Inspire Education Community Trust

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Learning together and inspiring success

Science Policy

Approved by the CEO	01/09/2026
Version No.	2
Review Date	01/09/2028
Signed	Shaukat Islam

Statement of intent

Science provides the foundation for understanding the world around us. It can not only teach pupils about the world they live in, but also how to study it and make sense of various phenomena. As such, it is a fundamental aspect of all children's learning.

Through adherence to the Science Policy, we will ensure good coverage of scientific content that is based on the national curriculum, but also that all pupils have a solid grounding in science and a positive attitude towards scientific knowledge and experimental processes.

The aims of this policy include:

- Developing pupils' interest in, and enjoyment of science by building on children's curiosity, the science curriculum will help to instil a positive attitude towards science in pupils.
- Delivering all the requirements of the school's science curriculum and covering major scientific concepts.
- Ensuring science lessons are purposeful, accurate and imaginative.
- Ensuring pupils have sufficient scientific knowledge to understand both the uses and implications of science, today and in the future. This will also give pupils an appreciation of the changing nature of scientific knowledge.
- The development of pupils' ability to pose questions, investigate these using correct techniques, accurately record their findings using appropriate scientific language and analyse their results.
- Helping pupils develop the skills of prediction, hypothesising, experimentation, investigation, observation, measurement, interpretation and communication.
- Making pupils aware of and alert to links between science and other school subjects, as well as their lives more generally.

Legal framework

1. This policy has due regard to statutory legislation and guidance including, but not limited to, the following:

DfE (2013) 'Science programmes of study: key stages 1 and 2'

DfE (2014) 'Statutory framework for the early years foundation stage'

The Control of Substances Hazardous to Health Regulations (COSHH) 2002

The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013

1. This policy will be used in conjunction with the following school policies and procedures:

Health and Safety Policy

Accident Reporting Procedure Policy

Assessment Policy

2. Roles and responsibilities

2.1 The subject leader is responsible for:

Preparing policy documents, curriculum plans and schemes of work for the subject.

Reviewing changes to the national curriculum and advising on their implementation.

Monitoring the learning and teaching of science, providing support for staff where necessary.

Encouraging staff to provide effective learning opportunities for pupils.

Helping to develop colleagues' expertise in the subject.

Organising the deployment of resources and carrying out an annual audit of all science resources.

Liaising with teachers across all phases.

Communicating developments in the subject to all teaching staff.

Leading staff meetings and providing staff members with the appropriate training.

Organising, providing and monitoring CPD opportunities in the subject.

Ensuring common standards are met for recording and assessment.

Advising on the contribution of science to other curriculum areas, including cross-curricular and extra-curricular activities.

Collating assessment data and setting new priorities for development of science in subsequent years.

2.2. The **classroom teacher** is responsible for:

Acting in accordance with Inspire Education Community Trust's Science Policy, ensuring that lessons are always taught in line with the school's Health and Safety Policy.

Liaising with the science coordinator about key topics, resources and supporting individual pupils.

Ensuring that all the relevant statutory content is covered within the school year.

Monitoring the progress of pupils in their class and reporting this on a termly basis.

Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the Senior Leadership Team (SLT).

Undertaking any training that is necessary in order to effectively teach the subject.

1. The national curriculum

1. The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

2. During the **Reception year,** in accordance with the 'Early Years Foundation Stage (EYFS) Framework (development matters), focus will be put on the seven areas of learning, with the scientific aspect of pupils' work relating to the objectives set out within the framework (Understanding the world).

During Years 1 and 2, pupils will be taught to:

Working scientifically

- Ask simple questions and recognise that they can be answered in different ways.

- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use their observations and ideas to suggest answers to questions.
- Gather and record data to help in answering questions.

Year 1 pupils will also be taught to:

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, including humans

- Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of a variety of common animals, i.e. fish, amphibians, reptiles, birds and mammals, including pets.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal changes

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

Year 2 pupils will also be taught to:

Living things and their habitats

- Explore and compare the differences between things that are living, dead, and things that have never been alive.

- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals in their habitats, including microhabitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Plants

- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow
- and stay healthy.

Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival, i.e. water, food and air.
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Everyday materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard, for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

During Years 3 and 4, pupils will be taught to:
Working scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment, including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help answer questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support their findings.

Year 3 pupils will also be taught to:

Plants

- Identify and describe the functions of different parts of flowering plants, i.e. roots, stem or trunk, leaves, and flowers.
- Explore the requirements of plants for life and growth, i.e. air, light, water, nutrients from soil, and room to grow, and how requirements vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals, including humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.

Light

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.

- Find patterns in the way that the size of shadows change.

Forces and magnets

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Year 4 pupils will also be taught to:

Living things and their habitats

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Animals, including humans

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

States of matter

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.

- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

Electricity

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

During Years 5 and 6, pupils will be taught to:
Working scientifically

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships, and explanations of the results and the degree of trust in them, in oral and written forms such as displays and other presentations.
- Identify scientific evidence that has been used to support or refute ideas or arguments.

Year 5 pupils will also be taught to:
Living things and their habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

Animals, including humans

- Describe the changes as humans develop to old age.

Properties and changes of materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Earth and space

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Year 6 pupils will also be taught to:

Living things and their habitats

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.

Animals, including humans

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.

Evolution and inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Light

- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers, and the on or off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.

Talk *in* Science

At Inspire Education Community Trust, we incorporate '*Talk in Science'* strategies. Talk in Science is an approach that teaches pupils to think and talk like a scientist. It is embedded into the curriculum of the school, which is language-rich, exciting and practical. Difficult concepts and core knowledge are broken down into accessible steps through answering core questions that are presented to the learners. Children unlock the core knowledge through a range of multisensory methods, where knowledge is placed into context. Amongst other positive outcomes, this includes presenting pupils with key opportunities to understand, discuss and question

concepts through links with visual representations such as symbols and kinaesthetic representations (actions).

Through these (and other) multi-sensory strategies, pupils develop knowledge of the seven different enquiry types, as set out in the national curriculum (Working Scientifically). This process starts in Year 1 and builds progressively up to Year 6, building upon the preceding years knowledge and skills.

All Skills and Knowledge to be learnt by pupils have been mapped out by the subject lead and written as a **Progression Map.** The progression map ensures that the skills and knowledge of each strand of Science builds on existing/preceding knowledge learnt, as well as ensuring a thorough coverage of the 'National Curriculum' expectations.

The Talk in Science strategy is also utilised to support pupils' analysis skills through the internalisation of progressive Explanation Structures. These structured scripts are unique to each year group, with progression embedded within the structure. They integrate key vocabulary, progressive stem phrases into text maps as a learning tool to aid pupils' long-term memory and understanding.

To nurture pupil's development of knowledge and language, the school has implemented a Science Action Dictionary (SAD). The SAD has been created to support students and practitioners with understanding and explaining key scientific concepts and vocabulary, with the aim of providing a context to complex language. Where possible, the kinaesthetic actions are derived from 'British Sign Language' or 'Makaton' and directly relate to the meaning of the word. The Science Action Dictionary is progressive; building on definitions year on year and is consistently applied across the trust. Actions have been recorded electronically and are centrally stored on the trust's ICT system and taught to children at the start of every lesson. Vocabulary is built upon throughout the lessons to ensure that it becomes embedded into the long-term memory of pupils.

Wherever possible, pupils are taught through and investigate practical scientific activities. The application of practical science allows all our pupils to further their long-term understanding through teamwork, group discussions, the ability to use varied scientific equipment, and of course, the possibility to question outcomes.

Practical science is planned into the curriculum with (whenever possible), a real-life purpose linked to each activity. For example, investigating human impact on the local environmental (Year 4), exploring the most appropriate material for a bridge (Year 1) or finding the correct formula to fuel a NASA rocket to the moon (Year 5). As part of these investigations, pupils are given time to discuss, analyse and question their findings.

4.Cross-curricular links

Wherever possible, the science curriculum will provide opportunities to establish links with other curriculum areas.

1. **English**

Pupils are encouraged to use their speaking and listening skills to describe what is happening.

Pupils' writing skills are developed through recording their planning, what they observe and what they found out.

Science based texts are sometimes used in English lessons and in guided reading sessions.

Reading Across the Curriculum short texts are used at the start of (two) science session per half- term to further reading skills and science vocabulary.

2. Maths

Science will involve a degree of numeracy at all levels.

Pupils use their knowledge and understanding of measurement and data handling.

Where appropriate, pupils record their findings using charts, tables and graphs.

3. Computing

Pupils will use ICT to locate and research information.

ICT will be used to record findings, using text, data and tables.

Use of data loggers, cameras and other recording equipment to capture data – also including microphones, cameras, chromebooks and Ipads.

4. PSHE

Health education is taught as part of the science unit about ourselves, which covers:

1. Health and growing
2. Teeth and eating
3. Moving and growing
4. Keeping healthy
5. Life cycles

Teaching science to children with special needs

We teach science to all children, whatever their needs. Science forms part of the school curriculum policy to provide a broad and balanced education for all children.

Through our science teaching, we provide learning opportunities that enable all pupils to make progress. We do this by ensuring all pupils can access the learning through whole class and small group teaching, differentiated tasks, differentiation by outcome, peer support as well as the *Talk in Science* Strategies and adaptive teaching techniques. In this way, all pupils are presented with suitable learning challenges as work is tailored to meet each child's individual needs.

1. History

   Scientific discoveries and the contribution of individuals to science will be studied. Each year group from Year 3 onwards links their unit of work to a diverse group of scientists.

2. Spiritual development

   Pupils' development will be focussed on the vastness of science and the natural world, encouraging a sense of awe.

   Pupils are encouraged to think about the effect of scientific discoveries on the modern world.

   Current scientific developments and issues will be discussed in the classroom, where appropriate.

6. Teaching and learning

1. Pupils will be taught to describe associated processes and key characteristics in common language, as well as understand and use technical terminology and specialist vocabulary.
2. Lessons will allow for a wide range of scientific enquiry, including the following:

   Questioning, Hypothesising predicting and interpreting

   Pattern seeking

   Fair Testing and comparative testing

   Exploration

   Observation and Observation over Time

   Classifying and grouping

   Researching using secondary sources

   Practical experiences

   Collaborative work

Individual lessons will incorporate the following:

1. Progressive Explanation Script at the start of a lesson

2. Science Scenarios to reinforce reasoning in science
3. Scientific enquiry Games and Actions
4. Questioning and investigation of a core piece of knowledge – 'A golden nugget' of knowledge
5. Main lesson will have a practical element where possible.

The detailed explanation of lesson content and structure is outlined in the *Inspire Science Non-Negotiables*

Science Garden

The Science Garden (SSG) will support the Biology (Plant) strand of the science curriculum. Pupils will utilise the SSG to also support other aspects of the wider curriculum: aid mental health and well-being, support positive behaviour, aid social skills, raise self-esteem and build confidence.

1. Opportunities for outdoor learning will be provided wherever possible.
2. Each year group will have the opportunity to undertake an external educational visit, which is science based, at least **once a year**.
3. Planning objectives and 'golden nugget' questions are recorded on the Progression Map – available on Share Point.
4. Medium term plans/progression documents are available on Sharepoint and detail the breakdown of knowledge and skills to be covered in a given unit of study.
5. A Science Progression Document is located in every classroom and available to access on the Shared Point; this can be used to promote progression throughout the school.

6. Planning

1. All relevant staff members are briefed on the school's planning procedures as part of staff training.
2. Throughout Inspire Education Community Trust, science is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
3. Teachers will use the key learning content in the DfE's 'Science programmes of study: key stages 1 and 2' and the national curriculum as a starting point for their planning.
4. Lesson plans will demonstrate the balance of multi-sensory approaches ensuring that all pupils can access the learning experience.

5. Long-term planning will be used to outline the units to be taught within each year group.

6. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.

7. Medium-term plans will identify learning objectives, main learning activities and differentiation.

8. Medium-term plans will be shared with the **subject leader** to ensure there is progression between years.

9. Short-term planning will be used flexibly to reflect the objective of the lesson, the success criteria and the aim of the next lesson.

10. Short-term planning is the responsibility of the teacher. This is achieved by building on their medium-term planning, taking into account pupils' needs and identifying the method in which topics could be taught.

11. Short-term plans are solely for the benefit of the classroom teacher and do not need to be shared with the **subject leader**.

12. All lessons will have clear learning objectives, which are shared and reviewed with pupils, as well as a core strand of knowledge on which the lesson is built up – The Golden Nugget question.

7. Assessment and reporting

1. Pupils will be assessed and their progression recorded in line with the school's **Primary Assessment Policy**.

2. Pupils will be assessed continuously throughout the year.

3. Throughout the year, teachers will plan on-going creative assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.

4. Assessment in science is based upon scientific knowledge and understanding, rather than achievement in English or maths.

5. Assessment will be undertaken in various forms, including the following:

Talking to pupils and asking questions

Completing a 'Before and After' assessment

Discussing pupils' work with them

Marking work against the learning objective

Specific assignments for individual pupils

Observing practical tasks and activities

Pupils' self-evaluation of their work

Classroom tests.

6. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and informs their immediate lesson planning.

7. Parents will be provided with a written report about their child's progress during the **summer** term every year. These will include information on the pupil's attitude towards science, progress in understanding scientific methods, ability to investigate, and the knowledge levels they have achieved.

8. Verbal reports will be provided at parent-teacher interviews during the **Autumn** and **Spring** terms.

9. Pupils with special educational needs and disabilities (SEND) will be monitored by the **special educational needs coordinator**.

8. Equipment and resources

1. Science resources for each unit are stored in appropriate year groups.

2. The **subject leader**, in liaison with the Year Group lead , is responsible for ensuring that all resources and equipment are sufficiently maintained.

3. Equipment will be checked prior to each use and any damages or defects must be reported to the **subject leader** immediately.

4. Staff members must inform the **subject leader** of any changes regarding science resources, such as broken items or when new resources are required.

5. Any equipment or resources which are a cause of concern will be removed immediately.

6. The Year Group Leaders will carry out an **annual** audit of the science resources, reordering any consumables when necessary.

7. Class teachers can discuss the need for new resources with the **subject leader** or the Year Group Leader.

8. School equipment and resources will be loaned to individuals in line with the school's **Loaning School Equipment Policy**.

9. Health and safety

    1. Staff members will act in accordance with the school's **Health and Safety Policy** at all times.

    2. Accidents and near-misses will be reported following the procedure outlined in the school's **Accident Reporting Procedure Policy**.

    3. A risk assessment will be carried out by **teachers** before conducting an experiment or undertaking practical activities.

    4. All staff members will be shown how to correctly use equipment as part of their induction training.

    5. If staff need additional support/training on the use of equipment, they will contact the **subject leader.**

    6. All pupils will be shown how to correctly use equipment and will be monitored by staff members whilst using equipment.

    7. All pupils will be made aware of how they are expected to behave, ensuring that they show respect to other people and the environment.

    8. Pupils are made aware of the personal safety protocols and equipment needed when using different equipment or carrying out different tasks.

    9. Staff members will be made aware of the COSHH and RIDDOR regulations as part of their induction training and will act in accordance with these whilst undertaking activities.

    10. Any 'new' experiments or activities which a teacher has not used in the classroom before will be trialled prior to being performed with pupils.

    11. At the beginning of any experiment, the teacher will outline the purpose of the experiment to the class, and all hazards and safety precautions will be thoroughly outlined.

10. Equal opportunities

    1. All pupils will have equal access to the entire science curriculum, including practical experiments.

    2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all science lessons.

3. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

4. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.

5. Inspire Education Community Trust aims to provide more academically able pupils with the opportunity to extend their scientific thinking through extension activities such as problem solving, investigative work and research of a scientific nature.

10. Monitoring and review

1. This policy will be reviewed on an **annual** basis by the **subject leader**, in collaboration with the **executive headteacher**.

2. The **subject leader** will monitor teaching and learning in science at Inspire Education Community Trust, ensuring that the content of the national curriculum is covered.

3. Any changes made to this policy will be communicated to all teaching staff.