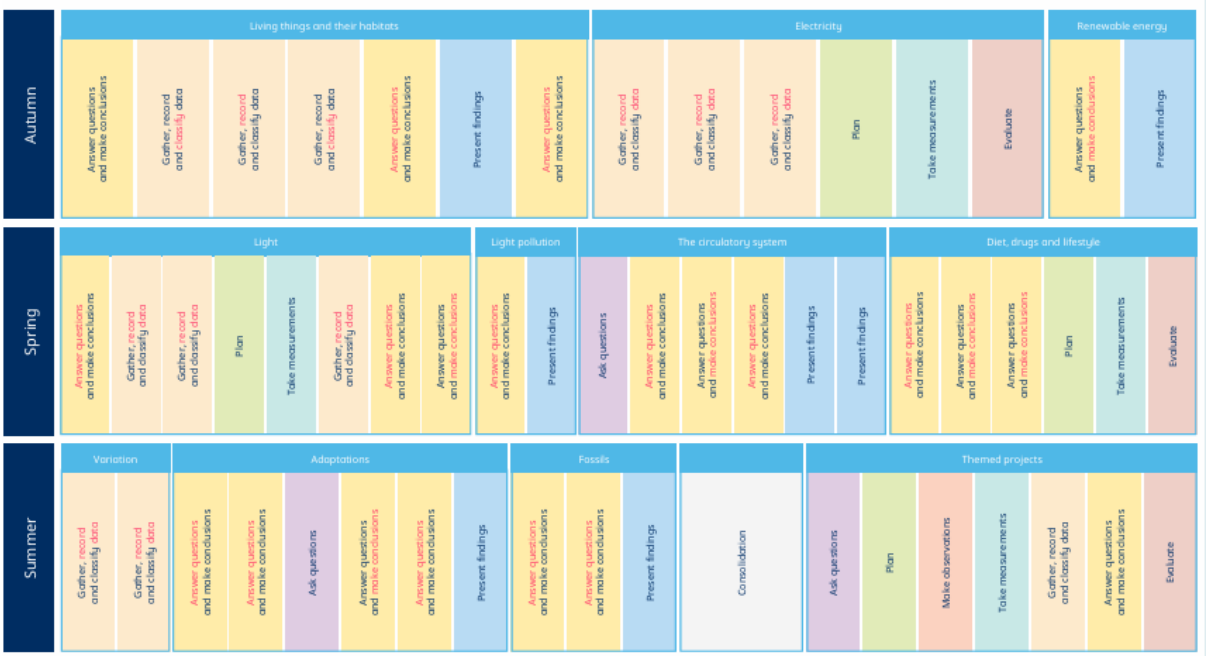
Year 4:


Autumn
Group and classify living things
Gather, record and classify data
Ask questions
Gather, record and classify data
Gather, record and classify data
Present findings
Data collection A
Gather, record and classify data
Gather, record and classify data
States of matter
Gather, record and classify data
Answer questions and make conclusions
Ask questions
Take measurements
Plan
Gather, record and classify data
Answer questions and make conclusions
Ask questions
Make observations
Answer questions and make conclusions
Consolidation
Spring
Sound
Ask questions
Gather, record and classify data
Take measurements
Plan
Answer questions and make conclusions
Plan
Take measurements
Answer questions and make conclusions
Data collection B
Gather, record and classify data
Gather, record and classify data
Electricity
Gather, record and classify data
Gather, record and classify data
Answer questions and make conclusions
Ask questions
Answer questions and make conclusions
Energy
Ask questions
Answer questions and make conclusions
Consolidation
Summer
Data collection C
Gather, record and classify data
Gather, record and classify data
Present findings
Habitats
Ask questions
Gather, record and classify data
Gather, record and classify data
Present findings
Deforestation
Ask questions
Present findings
The digestive system
Answer questions and make conclusions
Ask questions
Answer questions and make conclusions
Plan
Gather, record and classify data
Present findings
Answer questions and make conclusions
Food chains
Answer questions and make conclusions
Gather, record and classify data
Gather, record and classify data
Present findings

Year 5:

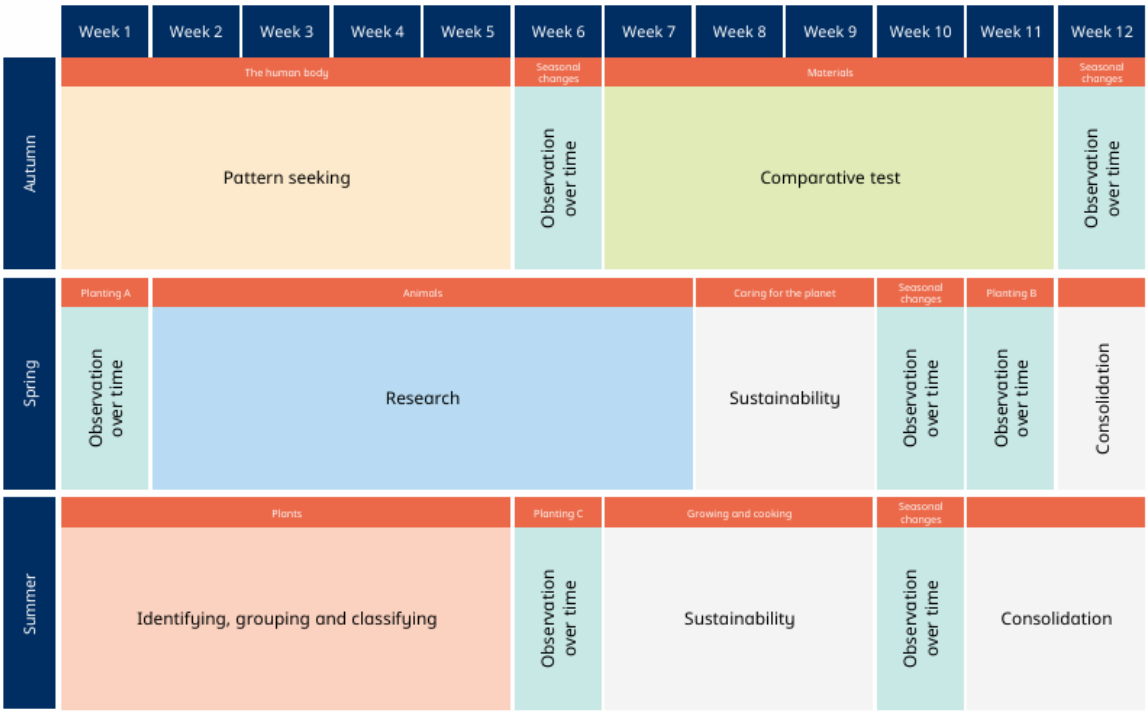

Autumn
Forces
Answer questions and make conclusions
Ask questions
Plan
Take measurements
Present findings
Plan
Take measurements
Answer questions and make conclusions
Answer questions and make conclusions
Space
Answer questions and make conclusions
Gather, record and classify data
Present findings
Gather, record and classify data
Present findings
Answer questions and make conclusions
Answer questions and make conclusions
Present findings
Global warming
Answer questions and make conclusions
Answer questions and make conclusions
Consolidation
Spring
Properties of materials
Gather, record and classify data
Gather, record and classify data
Plan
Take measurements
Evaluate
Answer questions and make conclusions
Animals including humans
Ask questions
Gather, record and classify data
Ask questions
Answer questions and make conclusions
Gather, record and classify data
Present findings
Life cycles
Answer questions and make conclusions
Gather, record and classify data
Gather, record and classify data
Present findings
Summer
Reproduction A
Present findings
Gather, record and classify data
Present findings
Answer questions and make conclusions
Plan
Take measurements
Reversible and irreversible changes
Evaluate
Gather, record and classify data
Take measurements
Present findings
Present findings
Answer questions and make conclusions
Plastic pollution
Answer questions and make conclusions
Present findings
Reproduction B
Evaluate
Evaluate
Consolidation

Year 6:



Appendix 3: Whiterose Enquiry Types Mapping

Year 1:



Year 2:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Animals' needs for survival				Humans		Materials					Plastic
	Identifying, grouping and classifying				Pattern seeking		Comparative test					Sustainability
Spring	Plants (light and dark)			Living things and their habitats							Plants (light and dark)	
	Comparative test			Research							Comparative test	Consolidation
Summer	Plants (bulbs and seeds)		Growing up				Plants (bulbs and seeds)	Growing up	Wildlife			
	Observation over time		Pattern seeking				Observation over time	Pattern seeking	Sustainability		Consolidation	

Year 3:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Skeletons			Movement	Nutrition and diet			Food waste	Rocks			
	Identifying, grouping and classifying				Research			Sustainability	Identifying, grouping and classifying			Consolidation
Spring	Fossils		Soils		Light							
	Research		Comparative test		Fair test							Consolidation
Summer	Plants A						Forces	Magnets			Plants B	Biodiversity
	Observation over time						Comparative test	Pattern seeking			Observation over time	Sustainability

Year 4:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Group and classify living things			Data collection A	States of matter							
	Identifying, grouping and classifying			Observation over time	Fair test							Consolidation
Spring	Sound					Data collection B	Electricity				Energy	
	Fair test					Observation over time	Pattern seeking				Sustainability	Consolidation
Summer	Data collection C		Habitats		Deforestation	The digestive system					Food chains	
	Observation over time		Research		Sustainability	Research					Research	

Year 5:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Forces					Space					Global warming	
	Fair test					Research					Sustainability	Consolidation
Spring	Properties of materials				Animals including humans					Life cycles		
	Comparative test				Pattern seeking					Research		
Summer	Reproduction A			Reversible and irreversible changes				Plastic pollution	Reproduction B			
	Observation over time			Identifying, grouping and classifying				Sustainability	Observation over time		Consolidation	

Year 6:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Living things and their habitats						Electricity					Renewable energy
	Identifying, grouping and classifying				Observation over time		Fair test					Sustainability
Spring	Light					Light pollution	The circulatory system			Diet, drugs and lifestyle		
	Fair test					Sustainability	Research			Fair test		
Summer	Variation		Adaptations				Fossils			Themed projects		
	Pattern seeking						Research		Consolidation	Comparative test		Fair test

Appendix 4: Curriculum expectations

Science expectations 2026-2027

Displays:

- All science displays must have a green border to match Science books.
- Clear signage to show it is science.
- Science displays need updating every half term with…
  - Key Vocabulary
  - Knowledge organiser
  - Any model work
  - Any photos or diagrams to support
  - Any SPAG to support writing (link to your writing focus)
  - Any photos from practical activities.

Book Work:

Year 1:

- Printed Long date and objective underlined in Comic Size 11 (see example below)

Monday 17th September 2026

To know and identify the main parts of the human body.

- Every topic should be clear in children's books what topic they are on. It should have pre-learning followed by Knowledge organiser. All sheets should be trimmed and stuck in straight with no edges sticking out.

- All writing should be done in pencil and following the handwriting policy. Any colouring should be with colouring pencils. No felt tips ripped pages or doodling in books.
- If any mistakes are made one line should be put through the mistake.
- Pre and post learning: can be done as a whole class discussion and evidenced in Advent and Lent. During Pentecost children should have this evidenced and recorded individually.
- Flashback can be done through whole class discussion or the use of whiteboards.
- Any photos used, must have a comment explaining what the children have learnt.
- Any self-marking or responses to marking must be done in green pen.

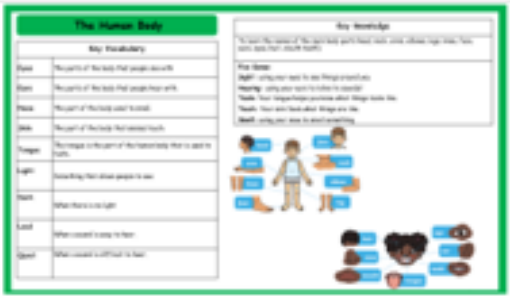
Year 2:

- Printed Long date and learning intention underlined in Comic Size 11 (see examples below). During Lent Children should write the date and learning intentions (At teachers' discretion) following the same format as below, Date on the top line and learning intention on the line below. Ensuring ruler and pencil are used to underline.

Monday 17th September 2026

To know and identify the main parts of the human body.

- Every topic should be clear in children's books what topic they are on. It should be pre-learning followed by knowledge organiser. All sheets should be trimmed and stuck in straight with no edges sticking out



- All writing should be done in pencil and following the handwriting policy, handwriting from the line for each letter using a non-cursive style. During Lent term children will progress to a continuous cursive style.
- Any colouring should be with colouring pencils. No felt tips ripped pages or doodling in books.
- If any mistakes are made one line should be put through the mistake.
- Pre and post learning: evidenced individually in books as deemed appropriate
- Flashback can be done through whole class discussion or the use of whiteboards, during advent and lent. This must then be evidenced during Pentecost, underneath learning intention with sub-heading Flashback (this must be underlined).
- Any photos used, must have a comment explaining what the children have learnt.
- Any self-marking or responses to marking must be done in green pen.

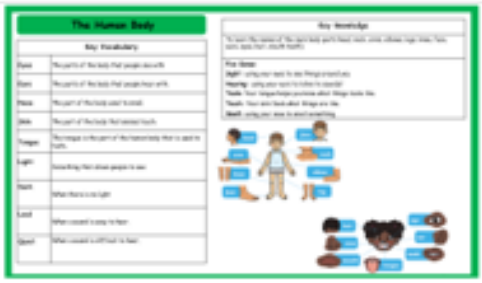
Lower Key Stage 2:

- Children should write the date and learning intentions. Following the same format as below, Date on the top line and learning intention on the line below. Ensuring ruler and pencil are used to underline.

Monday 17th September 2026

To know and identify the main parts of the human body.

- Every topic should be clear in children's books what topic they are on. It should follow pre-learning then knowledge organiser. All sheets should be trimmed and stuck in straight with no edges sticking out



- All writing should be done in pen and following the handwriting policy continuous cursive handwriting style.
- Any tables or graphs must be draw using a pencil and ruler (where appropriate)
- Any colouring should be with colouring pencils. No felt tips ripped pages or doodling in books.
- If any mistakes are made one line should be put through the mistake.
- Pre and post learning: evidenced individually in books as deemed appropriate
- Flashback evidenced underneath learning intention with sub-heading Flashback (this must be underlined).
- Any photos used, must have a comment explaining what the children have learnt.
- Any self-marking or responses to marking must be done in green pen.

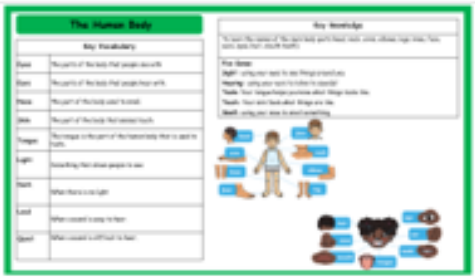
Upper Key Stage 2:

- Children should write the date and learning intentions. Following the same format as below, Date on the top line and learning intention on the line below. Ensuring ruler and pencil are used to underline.

Monday 17th September 2026

To know and identify the main parts of the human body.

- Every topic should be clear in children's books what topic they are on. It should follow pre-learning then knowledge organiser. All sheets should be trimmed and stuck in straight with no edges sticking out



- All writing should be done in pen and following the handwriting policy joint handwriting style.
- Any tables or graphs must be draw using a pencil and ruler (where appropriate)
- Any colouring should be with colouring pencils. No felt tips ripped pages or doodling in books.
- If any mistakes are made one line should be put through the mistake.
- Pre and post learning: evidenced individually in books as deemed appropriate
- Flashback evidenced underneath learning intention with sub-heading Flashback (this must be underlined).
- Any photos used, must have a comment explaining what the children have learnt.
- Any self-marking or responses to marking must be done in green pen.

Assessment and Feedback:

- Staff to use teacher judgement as well as pre and post assessments to assess children's progress.
- Whole Class Feedback Sheets – as per the marking and feedback policy should be completed for every lesson or sequence of lessons a week.
- Progress should be tracked and input on Arbor termly
- Pupils who are not making similar progress to their peers should be specifically targeted to ensure progress gaps do not grow.
- Feedback follows our Feedback Policy with extending questions and deepening of understanding where teachers have provided written feedback.
- Spellings and written feedback should be responded to with green pen at the start of the next lesson.
- There also should be some evidence of pupils identifying their own next steps in KS2.
- There should be evidence of self-assessment throughout the topics

Planning:

- Staff, please ensure any adaptations are made to the medium-term plans, to ensure that if any lessons have been merged or any similar topics have been merged it is clearly and consistently shown both in books and on planning documents.
- For some topics it continues throughout the year, stick the initial knowledge organiser and pre learning in and continue the lessons, once the first part of the topic has ended, continue other topics as normal. When you come back to the topic no need to stick Knowledge organiser or pre learning in again, just complete the lesson and then once the unit has finished stick in post learning.