



Pikes Lane Primary School Science Policy

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Link to Governor Committee: Curriculum, Standards and Wellbeing



Science Policy

Intent

Science is a core subject of the National Curriculum and an integral part of Pikes Lane. Our intention for our Science Curriculum is to develop pupils' knowledge and understanding of the world around them by encouraging curiosity and developing the skills associated with Science as a process of enquiry. Science at Pikes Lane encourages pupils to think about how the subject has changed and is changing our lives, not just in the past, but also how it will change our lives in the future. It fosters excitement and curiosity for the world and natural phenomena and encourages children to question the world around them and attempt to answer those questions through scientific enquiry. Through Science, pupils learn to rationally explain ideas and concepts and use evidence (from their enquiries) to justify their points. It encourages pupils to make sensible and thoughtful predictions as well as analyse cause and understand the reasoning behind scientific events.

Statutory Requirements

The statutory requirements for the teaching and learning of Science are laid out in the National Curriculum Science document (2014) and in the 'Understanding Our World' section of the Development Matters document.

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/914443/Development_Matters_-_Non-statutory_curriculum_guidance_for_the_early_years_foundation_stage_1_.pdf

National Curriculum Aims:

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Our curriculum is progressive, challenging and meets the national curriculum expectations but is also bespoke to the needs of our students. It includes our Pikes Lane golden threads, rights respecting school articles, science schema and links to reading and oracy. We endeavour for children to be able to talk confidently about these important areas of our curriculum. The science curriculum is made up of both substantive and disciplinary knowledge and we intend for pupils to leave Pikes Lane with a wide variety of experiences in working scientifically and also trips, outdoor learning, and hands-on experiences to enhance their cultural capital. The teaching of Science aims to provide opportunities to discover answers and satisfy curiosity as to how things work, in a stimulating and enjoyable environment. Science at Pikes Lane encourages pupils to think about how the subject has changed and is changing our lives, not just in the past, but also how it will change our lives in the future. It fosters excitement and curiosity for the world and natural phenomena and encourages children to question the world around them and attempt to answer those questions through scientific enquiry. Through Science, pupils learn to rationally explain ideas and concepts and use evidence (from their enquiries) to justify their points. It encourages pupils to make sensible and thoughtful predictions as well as analyse cause and understand the reasoning behind scientific events.

At Pikes Lane we aim to:

- Promote effective observation, questioning & experimentation whilst developing co-operative skills.
- Encourage attitudes of curiosity, originality, and independence of thought
- Provide opportunities to respond to the challenge of a problem.
- Satisfy curiosity by providing a bank of knowledge.
- Provide opportunities to review and discuss ways to improve learning.
- Encourage understanding, and effective use, of scientific language.
- Develop scientific concepts and their application to everyday life.
- Help pupils to recognise that scientific ideas contribute to developments in technology, and to examine their impact on society.
- Nurture the 'awe' of science in children.

IMPLEMENTATION

Science Across the School

Early Years Foundation Stage (Understanding the World- The Natural World)

Teaching in the EYFS is in line with the EYFS statutory framework (2021 update) and the ELG for the Natural World. Pupils work towards the Early Learning Goal (ELG) through a bespoke curriculum that progresses from our preschool through to Nursery and Reception. The curriculum unpicks key skills that progress to meet the ELG by the end of Reception, our curriculum encourages children to be; curious, investigate and find things out for

themselves through trial and error. Learning experiences are carefully planned and include engaging with children's interests and fascinations and providing opportunities to explore scientific concepts through play and sensory exploration. The characteristics of effective learning are used to exemplify thinking 'like a scientist' through play and exploration, active learning and creating and thinking critically.

<https://docs.google.com/document/d/1iOYE3lByl64HaQzZpPoTVUYcOCVjD1QM/edit>

During their time in EYFS they will:

- explore the natural world using their senses
- Talk about and ask questions about what they experience using an increasing vocabulary
- explore materials
- observe similarities and differences, patterns and change
- Observe seasonal change and animal life cycles

ELG (End of Reception)

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

KS1

During KS1 pupils observe, explore and ask questions about living things, materials, and phenomena. During their time in KS1, they will:

- Begin to work collaboratively to collect evidence to help answer questions and make simple scientific ideas
- Begin to identify, classify, and group objects, materials, living things, or events into manageable sets using different criteria.
- Begin to identify patterns in measurements and use scientific understanding to explain why a pattern occurred.
- Identify and measure events and changes through observations over a variety of time spans.

- Share their ideas and communicate them using scientific language, drawings, charts and tables

KS2

During KS2 pupils will build on the substantive knowledge learned in KS1 whilst continuing to develop the disciplinary skills of working scientifically by learning about a wider range of living things, materials, and phenomena. During their time in KS2 they will:

- Make links between ideas and explain things using simple models and theories
- Apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things, and their personal health
- Begin to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts
- Begin to carry out comparative and fair tests and critically assess their investigations.
- Carry out more systematic investigations, working on their own and with others
- Use a range of reference sources in their work
- Talk about their work and its significance, and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs.

Time Allocation

Science should be taught every week (not as a block) with classes covering four to five topics (year group dependent) across the year. Topics may last longer than a half-term period as time has been allocated at the end of each unit of work to revisit topics or concepts and 'interrupt forgetting' with spaced retrieval activities as well as small formative assessment activities. This also allows time for more in depth investigations or follow up questions children may want to explore further following their learning. The time allocation for weekly Science lessons varies between different key stages:

- Pre-School/Nursery- Weekly through the exploration of the natural environment and indoor enhancement
- Reception- Weekly through the exploration of the natural environment and through the continuous provision
- KS1 – at least 1 hour per week
- KS2 – at least 1.5 hours per week

Equal Opportunities

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. At Pikes Lane we are committed to providing enriching experiences across the curriculum for all of our pupils.

At Pikes Lane we have high expectations of all children. We provide opportunities for all pupils to achieve including those with special educational needs, disabilities and those from all social and cultural backgrounds.

We aim to provide all children with challenging and meaningful work appropriate to their abilities

and individual needs related to the National Curriculum for Science. Teachers will teach Science according to the needs of individual/groups of children. Adaptation will be evident in thematic planning.

Parent Partnerships

We encourage parents at Pikes Lane to become involved in their children's development and building of knowledge for Science. We provide 'Home Learning' activities that link to the subject as well as Opening Afternoons in which parents are invited into school to see a showcase of all subjects and knowledge (including Science) that has been taught. We also include parents in scientific events and news as much as possible e.g. during science week.

Inclusion

Children who are identified as having SEN (see SEN Policy) are equally entitled to access to the full range of the Science National Curriculum. Science in itself is an inclusive subject as awe and curiosity about the world around us is a natural instinct for every child. Science is also a very broad subject meaning most children will be able to find an area of interest to hook them into 'being scientists'. So much so, that science can often be a strength for SEN children with special interests in things like space, animals etc. In addition, the hands-on nature of science and inclusion of outdoor learning supports many pupils needs. Teachers should create a climate for all children to achieve; including S.E.N., children with physical disabilities, and those from diverse linguistic backgrounds.

Staff should be aspirational for all pupils and have high expectations for learning and behaviour. This being said, we have an equity based approach that means some pupils may need more support to access the curriculum than others. The teacher should set suitable learning challenges, respond to the children's diverse learning needs and help children to overcome potential barriers to learning. This is often a very personal and specialised approach but in science, this may include things like using visuals (including the science schema), additional resources, time, sentence starters, peer support etc. Kaagan groups are encouraged and should include SEN children as much as possible to provide a language rich environment to hear the technical vocabulary needed for science. In addition, multi-step processes like experiments should be further broken down and scaffolded to allow every child to take part. At Pikes Lane we are all scientists and the children learn about inspirational scientists, some of which have additional needs e.g. Stephen Hawking to support aspirations of our SEN pupils. Staff know they can seek support from the subject lead in relation to inclusion and every child should feel 'like a scientist'.

<https://drive.google.com/drive/folders/1ptpmmyho0cm64LqSUpl6DVQikLANaFUug>

Planning & Pedagogy

Long term planning outlines what is to be taught across the academic year, marking opportunities for revisiting topics, making topics links with other academic subjects and planning WOW experiences.

Below is a template guide of when topics are to be covered by different year groups throughout the year (see curriculum documents as subject to change).

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Biology	Animals including humans	Animal and Human features	Needs of humans	Skeletal system and nutrition	Teeth, digestive system, food chains	Human lifecycle	Circulatory system
	Plants	Describe the structure of plants	Plant growth and needs	Functions of plant parts and pollination			
	Living things and their habitats		Habitats and basic food chains		Living things and threats to habitats	Life cycles animals, humans and plants	Grouping and classifying
	Evolution						Adaptation
Chemistry	Materials	Identify everyday materials	Suitability of everyday materials			Reversible and irreversible changes	
	Rocks			Rocks, soils and fossils			
	States of matter				Solids, liquids, gases, evaporation and condensation		
Physics	Forces and magnets			Attract/repel and push/pull movement		Gravity, friction, resistance	
	Seasonal change	Four seasons and length of day					
	Earth and space					Planets, Earth's rotation	
	Electricity				Simple circuits, conductors, insulators		Circuit symbols, variations in functions, voltage
	Sound				How sound travels, pitch, volume		
	Light			Shadow formation, UV rays			How light travels, shadows, eye

<https://docs.google.com/document/d/1xu3wRTjvh0jyyYtTp67EiTRcijHec5JV/edit>

Medium term planning should outline what is to be taught across the term, making links to other subjects that will be studied in that term, identifying opportunities to revisit prior learning and planning WOW experiences for that term.

Short term planning should be detailed and should take into account the needs and abilities of the children. It should include:

- Big question (if appropriate)
- Pre-teach activities (vocabulary, skills, tricky concepts)
- The learning objective (WALT), which can be both knowledge and skills based
- Working scientifically, what skills will pupils need to achieve the objective
- Pupil activities (adapted), child-led practical investigations and appropriate challenges
- Resources, including use of computing as appropriate
- DOK's related tasks (if appropriate)
- Risk assessment of safety concerns (if necessary)
- Spaced retrieval activities
- Linked schema concepts
- Metacognitive and Kagan strategies
- Links to conceptual (real-life) Science wherever possible

'Working scientifically' should be an integral part of planning and teaching each topic. Both teachers and pupils should be aware of and understand the five strands of 'working scientifically' (observation over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing; research using secondary sources).

The strands of working scientifically should be explicitly taught to children using the Science Wheel as a pedagogical tool to support this process.



It is important that teachers understand the importance of the progress of scientific knowledge strands over the course of the primary school journey. It is important that they do not cover content that is in the year groups above, however, teachers should feel free to revisit/reteach content from previous years if gaps/misconceptions have been identified.

Where possible, it is important that we highlight Science news stories and topical Science that occurs in our world. This will ensure that children gain knowledge of how Science affects our world and they will then develop an appreciation for the Science around them.

Resources

Teachers should first and foremost refer to the school's 'Science Long Term Curriculum Map' and padlet for more information.

<https://docs.google.com/document/d/1xu3wRTjvh0jyyYtTp67EiTRcijHec5JV/edit>

<https://padlet.com/walkerj69/science-oi0ajns51ykjtmr>

Curriculum maps and progression maps (knowledge and working scientifically based) have been shared with all teaching staff, along with a variety of websites and web resources that can be accessed.

Additionally, the school is part of an Ogden Trust cluster group and has received free scientific equipment to aid child-led investigations in a variety of year groups across the school. Furthermore, a free CPD website has been shared with teaching staff to help supplement/secure topic knowledge before teaching. Moreover, there is a wide range of: work-cards and books (Ginn Star Science, Collins Science, Letts, CGP, Rising Stars etc.) and resources (that can be photocopied).

There is a wide range of equipment for use across the Key Stages to support teaching and learning in each area of Science. Additionally, all teaching staff have access to the support and advice of

the Subject Leader should they feel they need more support with planning, resourcing or teaching a particular concept.

A list of resources and website links can be found below as well as in the Science Subject Padlet.

- Explorify - <https://explorify.wellcome.ac.uk/>
- STEM website - <https://www.stem.org.uk/>
- Ogden Trust Website - <https://www.ogdentrust.com/>
- Grammarsaurus - <https://grammarsaurus.co.uk/portal/>
- ASE website - <https://www.ase.org.uk/>
- Testbase - <https://www.testbase.co.uk/>
- NASA kids' club website - <https://www.nasa.gov/kidsclub/index.html>
- National Geographic Space News - <https://www.nationalgeographic.com/science/space/>
- ESA kids - <https://www.esa.int/kids/en/home>
- Science across the city (Curriculum catch-up)
<https://www.scienceacrossthecity.co.uk/useful-tools/>
- Primary Science Teaching Trust - <https://pstt.org.uk/>
- Whizz Bang Pop - <https://www.whizzpopbang.com/teaching-resources/>
- BrainPOP Science - <https://www.brainpop.com/science/>
- Wow Science - <https://wowscience.co.uk/>
- BBC Bitesize - <https://www.bbc.co.uk/bitesize/subjects/z2pfb9q>
- Topmarks - <https://www.topmarks.co.uk/Search.aspx?Subject=26>

Cross-Curricular links

Where possible, cross-curricular links should be made with Science, whether this be teaching through poetry, song, dance, maths etc. The purpose of the lesson should be evident and obvious not only to the teacher but also the pupils, real-life links should be used whenever possible. Ideas of how certain Science topics can link to other subjects are also outlined in the Curriculum and Progression maps. Cross-curricular links also provide opportunities to revisit taught Science topics, through other subjects, to help solidify and reaffirm previous learning. They also provide opportunities for special retrieval activities – e.g. Year 4 could create an explanation text about the 'Water Cycle' (studied during a Science topic – 'States of Matter').

Covid Recovery Curriculum

Following the partial closure of School during the COVID-19 pandemic, all topics should be assessed appropriately prior to beginning the current year group's objectives. For example, if Year 3 were to begin their 'Plants' topic, then teachers must assess pupils prior knowledge of the topic against the Year 1 and Year 2 objectives before beginning to teach the Year 3 objectives.

This assessment will allow gaps in knowledge to be identified and addressed before continuing with the current year group objectives. This assessment can be carried out a number of ways (e.g. LBQ, Testbase style questions or pre-teach tasks). Additionally, there may be opportunity within the Science curriculum to address previous year groups' objectives (that have been missed) within the series of lessons for the topic. For example, Year 3 may cover the Year 1 objective '*identify and describe the basic structure of a variety of common flowering plants, including trees*' in tandem

with covering the Year 3 objective 'identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers' during the same series of lessons.

Catch-up curriculum documentation has been shared with staff and it has been explained how they can use these resources to ensure that all prior learning needed is secure before pursuing the current year group's objectives (see link below).

<W:\Important Information 2020-2021\Science\Curriculum Catch up - Science>

Schema

Schema is an important part of our learning at Pikes Lane and teachers and pupils use the knowledge to help pupils know more and remember more. Schemas or mental concepts for each topic will vary from each child and are infinite but we have introduced a set of central concepts that relate to many areas of our science curriculum. These are represented using visuals to support pupils' understanding due to the abstract nature of some of the terms. They are used across the curriculum with the view that if the children have a secure understanding of these concepts it will set them up for future success in science.

Spaced Retrieval

Spaced Retrieval activities should regularly be provided for children. They should include learning from this topic e.g. last year/ prior learning etc and learning that has been identified as needed revisiting by assessments. In addition to this, spaced retrieval suggestions are made on the long-term overview based on schema links and ensure retrieval across the whole curriculum. There is a shared bank of spaced retrieval resources that teachers add to below. In addition to this low stakes quizzes or discussions using things like Kahoot or concept cartoons are used.

<https://docs.google.com/document/d/14Pdhtu9WDPs4h4n-ZUU-WwXTfl8YQ8h9/edit>

https://drive.google.com/drive/folders/1kCA606sqn9vGfD5tmqRR_wddNyY7idfE?usp=sharing

Scientist of the Month

We strive to introduce our pupils to a range of inspirational people in STEM. This is particularly true of our girls and relates to our equality golden thread. We have two scientists of the month (one male and the other female) that star shared with pupils. These are distributed by the science lead and displayed on working walls. It is the teachers responsibility to share these with children as appropriate. There are also linked scientists to each topic on the curriculum overview and a focus on the little people big dreams series throughout school. This is supported by the subject lead e.g. through assemblies.

<https://drive.google.com/drive/folders/1v20YR0xTJ0AbuXflzaZ4j-3W0a8g9jnc?usp=sharing>

Outdoor Learning

Teachers are encouraged to use the outdoors as much as possible in their science teaching due to the benefits for learning and well-being. If learning relates to things such as plants or animals that have an obvious outdoor link then teachers are expected to use the outdoor environment. Ideas for outdoor learning opportunities are shared on the curriculum overview and can be supported by the subject or outdoor learning lead (see outdoor learning policy).

Computing

Pupils are encouraged to use Computing to enhance and reinforce their learning in Science. They make use of videos, calculators, and a range of interactive computer programs, as well as the internet (if appropriate). In KS2, some WOW Science tasks are recorded digitally in their PLLJ eBooks as well as on Earwig. Teachers will benefit from a 'team teach' session with the Computing lead this year and should use this opportunity to explore how Science can be incorporated into Science lessons.

Below is a bank of apps that can be used within Science lessons to support the learning.

- Numbers
- Camera
- AR Circuits 4D
- Plickers
- Space 4D
- Science Journal

Golden Threads

The golden threads should be explicitly linked to all Science topics/lessons. All pupils should be made aware of the links and particularly in UKS2 be able to explain how the golden threads link to their topics when asked. Below are examples of how the golden threads can link to Science topics across school. More examples are colour coded on the Science Curriculum Map (see link below).

<W:\Important Information 2020-2021\PLLJ\Curriculum Maps\Maps to use\Science Curriculum Map.docx>

Golden Thread	Examples of how to link to Science topics
Decision Making	Decisions within investigations (predictions, how to present results/conclusions, fair testing, how to conduct an experiment, what are you going to test?).
Location knowledge	Links to habitats and biomes. Links to Earth, Moon and Space. Links to rocks (where are certain types found)
Sustainability	Links to climate change. Links to food chains. Links to environment.
Leisure and Play	Links to technology support by Science in all topics. Links to health and diet – exercise and sport.
Jobs through the ages	Links famous scientist studies in all topics. Links to careers through different topics
Equality of Opportunity	Links to famous female scientists

Special Events

Science is celebrated in a range of ways including national and international events. These may be shared through assemblies or a whole school focus. Science week is an important part of the school calendar and is coordinated by the science lead. It usually includes a range of opportunities to work scientifically and have real-world experiences and hands-on opportunities. Other important dates or events may include Earth Day, switch-of fortnight, the Great Science Share, World Engineering Day etc.

Subject Ambassadors

Subject ambassadors are used from upper KS2 to support teaching and learning in science. These are chosen through a democratic system and usually have a keen interest in science. They are led by the subject leader and take part in a range of activities which may include; pupil voice, taking part in moderation, acting as experts for younger year groups, helping organise events and displays, feeding back to governors etc. More details can be found on the science padlet.

Health and safety

It is the teacher's responsibility to ensure the safety of children during Science lessons and to make sure that the children are aware of any issues that may affect their safety. Risk assessments will be carried out where applicable. The Subject Leader is available for consultation over health and safety of certain lessons and experiments if necessary.

Professional Development

Opportunities for professional development are to be provided through the use of PDMs (at least once a year) or training as appropriate. Additionally, the Science Subject Lead is to be available to those who need 1:1 support with the planning and delivery of Science within their classrooms or with the assessment process. Team teach sessions can be planned to help support members of staff with their practice within Science lessons. CPD opportunities for the Subject Leader can be made available (budget dependent). A free Ogden Trust CPD is delivered once a year due to involvement in the Ogden Trust. We also have a science staff quiz as part of science week to support subject knowledge.

Partnerships

Pikes Lane is involved in a number of partnerships and agencies for Science:

- Ogden Trust
- STEM team
- PASS Network
- Lab Schools
- SEERIH network

Impact

The impact of teaching on learning outcomes is recorded in a range of ways including books, videos, voice recordings and photos on earwig etc. These are marked in line with the marking policy and feedback is given and responded to, to address misconceptions and promote deeper thinking. Learning is continuously assessed through assessment for learning (AfL) strategies in lessons including the use of a variety of spaced retrieval activities and questioning. Teachers assess children's understanding both in the lesson (hot learning) and at different time intervals in the future to look at how teaching has translated to long term memory. This information and the use of summative resources like learning matrices, testbase papers (in KS2) and internal moderation through standards files (on earwig) are then used to assess pupils. The attainment for each topic and in the area of working scientifically is then logged on the school assessment tracker - Otrack. This is used to inform further teaching and is continuously evaluated by the subject leader and leadership team to ensure high expectations and standards for all pupils.

Science Earwig timeline:

<https://padlet.com/walkerj69/science-oi0ajns51ykjtmr>

Monitoring and Evaluation

Teachers add examples of children working at or EXS as exemplification on Earwig to build a standards file. This is evaluated by the subject leader who also adds examples and moderation evidence to Earwig and the subject leader padlet.

Monitoring of books and pupil voice will be conducted approximately every term. This is to ensure that planning, teaching, and assessment are delivered appropriately across the school. This monitoring may not always be formal. Any issues identified will be brought to the attention of SLT and the members of staff it involves and may lead to CPD opportunities and 1:1 support from the Science Subject Lead. During lesson monitoring sessions, teachers will be expected to teach Science the way they would normally ensuring that they follow all the strategies of teaching and learning that the school has implemented for all subjects.

Assessment and Reporting

Teachers continually assess pupils' progress throughout the school year in order to inform future planning and maintain continuity and progression. They then assess what pupils may already know about the topic before teaching a series of lessons. This can be done through the use of the LBQ website or concept cartoons. This pre-assessment should include content from the previous year(s) as well as content that will be covered in the current year group. This will help identify any gaps/misconceptions that may need to be addressed through teaching or spaced retrieval activities.

Teachers should also assess the progress of pupils during and at the end of each unit of work. This can be done through the use of exam style questions (with the use of websites such as Testbase and LBQ) as well as assessments of their working scientifically knowledge through practical investigations (with the use of the TAPS assessment lessons).

Pupils' progress must be recorded formally at the end of each term, on our whole school assessment tracker O Track. Judgments will be made for each child, based on whether they are working 'at' age related expectation, or whether they are 'below' or 'above' this. Pupil's progress is reported to parents via the annual written report and during parent-teacher conferences.

Below are links to assessment resources and websites:

- [W:\Important Information 2020-2021\Science\Assessment\2019-2020\Assessment frameworks](#)
- [W:\Important Information 2020-2021\Science\Assessment\2019-2020\TAPS](#)
- [W:\Important Information 2020-2021\Science\Assessment\2019-2020\What makes GDS child in Science \(updated April 2020\).docx](#)
- <https://www.lbq.org/>
- <https://www.testbase.co.uk/>

Additionally, CGP and Rising Stars assessments and books are readily available for all topics covered in KS1, LKS2 and UKS2 in the staffroom for all members of staff.

SUBJECT LEADER ROLE

The Science Subject Leader's role is to:

- provide help and guidance, for all colleagues, in planning which will provide continuity and progression.
- support colleagues in assessment and record keeping.
- monitor the children's learning in Science and feedback to relevant stakeholders.
- attend training sessions as appropriate and provide feedback during in-service training via Team Meetings and/or Staff Meetings or arrange for other Professionals (e.g. Science Advisors) to provide INSET sessions.
- monitor resources and ensure there is a wide variety of materials and equipment for all ability groups.
- feedback relevant information concerning developments in Science and Science teaching to staff, Headteacher and Governors as necessary.