

## Summary Sheet

**Key Question 3: How effective are teaching and learning?**

**Strand 3b : Co-operation between LRC staff and teaching staff to ensure effective learning**

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. Do LRC staff and teachers plan and teach collaboratively for LRC-based lessons and courses?				
ii. Do LRC and teaching staff collaborate to ensure that research and study skills are taught and assessed in appropriate places throughout the curriculum?				
iii. Do departments include effective LRC use in their schemes of work and homework tasks?				
iv. Do LRC staff work in partnership with the SENCO, Gifted and Talented co-ordinator and EAL co-ordinator?				
v. Are teachers involved in the selection of LRC resources and in the development of the LRC and its role within the school?				
vi. Is there an effective induction programme to the LRC for all staff new to the school?				
vii. Do LRC staff lead INSET and provide informal training for teaching staff?				

Support required to enable the LRC to improve:

**Overall level reached:**

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Indicator	Types of evidence	Ways to collect evidence
i. Do LRC staff and teachers plan and teach collaboratively for LRC-based lessons and courses?	<ul style="list-style-type: none"> <li>→ Lesson plans</li> <li>→ Discussions between teaching and LRC staff</li> <li>→ Log of lessons taught collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>→ Assess whether lesson plans have clear objectives and show co-operative planning</li> <li>→ Review records of discussions for examples of collaboration</li> <li>→ Analyse collaborative log to see time spent on collaboration, range of collaborative activity and subject spread</li> </ul>
ii. Do LRC and teaching staff collaborate to ensure that research and study skills are taught and assessed in appropriate places in the curriculum	<ul style="list-style-type: none"> <li>→ Records of LRC input/representation at appropriate meetings e.g. Curriculum, Heads of Department and working parties e.g. ICT, Literacy</li> <li>→ References to research and study skills in schemes of work for all subjects and year groups etc.</li> <li>→ Planning and review discussions between teaching and LRC staff</li> <li>→ Records of LRC staff co-operation with teachers</li> </ul>	<ul style="list-style-type: none"> <li>→ Analyse LRC staff inputs/references to collaboration in minutes or other records of meetings</li> <li>→ Make extracts from schemes of work for various subjects and year groups etc.</li> <li>→ Analyse how and where research and study skills are taught and assessed in the curriculum using schemes of work from a range of subjects and year groups</li> <li>→ Analyse records of discussions</li> <li>→ Keep collaboration log showing time spent in collaborative planning/teaching/assessment and where this occurs in the curriculum</li> </ul>
iii. Do departments include effective LRC use in their schemes of work and homework tasks?	<ul style="list-style-type: none"> <li>→ Schemes of work and departmental policies</li> <li>→ Discussions between teaching and LRC staff</li> <li>→ Homework tasks</li> <li>→ Homework policies</li> <li>→ Liaison procedures</li> </ul>	<ul style="list-style-type: none"> <li>→ Analyse schemes of work, homework tasks, school homework policies for indications of LRC use</li> <li>→ Analyse records of discussions of LRC use</li> <li>→ Identify procedures for keeping LRC staff up to date e.g. designated member of department staff</li> </ul>

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Indicator	Types of evidence	Ways to collect evidence
iv. Do LRC staff work in partnership with the SENCO, Gifted and Talented Co-ordinator and EAL Coordinator to ensure the needs of all pupils are met?	<ul style="list-style-type: none"> <li>→ Planning and review discussions between teaching and LRC staff</li> <li>→ Inclusion Policy and other documents</li> </ul>	<ul style="list-style-type: none"> <li>→ Analyse records of discussions with SENCO, Gifted and Talented Co-ordinator and EAL Co-ordinator</li> <li>→ Review Inclusion Policy and other documentation for references to LRC role in helping to meet the needs of all children</li> </ul>
v. Are teachers involved in the selection of LRC resources and in the development of the LRC and its role within the school?	<ul style="list-style-type: none"> <li>→ Discussions between teaching and LRC staff</li> <li>→ Staff contribution to LRC committee or other arrangements for resource selection e.g. supplier visits</li> </ul>	<ul style="list-style-type: none"> <li>→ Record examples of discussions showing how teachers are involved</li> <li>→ Cite examples of teacher involvement in selection from committee minutes or other arrangements</li> <li>→ Select examples of teachers' written resource suggestions</li> </ul>
vi. Is there an effective induction programme to the LRC for all staff new to the school?	<ul style="list-style-type: none"> <li>→ Induction programme, induction handouts, LRC Handbook etc</li> <li>→ Views of new teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>→ Keep copies of programmes, handouts, plans for sessions, LRC Handbook etc.</li> <li>→ Interview new teachers using questions for staff U</li> </ul>
vii. Do LRC staff lead INSET and more informal training for teaching staff?	<ul style="list-style-type: none"> <li>→ INSET programmes, handouts</li> <li>→ Views of teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>→ Keep copies of programmes, handouts, INSET evaluation forms</li> <li>→ Interview teachers using questions for staff U</li> </ul>

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<b>Description of a typical LRC at each level</b>	
<b>Level 1 Excellent</b>	<ul style="list-style-type: none"> <li>▪ LRC and subject staff from a number of different Departments plan and teach both single LRC lessons and longer courses collaboratively as a matter of course. Time for collaboration is sufficient to build high quality learning experiences</li> <li>▪ LRC staff regularly work with teachers from many Subject Departments to ensure that research and study skills are integrated throughout the curriculum and across most year groups. LRC staff regularly deliver sessions on research skills alongside teachers. Teachers frequently assess these skills when marking work.</li> <li>▪ References to active use of the LRC regularly feature in the schemes of work and homework tasks of 80% or more of the subject departments. LRC staff take every opportunity to ensure that this happens systematically.</li> <li>▪ Learning support staff, the SENCO, the Gifted and Talented Co-ordinator and the EAL Co-ordinator work in close partnership with LRC staff to support pupils and to ensure that teaching methods used and resources provided take account of age, gender, ethnicity, capability, special educational needs, gifted and talented pupils and those for whom English is an additional language.</li> <li>▪ There are systems in place to regularly involve teachers in the development of the LRC's role and resources (e.g. representative Library Committee) and to ensure that LRC staff are kept fully up to date with changing needs in all subject areas.</li> <li>▪ There is a very effective induction programme for all new staff and LRC staff regularly lead INSET and provide additional support and training for teaching staff.</li> </ul>
<b>Level 2 Good</b>	<ul style="list-style-type: none"> <li>▪ LRC and subject staff from a number of different Departments regularly plan single LRC lessons together and there are a few examples of longer collaborative courses being arranged. There is some collaborative teaching. Time for collaboration is just sufficient to build high quality learning experiences</li> <li>▪ LRC staff regularly work with teachers from some Subject Departments to integrate research and study skills into a number of areas of the curriculum and across most year groups. LRC staff sometimes deliver sessions on research skills alongside teachers. Teachers regularly assess these skills when marking work.</li> <li>▪ References to use of the LRC feature in the schemes of work and homework tasks of more than 65% of subject departments. LRC staff take opportunities to ensure that this happens systematically.</li> <li>▪ Learning support staff, the SENCO, Gifted and Talented Co-ordinator and EAL Co-ordinator are consulted to ensure that teaching methods used and resources provided take account of age, gender, ethnicity, capability, special educational needs, Gifted and Talented pupils and those for whom English is an additional language.</li> <li>▪ There are arrangements in place to involve teachers in the development of the LRC's role and resources and to ensure that LRC staff are kept up to date with changing needs in most subject areas.</li> <li>▪ There are arrangements for the induction of new staff and LRC staff sometimes provide INSET for teaching staff, as well as providing support on an individual basis.</li> </ul>

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<p><b>Level 3 Intermediate</b></p>	<ul style="list-style-type: none"> <li>▪ LRC staff regularly plan single LRC lessons with subject staff from a couple of Departments and there are a couple of examples of longer collaborative courses being arranged. There is some collaborative teaching. Time for collaboration is limited.</li> <li>▪ LRC staff are sometimes able to work with teachers from different Subject Departments to integrate research and study skills into a small number of areas of the curriculum and across some year groups. LRC staff occasionally deliver sessions on research skills alongside teachers. Teachers occasionally assess research and study skills when marking work.</li> <li>▪ References to use of the LRC feature in the schemes of work and homework tasks of 55 – 64% of subject departments. LRC staff encourage this to happen.</li> <li>▪ Learning support staff, the SENCO, Gifted and Talented Co-ordinator and EAL Co-ordinator are sporadically consulted to ensure that teaching methods used and resources provided take account of age, gender, ethnicity, capability, special educational needs, Gifted and Talented pupils and those for whom English is an additional language.</li> <li>▪ Teachers from a small number of Departments regularly contribute to the development of the LRC and its resources. There are arrangements in place with some subject areas to ensure that LRC staff are kept up to date with changing needs.</li> <li>▪ New staff are offered inductions, information about the LRC and training, on an ad hoc basis. LRC staff occasionally provide INSET for existing teaching staff.</li> </ul>
<p><b>Level 4 Emergent</b></p>	<ul style="list-style-type: none"> <li>▪ LRC and subject staff from one or two Departments plan collaboratively to arrange single LRC lessons. There is very little collaborative teaching. Time for collaboration is very limited.</li> <li>▪ LRC staff are sometimes able to work with teachers from one or two Subject Departments to integrate research and study skills into a couple of areas of the curriculum and across some year groups. Teachers do not usually assess these skills when marking work.</li> <li>▪ References to use of the LRC feature in some schemes of work. LRC staff try to encourage this to happen.</li> <li>▪ There are instances of learning support staff, the SENCO, Gifted and Talented Co-ordinator and EAL Co-ordinator working in partnership with LRC staff.</li> <li>▪ The LRC staff are usually informed of Departments 'changing needs, although this often take place on an informal basis. Similarly teachers' involvement in the development of the LRC and its resources is ad-hoc, not systematic.</li> <li>▪ New staff are provided with information about the LRC and sometimes induction on an ad hoc basis and LRC staff rarely offer training for teaching staff.</li> </ul>
<p><b>Level 5 Needs development</b></p>	<ul style="list-style-type: none"> <li>▪ LRC and subject staff rarely or teach plan collaboratively. No time is available for collaboration.</li> <li>▪ LRC staff are very occasionally able to work with teachers from one or two Subject Departments to integrate research and study skills into one or two areas of the curriculum and across some year groups. Teachers do not usually assess these skills when marking work.</li> <li>▪ References to use of the LRC rarely feature in schemes of work and there is little communication between LRC staff and learning support staff, the SENCO, Gifted and Talented Co-ordinator and EAL Co-ordinator.</li> <li>▪ Few teachers make a contribution to the development of the LRC, its role or resources. LRC staff are not usually kept up to date with changing plans and needs.</li> <li>▪ New staff are not provided with induction or with sufficient information about the LRC and training is rarely offered to teaching staff.</li> </ul>

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<b>Suggested actions for improvement</b>	<b>Examples of good practice</b>
<p>Work with staff in a number of departments to plan and teach both single LRC lessons and longer courses.</p> <p>Establish arrangements for LRC staff to attend Departmental meetings to discuss where, in their schemes of work, they would teach and consolidate the research and study skills objectives in the <i>Framework for Teaching English Years 7, 8 and 9</i>.</p> <p>Set up pilot projects with one or two subject departments to integrate some key skills into topics that they are teaching. The skills can be taught in the LRC alongside the content when they are needed.</p> <p>Ensure there is LRC representation and input at curriculum committee and other relevant meetings.</p> <p>Ensure the LRC has a key role in homework by references to the LRC in the whole school and departmental Homework Policies.</p> <p>Work closely with the SENCO, Gifted and Talented Co-ordinator and EAL Co-ordinator to ensure the needs of these groups of pupils are met.</p> <p>Involve teachers in the development of resources e.g. departmental input into the weeding and selection of resources, teacher representation on the LRC Committee.</p> <p>Establish a structured induction programme for all new staff.</p> <p>Provide INSET in response to the needs of teaching staff.</p>	<p><i>“I wanted to involve departments other than English in the library, so worked with the Maths department to develop a session introducing pupils to Dewey numbers.”</i></p> <p><i>“I regularly plan lessons with teaching staff using the standard lesson plan format used in the school. This means that I am involved in all stages of the planning, delivery and evaluation of sessions, including the resources used, homework etc.”</i></p> <p><i>“The library booking forms ask teachers to provide details of the information skills they anticipate covering during the session and the resources they will need. This means that I can suggest alternatives and add in ideas if necessary. Teachers probably wouldn’t ask for input automatically, but they seem to find many of the ideas useful—there are often aspects of the library services and information resources they know very little about.”</i></p> <p><i>“Last year I ran an INSET session for staff with support from the School Library Service. This looked at effective strategies for teaching information skills and how they can be effectively integrated into the curriculum. I was surprised just how popular this proved. Staff who used the library said that it had given them new ideas and those I rarely saw have begun to use resources. I know that several departments discussed it later at meetings and identified how to incorporate some of the ideas into their schemes of work”</i></p>
<p><b>Further advice</b></p> <p>Dubber, Geoff, <i>Library Induction: Introducing Students and Staff to the Secondary School Library</i>, SLA, 2001.</p> <p>Your local SLS or public library service may be able to provide advice on developing induction programmes and INSET.</p>	

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## **THE TOOLS**

### **U Interview questions for teaching staff**

- Did you receive any induction to the LRC when you first joined the school? *If so,*
  - Was this adequate?
  - Would you have liked any further training or information at this stage?
- Did you have any training in LRC use and research and study skills before joining this school? *If so, what sort of training?*
- Are there any areas of work involving the LRC where you would welcome further training?
- Are there any areas where you feel there ought to be more co-operation between teachers and the LRC?
- Do you have any input into the selection of LRC resources?
  - If so, how does this process work?
  - Would you like more input?
- Do you plan lessons with LRC staff? *If so, please describe how this process works.*
  - Are there any ways in which it might be improved?