

## GTS Science Practical Policy V1.0

The Science Team at GTS support the 'Good Practical Science Report'

(<http://www.gatsby.org.uk/uploads/education/reports/pdf/good-practical-science-report.pdf>) findings and believe that the purpose of practical work during lessons at GTS is to:

- A. To teach the principles of enquiry.
- B. To improve understanding of theory.
- C. To teach specific practical skills.
- D. To motivate and engage students.
- E. To develop higher level skills and attributes e.g. communication, teamwork and perseverance.

We understand the significance of practical work within lessons not least because it provides valuable learning experiences. We choose the purpose of practical work wisely to ensure students gain valuable skills and understanding through the undertaking of practical work within lessons.

We believe we should:

- Develop use of enquiry within lessons as it is essential that students are able to be curious about the world around them. This is a fundamental of learning science.
- Use practical work to improve the understanding of theory because this will help to embed learning and understanding.
- Teach specific skills to enhance adeptness in areas like measuring or observation for example which will be useful in future study or employment.
- Ensure practical work helps develop high level skills like communication to help prepare students for future study.

When planning, the science team consider opportunities for practical work beyond the scope of the specification as well as a specific foci for practical work (whether a demo or pupil lead). Foci is either A, B or C (from above) and is reflected in lesson outcomes that should be shared with students (WILF on the schemes of work). To aid teachers with planning foci for practical work, there is 'The purpose of Practical' matrix (*appendix 1*). Teachers can also access notes from *Teaching & Learning* sessions where practical work is always a focus.

Suggested practical work, required practicals and other opportunities are identified within schemes of work, alongside a suggested foci and safety considerations (including CLEAPS guidance). The science risk assessment RA23 should also be considered when planning for practical work in lessons. SOW are continually developing to reflect AQA requirements and are altered to include alternative contexts for required practicals, alternative methods and foci.

For students with additional needs or requiring additional support, it is the class teacher's responsibility to plan appropriately for all students to access practical work and familiarise themselves with the provisions we have. Like with any subject, this might include but is not limited to; meeting with the INCO, sharing and discussing provisions with LSAs/support staff or requesting specific equipment like height adjustable tables.



This row shows a continuum of direction given regarding the procedure that students used (how open/closed?)

Tick one box to indicate a best fit.

Students followed a given procedure		Students were given a question to frame the investigation and also detailed instructions on procedure		Question given, and outline guidance on procedure; some choices left to students		Question given, but students choose how to proceed		Students decide the question and how to proceed	
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