

**Summary Sheet**

**Key Question 5: How well are pupils guided and supported?**

**Strand 5b: The LRC role in enhancing pupil 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. Are LRC staff involved in providing feedback about pupil learning in the LRC to teachers/ departments (i.e. The <i>Assessment for Learning</i> initiative)?				
ii. Do LRC staff provide pupils with feedback to help them decide where they are, where they need to go and how best to get there? (i.e. the <i>Assessment for Learning</i> approach)?				
iii. Do LRC staff provide effective individual support to pupils of differing ages, abilities and needs?				
iv. Does the LRC help to build pupils' confidence and self esteem?				
v. Do LRC staff work with the Literacy Co-ordinator to ensure that their work contributes to raising standards of literacy?				

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 LRC staff involved in monitoring pupils' learning in the LRC and in providing appropriate feedback about pupil learning to teachers/ departments (i.e. The <i>Assessment for Learning</i> initiative)?	→ Feedback to individual teachers and/or departments on aspects of pupil learning in the LRC	→ Keep records of feedback provided to teachers/departments
ii. Do LRC staff provide pupils with feedback to help them decide where they are in their learning, where they need to go and how best to get there (i.e. the <i>Assessment for Learning</i> approach)?	→ Observed activities of LRC staff → Perceptions of pupils	→ Observe LRC staff performance in giving feedback → Interview using questions for pupils CC
iii. Do LRC staff provide effective individual support to pupils of differing ages, abilities and needs?	→ Observed activities of LRC staff → Perceptions of pupils → Views of Learning Support staff who have observed/participated in LRC-led sessions	→ Observe LRC staff when giving individual support to pupils of differing ages, abilities and needs → Interview using questions for pupils CC → Ask Learning Support staff about individual support given by LRC staff
iv. Does the LRC help to build pupils' confidence and self esteem?	→ Self-perceptions of pupils	→ Interview using questions for pupils CC
v. Do LRC staff work with the Literacy Co-ordinator to ensure that their work contributes to raising standards of literacy?	→ Evaluation of LRC staff contribution to literacy programmes/lessons → LRC planning documents → Views of teachers, in particular the Literacy Co-ordinator	→ Obtain oral or written feedback on contribution of LRC staff from Literacy Co-ordinator → Extracts from LRC policy documents on the raising of literacy standards → Ask teachers about the LRC contribution to literacy

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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 staff systematically monitor pupils in the LRC to gather evidence about their learning. There are mechanisms in place to ensure that the evidence is consistently fed back to departments and teachers.</li> <li>LRC Staff give high quality, specific feedback that provides pupils with insight into their strengths and weaknesses and enables them to progress.</li> <li>LRC staff play a vital role in individual learner support, working effectively with pupils of all ages and abilities and with differing needs.</li> <li>The LRC plays a very important role in building pupils' confidence and self-esteem through both curricular and out-of- hours opportunities.</li> <li>LRC staff work closely with the Literacy Co-ordinator to implement effective and well planned strategies in the LRC to promote high standards of literacy.</li> </ul>
<b>Level 2 Good</b>	<ul style="list-style-type: none"> <li>LRC staff regularly monitor pupils in the LRC to gather evidence about their learning. There are mechanisms in place to ensure that the evidence is fed back to departments and teachers.</li> <li>LRC Staff often give good feedback to pupils that provides them with insight into their strengths and weaknesses and helps them decide how to progress.</li> <li>LRC staff play an important role in individual learner support, working effectively with pupils of differing ages, abilities and needs.</li> <li>The LRC plays an important role in building pupils' confidence and self-esteem through both curricular and out-of- hours opportunities.</li> <li>There are effective strategies in place, planned with the Literacy Co-ordinator, to promote high standards of literacy through LRC activities.</li> </ul>
<b>Level 3 Intermediate</b>	<ul style="list-style-type: none"> <li>LRC staff monitor pupils in the LRC to gather evidence about their learning. They make opportunities to feed back to departments and teachers.</li> <li>LRC staff give feedback to pupils that provides some insight into their strengths and weaknesses and usually helps them decide how to move forward.</li> <li>LRC staff provide good individual learner support to some pupils. However they do not work equally effectively with pupils of all ages, abilities and needs.</li> <li>The LRC plays a part in building pupils' confidence and self-esteem through both curricular and out-of-hours opportunities.</li> <li>LRC staff work with the Literacy Co-ordinator to promote higher standards of literacy, but this is often not planned systematically; the contribution is ad-hoc but pro-active.</li> </ul>
<b>Level 4 Emergent</b>	<ul style="list-style-type: none"> <li>LRC staff sometimes monitor pupils in the LRC to gather evidence about their learning and they feed back to departments and teachers when the opportunity arises.</li> <li>LRC staff give feedback to pupils but it may be of a general nature and not specific enough to help them decide where they are now and how best to move forward.</li> <li>LRC staff provide satisfactory individual learner support to some pupils, working with a limited range of age, ability and needs.</li> <li>The LRC plays a part in building some pupils' confidence and self-esteem through both curricular and out-of-hours opportunities.</li> <li>The LRC contributes to discussion about standards of literacy and is involved in some related activity with the Literacy Co-ordinator. The contribution is reactive and ad-hoc.</li> </ul>
<b>Level 5 Needs development</b>	<ul style="list-style-type: none"> <li>LRC staff rarely monitor pupils in the LRC to gather evidence about their learning but do not usually feed back to departments or teachers.</li> <li>LRC staff provide feedback to some pupils but it is usually of a general nature.</li> <li>LRC staff provide some individual learner support for pupils, but only work effectively with some pupils, not the full range.</li> <li>The LRC makes little contribution to building pupils' confidence and self-esteem through either curricular or out-of- hours opportunities.</li> <li>There is little evidence to suggest that the LRC promotes higher standards of literacy.</li> </ul>

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<p><b>Suggested actions for improvement</b></p> <p>Participate in INSET on <i>Assessment for Learning</i> in your school (<i>Assessment for Learning</i> is a new KS3 initiative).</p> <p>Read through the <i>Assessment for Learning</i> principles available on TeacherNet. Consider how to apply these principles when you give support to individual pupils or to small groups.</p> <p>Work with one or two subject departments to agree how you will monitor pupils tackling subject work in the LRC; what information you will collect; and how you will feed it back to subject teachers.</p> <p>Work with learning support staff to review and extend the support you provide for pupils of differing abilities.</p> <p>Monitor the feedback that LRC staff give to pupils to ensure that it is positive and designed to build confidence and self-esteem.</p> <p>Work with the Literacy Co-ordinator to ensure that LRC stock and activities support the <i>Framework for Teaching English</i>.</p>	<p><b>Examples of good practice</b></p> <p><i>“When pupils arrive in Year 7 we give them a number of tasks to do so that we can see how well they can find their way round the library and use different resources and to show them that not everything is new; they already know how to do quite alot. They receive a certificate listing what they can do which goes into their progress file. Pupils can add to their certificate at any time in Year 7 so they can see themselves improving.”</i></p> <p><i>“We realized that we spent a lot of time telling pupils <b>not</b> to do things in the LRC and this was reinforced by the rules displayed on the doors and walls. This created quite a negative learning atmosphere. We decided to put up some positive notices about the behaviour we would appreciate and we try to give pupils unsolicited positive feedback when they are working in the library.”</i></p> <p><i>“We run a buddy system. Students from Year 12 are matched with pupils in Year 7. It’s primarily to help them develop their reading skills, but it also helps in other ways, for example, they gain confidence and self-esteem. It’s also useful for the Year 12s; It’s often the Year 12s who had difficulties themselves when they were lower down the school who make the best ‘buddies’; they naturally have an understanding of the problems pupils face—often a better understanding than the staff!”</i></p>
<p><b>Further advice</b></p> <p>DfES website and TeacherNet for information about Assessment for Learning.</p> <p>Your Literacy Co-ordinator, Head of English and/or your local School Library Service may be able to provide suggestions for supporting literacy.</p>	

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## **THE TOOLS**

### **CC Interview questions for pupils**

#### **Getting help when you are working in the LRC**

- Do you ever get stuck or need help in deciding what to do next or how to get there when you are working in the LRC?
  - If so, do the LRC staff try to help you?
  - Does what they say usually help?
    - *If not, why not?*
  - Do they help in the same ways as teachers?
  - Do the LRC staff help everyone or do some people get missed out?
- Do you like working in the LRC?
  - Why is this?
- Are you good at finding information or materials in the LRC?
- Do you ever help other people to find things in the LRC?