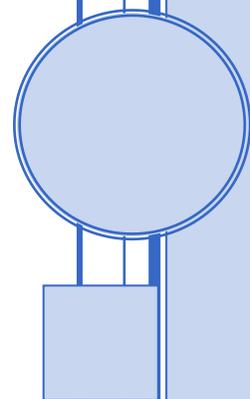




GULLANE PRIMARY SCHOOL

SCIENCES POLICY

1/1/2019



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SCIENCES POLICY

(This policy takes account of the recommendations set out in a Curriculum for Excellence (CfE). It should be read in conjunction with our Learning and Teaching, Assessment and Support for Learning policies.)

RATIONALE

Through science, provide opportunities for children and young people to develop and practise a range of inquiry and investigative skills, scientific analytical thinking skills, and develop attitudes and attributes of a scientifically literate citizen.

Curriculum for Excellence – Science Principles and Practice

AIMS

In Gullane Primary, through the teaching of science, we aim to give children the opportunity to:

- develop curiosity and understanding of the environment.
- demonstrate a secure knowledge and understanding of the concepts and theoretical application of the sciences.
- establish skills that they can use and enjoy in work and leisure throughout their life.
- use practical techniques and scientific language to develop the skills of inquiry and investigation.

IMPLEMENTATION

Through the teaching of science children will have opportunities to:

- communicate, collaborate and build relationships
- engage with physical experimentation, investigation and simulation taking advantage of the opportunities offered through ICT.
- develop understanding of scientific concepts.
- engender a curiosity to understand and appreciate the world around them.
- extend and enrich their scientific vocabulary through questioning, listening, talking, hypothesising and reporting.
- organise and interpret scientific data.

Planning

In Gullane Primary, to ensure continuity and progression we plan making use of East Lothian Sciences Frameworks and the outcomes detailed within each of the five organisers for Sciences in CfE:

- | | | |
|--|---|--|
| <input type="checkbox"/> Planet Earth | <input type="checkbox"/> Biological systems | <input type="checkbox"/> Topical science |
| <input type="checkbox"/> Forces, electricity and waves | <input type="checkbox"/> Materials | |

Planning should ensure that opportunities are provided for children to develop:

- an understanding of scientific processes.
- practical scientific skills.
- the skills of investigation - including observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating.
- the use of scientific language, recording and techniques.
- the use of computing in investigating and recording.
- skills that will help them to become effective communicators of scientific ideas, facts and data.
- the ability to work scientifically, conducting fair tests.
- the ability to use scientific skills across the curriculum.

Learning and Teaching

Teachers should seek to teach science in ways that ensure:

- lessons are imaginative, purposeful, well managed and enjoyable.
- clear and accurate teacher explanations and skilful questioning.
- clear links are made between sciences and other subjects. In particular, PE, maths and computing.
- children are given enough time to study the five main areas of the science curriculum.
- ample opportunity for practical investigation and enquiry.
- science is taught outdoors as well as in the classroom.

RESPONSIBILITIES

The **Management Team** (MT) will:

- support and advise teachers in implementing this policy
- ensure that this policy is understood and implemented by staff, pupils, parents and others

Teachers will:

- plan in accordance with school policy and guidelines
- record, assess and evaluate individual, group and whole class progress using school, authority and national guidelines
- share and discuss progress with pupils, parents, management and other partner agencies.

Parents' Role

Working in partnership we aim to:

- encourage parents to use their knowledge and skills for enhancement of learning and teaching
- foster home/school links through homework, the school website, parent consultations, written reports and parental involvement in class.

MONITORING AND EVALUATION

The responsibility for the implementation of this policy lies with all staff; however, promoted staff will, through routine quality assurance procedures seek to ensure that it is put into practice. All staff will be involved in evaluating the effectiveness of this policy.