

**Summary Sheet**

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

**Strand 3c : Pupils’ attitudes towards and progress in LRC-based work**

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. Are pupils productive and able to sustain concentration/ keep on task?				
ii. Do pupils apply intellectual and/or creative effort in their work?				
iii. Do pupils understand what they are doing, how well they have done and how they can improve?				
iv. Do pupils successfully complete learning tasks and achieve the expected learning outcomes i.e. acquire new knowledge, skills, ideas, in LRC-based activity?				
v. Do pupils apply and further develop these new skills and knowledge?				

Support required to enable the LRC to improve:

**Overall level reached:**

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Indicator	Types of evidence	Ways to collect evidence
i. Are pupils productive and able to sustain concentration/keep on task?	<ul style="list-style-type: none"> <li>→ LRC-based work produced by pupils</li> <li>→ Observed activities in the LRC</li> <li>→ Views of staff</li> </ul>	<ul style="list-style-type: none"> <li>→ Select examples of pieces of work produced during a given time e.g. a lesson, a six-week module, to show productivity</li> <li>→ Observe with checklist X</li> <li>→ Interview using questions for staff W</li> </ul>
ii. Do pupils apply intellectual and/or creative effort in their work in the LRC?	<ul style="list-style-type: none"> <li>→ LRC-based work produced by pupils</li> </ul>	<ul style="list-style-type: none"> <li>→ Select examples of pupils' work demonstrating intellectual or creative effort</li> </ul>
iii. Do pupils understand what they are doing, how well they have done and how they can improve?	<ul style="list-style-type: none"> <li>→ Self-perceptions of pupils</li> <li>→ Pupil self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>→ Interview using questions for pupils V</li> <li>→ See 'further information'</li> </ul>
iv. Do pupils successfully complete learning tasks and achieve the expected learning outcomes in lesson plans and schemes of work i.e. acquire new knowledge, skills, ideas, in LRC-based activity?	<ul style="list-style-type: none"> <li>→ LRC-based work produced by pupils</li> <li>→ Self-perceptions of pupils</li> <li>→ Views of staff</li> </ul>	<ul style="list-style-type: none"> <li>→ Analyse selection of pupils' work using checklist, based on learning outcomes specified in lesson plan or scheme of work</li> <li>→ Identify examples of work where pupils appear to have demonstrated new knowledge and skills</li> <li>→ Interview using questions for pupils V</li> <li>→ Interview using questions for staff W</li> </ul>
v. Do pupils apply and further develop these new skills and knowledge effectively in different subjects and situations?	<ul style="list-style-type: none"> <li>→ Views of staff</li> <li>→ Self-perceptions of pupils</li> </ul>	<ul style="list-style-type: none"> <li>→ Interview using questions for staff W</li> <li>→ Interview using questions for pupils V</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>▪ More than 80% of pupils are productive, sustain concentration, keep on task and display ample evidence of intellectual and creative effort in their work.</li> <li>▪ Pupils successfully complete most learning tasks set in the LRC and achieve the expected learning outcomes set out in lesson plans and schemes of work regularly acquiring new skills which they are able to apply effectively in most subjects and situations.</li> <li>▪ Pupils have a very good understanding of how they are doing, how well they have done and how they can improve.</li> </ul>
<b>Level 2 Good</b>	<ul style="list-style-type: none"> <li>▪ More than 65% of pupils are productive, maintain concentration, keep on task and display some evidence of intellectual and creative effort in their work.</li> <li>▪ Pupils usually complete most of their learning tasks in the LRC and achieve most of the expected learning outcomes set out in lesson plans and schemes of work. Pupils have opportunities to acquire new skills which most are able to apply effectively in a variety of subjects and situations.</li> <li>▪ Most pupils have an understanding of how they are doing, how well they have done and how they can improve.</li> </ul>
<b>Level 3 Intermediate</b>	<ul style="list-style-type: none"> <li>▪ 55 – 64% of pupils are productive, maintain concentration and display evidence of intellectual or creative effort in their work, but others do not always remain on task.</li> <li>▪ Pupils usually complete many of their learning tasks in the LRC and achieve 60% or more of the expected learning outcomes set out in lesson plans and schemes of work. Pupils acquire new skills, but some may experience difficulties applying these effectively to other subjects and situations.</li> <li>▪ Many pupils have an understanding of how they are doing, how well they have done and how they can improve, but this understanding is sometimes limited.</li> </ul>
<b>Level 4 Emergent</b>	<ul style="list-style-type: none"> <li>▪ Some pupils are productive, maintain concentration and display evidence of intellectual or creative effort in their work, but others do not always remain on task.</li> <li>▪ Pupils usually complete over half of their learning tasks and achieve at least some of the expected learning outcomes set out in lesson plans and schemes of work. Most pupils acquire new skills, but many may experience difficulties applying these effectively in other subjects and situations.</li> <li>▪ Pupils' understanding of how they are doing, how well they have done, and how they can improve is limited in many cases.</li> </ul>
<b>Level 5 Needs development</b>	<ul style="list-style-type: none"> <li>▪ Few pupils are productive, maintain concentration, remain on task or display evidence of intellectual or creative effort in their work.</li> <li>▪ Most pupils make little progress in learning tasks and do not often achieve the learning outcomes set out in lesson plans and schemes of work. Pupils have few opportunities to acquire new skills.</li> <li>▪ Few pupils have an understanding of how they are doing, how well they have done, and how they can improve.</li> </ul>

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<b>Suggested actions for improvement</b>	<b>Examples of good practice</b>
<p>Encourage pupils to reflect on how they are doing and how they can improve, for example through self-assessment.</p> <p>Experiment with novel methods of teaching to meet the needs of less motivated pupils.</p> <p>Discuss strategies for keeping pupils on task with teachers.</p>	<p><i>“Pupils are encouraged to evaluate each piece of work they do to reflect on the problems they experienced; what went well; and how they might improve in the future. We use the same format for work completed in the library that teachers use elsewhere in the school so pupils are used to the process.”</i></p> <p><i>“I keep a record of the use of the library by classes so I can see when the same group of students uses the library in different subjects. I can then try to refer to ideas and skills pupils have come across before and build on these. It can be quite time consuming, perhaps I could look at using a spreadsheet to make it easier.”</i></p> <p><i>“At the end of any session in the library, I get pupils to reflect on what they have done and to share the knowledge they have gained. I do this by getting pupils to spend a few minutes in pairs telling their partner about something new they have learnt. I then ask a few pupils to share this information with the rest of the group. It’s not always easy to remember to allow enough time at the end of the lesson, but it usually works really well and finishes off the session nicely.”</i></p> <p><i>“Our pupils have made a video of the school library to send to our feeder schools. We tried to involve less well-motivated pupils to show them what the library has to offer. It was something they really enjoyed doing as it was a bit different to ‘normal’ lessons.”</i></p>
<p><b>Further advice</b></p> <p>Centre for Information Research (CIRT), <i>School Library Evaluation Tools</i> [available at <a href="http://www.cie.uce.ac.uk/cirt/past/semtools.htm">http://www.cie.uce.ac.uk/cirt/past/semtools.htm</a>].</p> <p>Scott, Elspeth, <i>Measuring Success: How Effective is Your School Library Resource Centre?</i>, SLA, 2001, p. 32.</p> <p>Williams, Dorothy, and Wavell, Caroline, <i>The Impact of the School Library Resource Centre on Learning</i>, Library and Information Commission Research Report 112, Robert Gordon University, 2001 (Appendices).</p> <p>Your local SLS or public library service may be able to provide advice on information skills strategy.</p>	

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## **THE TOOLS**

### **V Interview questions for pupils**

- Do you think that the work you do in the LRC is important? *If so*, what does it help you to do?
- Do you understand what you are expected to do when you are working in the LRC?
- What do you do if you don't understand something or have a problem completing an activity you have been set?
- Do you usually manage to complete the tasks you are set in the LRC? *If not*, why do you think this is?
- Are the sorts of things you learn in the LRC useful in your other school work? *If so*, in what ways?
- Teachers and LRC staff talk about pupils 'transferring research and study skills to other subjects and situations.' Do you think you do this? *If so*, in what ways?

### **W Interview questions for teaching or LRC staff following an activity in the LRC/using LRC resources**

- Did you think that the tasks and activities set met the demands of all pupils?
- Did pupils show interest and enthusiasm for the tasks set? *If so*, please give examples.
- Did pupils sustain concentration and stay on task when working on LRC-based tasks?
- Did pupils achieve the expected learning outcomes in the lesson plan/scheme of work?
  - *If not*, why do you think this was?
- Is there any evidence of pupils applying skills and knowledge developed during previous lessons to a new task? *If so*, please give examples.
- Is there any evidence of pupils applying research and study skills they have developed in other subjects to this one? *If so*, please give examples.

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**X Observation checklist**

	<b>Strong</b>	—————▶			<b>Weak</b>
<b>Ability/awareness shown:</b>	<b>Good</b>	<b>Satisfactory</b>	<b>Limited</b>	<b>Little or none</b>	
applies intellectual and creative effort in work.					
is productive.					
remains on task throughout the lesson.					
is absorbed in the work.					

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