TEACHER 1:

Think initially what we wanted to do was raise the profile of science within the school, and just engage the children in science, and make it really interesting for them. So what we have done is, we have developed a programme of study that's investigative, it's lots of collaborative group work, it's progressive and skills and knowledge and understanding, but the main aim at the end of the day is that the children are engaged, have an interest, and fun, and the fear of science is gone and they love it. When we started off, we started off looking at science and what we had already, and obviously we looked firstly at the principles and practice papers. Those gave us the sort of outline to look at for-- how the learning and teacher approaches to science. Also they told us what were the significant aspects of science that we're supposed to be teaching. So that was our guidelines for developing the program.

We then looked at concept development of sciences and what that did was give us a sort of framework to look at the-- using those, and look at the scientific concepts and their development, from early right the way through to second level. So we used that as a basis to start building our programs of study for the different scientific concepts and outcomes. Set about with a working party, making sure they had development of using those right the way through the school. That enabled us to have – at early, first and second level – depth, challenge and application. And when we looked at the concept development, we were able to see, what was a child in 108A supposed to be doing? And what was a child in 208A supposed to be doing?

Using that development, concept development paper, we were able to plan programs of study. And there we then looked at discrete science lesson, because we felt as if science needed a depth – it couldn't be just a cross-curricular approach, it needed a depth of teaching. But also we took on board that there was lots of areas where, particular IDL approaches or application was going to be fantastic for learning and teaching of science. So we went for the dual approach. That was then a sort of stimulus for the staff to develop their own programs of study, so it was hugely beneficial, we could not have developed a program you see behind you without that document.

TEACHER 2:

I feel that the school has achieved a progressive program of study that provides breadth, challenge and application for the pupils. Staff that are not as confident in delivering science lessons, they are able to look at the program of study and follow it and use it within the science. And that helps build up their confidence and then they're able to fly and they’re able to extend the lessons, they don't need to work rigidly through the program of study that they're using, the ideas within it.

For the pupils, they are much more motivated in the science, they're really enjoying it, and they're enjoying the practical aspects of the lessons. I spoke to a pupil focus group a few weeks ago, and you know, the way that they were talking, they were able to talk about the skills that they had developed in the sciences. They were very knowledgeable not just about the context, but about these skills and sort of the attributes of science. And it was making them, you know, relating it to the outside world, you know, it was really fantastic.

P3 PUPIL:

We're learning about magnets, how they attract and how they have like a visible field, and we're like investigating how magnets stick to other things. Science comes to everything in the world. It's because-- it's really fun, because you find out lots of new things.