

Summary Sheet

Key Question 1: How high are standards?

Strand 1a: Pupils' research and study skills (including related elements of *Literacy Across the Curriculum*)

Reason for choice of key question and strand: _____

Indicator	Level awarded in last evaluation (if applicable)	Evidence collected	Level Awarded (1-5)	What should the LRC do to improve?
i. How good is pupils' knowledge of various information sources and effective search strategies?				
ii. How effectively are information handling strategies employed?				
iii. Are pupils able to independently undertake research in the LRC?				
iv. Do pupils make progress in developing research and study skills in both the short and long term?				
v. Are pupils able to transfer research and study skills between different subject areas?				

Support required to enable the LRC to improve:

Overall level reached:

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THE TOOLS

A Questions for use in interviews with pupils

*These are suggestions! Don't forget that the reason for asking pupils questions is **to find out which level(s) they are reaching**. Please choose a range of questions and adapt them to help you to do this. You may want to add questions of your own, if these will help you to gauge the pupil levels.*

The comments in italic below are not part of the question.

Pupils' research and study skills

Basics:

- How do you use the *[OPAC/LRC catalogue – use the term preferred in your school]* to see if the LRC has a particular book or what there is on the subject? What do you do if the LRC doesn't have the book you want?
- If you are looking at a non-fiction book to find specific facts, how do you go about it?
- If you are given a page of written information, how do you find the particular content you need?
- Do you take notes when you are looking for information? What sort of notes?

Effective searching:

- How do you decide which sources of information are the best ones for a particular task?
- What are the main steps you take, in which order, when you search for information on the Internet? *[Keywords? Focussing the search? Gauging quality?]*

Search strategies: [listen for evidence of an effective strategy]

- If you are doing research on a topic, what are the main steps you go through?

OR

- You are trying to find out about [insert a topic relevant to the subject being studied/age of pupil]. Where are you going to look and what will you look for? *[Repeat question with a different, but still relevant topic.]*

Independent LRC work:

- Do you work on your own in the LRC? How often?
- Do you ever get stuck or have trouble finding something in the LRC? If so, what do you do?
- Do you ever work in the LRC outside lesson time? [If yes] What sort of work?
- What work have you done on information skills this year? In what subjects?

During information skills sessions:

- Have you ever done something similar to this in another subject/before?
- If you had tried this last year, would you have done it differently?
- Is the information skills work part of the lesson or added on?

B Interview questions for teaching or LRC staff

Again, these are suggestions!

*The aim is **to find out what level(s) pupils are reaching**.*

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Progress over time:

Has this group of pupils made any progress in developing research and study skills over the past year?

For example:

- Are they any more confident in their use of various information sources?
- Are they able to extract particular information?
- Can they combine information from a number of sources?
- Are they able to work independently?
- Can they distinguish between fact and opinion, bias and objectivity?
- Can they assess the value and relevance of information?

In what ways?

Transfer of skills:

Is there any sign of this group of pupils transferring research and study skills from other subjects or from information skills sessions? *If yes, please give examples.*

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C Observation checklist (for use with pupils in any year group)

	Strong	—————▶			Weak
Ability/awareness shown:	Good	Satisfactory	Limited	Little or none	
is able to use the catalogue OPAC.					
can locate the books/information identified in the LRC.					
is able to use contents and indexes.					
is able to search for information on a CD ROM/the Internet.					
can use reading strategies to extract information.					
can make concise notes of key points.					
can combine information from more than one source.					
can discard inappropriate sources of information.					
shows initiative and takes responsibility for learning, not automatically asking the LRC staff for help.					
is confident in using LRC resources.					

Record the individual scores for pupils in the grid above to arrive at an overall level for each group observed.

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D Observation checklist (Year group specific: based on the Framework for Teaching English)

	Strong	→			Weak
Ability shown:	Good	Satisfactory	Limited	Little or none	
YEAR 7					
knows how to locate sources for a given task and find relevant information in them e.g. skimming, use of index, glossary, keywords, hotlinks.					
uses appropriate reading strategies to extract particular information e.g. highlighting, scanning.					
makes brief, clearly organised notes of key points for later use.					
YEAR 8					
<i>As for Year 7, also:</i>					
makes notes in different ways choosing a form which suits the purpose e.g. diagrammatic, abbreviating					
YEAR 9					
<i>As for Year 7, also:</i>					
reviews and extends own strategies for locating, appraising and extracting relevant information.					
synthesises information from a range of sources.					

Record the individual scores for pupils in the grid above to arrive at an overall level for each group observed.

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E Written work checklist (for use with pupils in any year group)

	Strong →			Weak
Ability/awareness shown:	Good	Satisfactory	Limited	Little or none
uses a range of information sources (indicated by bibliography).				
is aware of information sources available beyond the school.				
can extract relevant information.				
is aware of how information is presented for different audiences.				
can distinguish between fact and opinion, bias and objectivity.				
combines information from more than one source.				
organises and presents information coherently and clearly.				
chooses information sources best suited to the task.				
shows initiative in going beyond the basic task set e.g. using resources outside the LRC.				

NB Various written tasks are likely to show different aspects of abilities/awareness. You will need to select the skills that are appropriate for the written task being analysed. Then enter individual pupil levels in the appropriate columns.

This checklist is designed to record assessments of individual pupils, but it can also be used to record the overall abilities of a group of pupils.

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F Written work checklist (Year group specific: based on the Framework for Teaching English)

	Strong	→			Weak
Ability shown:	Good	Satisfactory	Limited	Little or none	
YEAR 7					
can locate sources for a given task and find relevant information in them.					
compares and contrasts the ways information is presented in different forms e.g. webpage, diagrams, prose.					
makes brief, clearly organised notes of key points for later use.					
appraises the value and relevance of information found and acknowledge sources.					
YEAR 8					
combines information from various sources into one coherent document.					
undertakes independent research, applying knowledge of how texts and ICT databases are organised and acknowledging sources.					
makes notes in a form which suits the purpose e.g. diagrammatic, abbreviating					
YEAR 9					
synthesises information from a range of sources, shaping material to meet the reader's needs.					
uses notes for representing information for specific purposes.					
evaluates the relevance, reliability and validity of information available through print, ICT and other media sources.					

NB

Some of these abilities will only be identifiable if pupils:

- 1 hand in their notes with their completed work*
- 2 record their search strategies for the assignment.*