

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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| Indicator | Types of evidence | Ways to collect evidence |
|--|---|---|
| i. How good is pupils' knowledge of various information sources and effective search strategies? | <ul style="list-style-type: none"> → Work produced by pupils → Observed activities in the LRC → Self-perceptions of pupils | <ul style="list-style-type: none"> → Assess written work with checklists E and F → Observe with checklists C and D → Interview using questions for pupils A |
| ii. How effectively are information handling strategies employed? (e.g. locating sources, reading strategies for extracting information, appraising the value and relevance of information) | <ul style="list-style-type: none"> → Work produced by pupils → Observed activities in the LRC → Self-perceptions of pupils → Pupil assessment | <ul style="list-style-type: none"> → Assess written work with checklists E and F → Observe with checklists C and D → Interview using questions for pupils A → Assess output from LRC-based activities and award marks |
| iii. Are pupils able to independently undertake research in the LRC? | <ul style="list-style-type: none"> → Observed activities in the LRC → Self-perceptions of pupils | <ul style="list-style-type: none"> → Observe with checklist C and D → Interview using questions for pupils A |
| iv. Do pupils make progress in developing research and study skills in both the short and long term? (e.g. meeting the progressive research and study skills objectives outlined for Years 7 to 9 in <i>The Framework for Teaching English</i>) | <ul style="list-style-type: none"> → Work produced by pupils over time → Observed activities in the LRC → Views of teachers → Self-perceptions of pupils | <ul style="list-style-type: none"> → Assess written work with checklists E and F → Observe with checklists C and D → Interview using questions for staff B → Interview using questions for pupils A |
| v. Are pupils able to transfer research and study skills between different subject areas? | <ul style="list-style-type: none"> → Work produced by pupils in different subjects → Views of teachers → Self-perceptions of pupils → Observed activities of pupils in the LRC doing different subjects | <ul style="list-style-type: none"> → Assess selections of pupils' work in different subjects → Interview using questions for staff B → Interview using questions for pupils A → Observe specific pupils doing different subjects (e.g. during homework clubs) |

Ways of collecting evidence: general

i & ii above: views of teaching staff should be noted if these are volunteered when they accompany groups of pupils or when the teachers are working in the LRC. Systematic questioning of teachers is unlikely to help for this strand.

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| | <ul style="list-style-type: none"> ▪ Description of a typical LRC at each level |
|---|---|
| <p>Level 1 Excellent</p> | <ul style="list-style-type: none"> ▪ 80% or more pupils display good knowledge, in relation to their ability, of a variety of information sources and search strategies. ▪ 80% or more pupils are able to effectively apply a range of information handling strategies (e.g. locating sources, reading strategies for extracting information, appraising the value and relevance of information) to produce high quality work in relation to their ability. ▪ 80% or more of the pupils are able to research independently in the LRC successfully finding a range of relevant and appropriate information. They are very confident working independently. ▪ 80% or more pupils make progress in developing a range of research and study skills both in the short term (a single lesson or series of LRC-based lessons) and in the longer term as they progress through the school. ▪ Pupils routinely transfer the skills they have developed across different subjects. |
| <p>Level 2 Good</p> | <ul style="list-style-type: none"> ▪ 65-79% of pupils display good knowledge, in relation to their ability, of a variety of information sources and search strategies. ▪ 65-79% of pupils are able to effectively apply a range of information handling strategies (e.g. locating sources, reading strategies for extracting information, appraising the value and relevance of information) to produce good work in relation to their ability. ▪ 65-79% of pupils are able to research independently in the LRC, usually finding relevant and appropriate information. Most of these are confident when working independently. ▪ 65-79% of pupils make progress in developing a range of research and study skills both in the short term (a single lesson or series of LRC-based lessons) and in the longer term as they progress through the school. ▪ 65-79% of pupils are able to transfer the skills they have developed across different subjects. |
| <p>Level 3 Intermediate</p> | <ul style="list-style-type: none"> ▪ 55-64% of the pupils display good knowledge, in relation to their ability, of a limited range of information sources and search strategies. ▪ 55-64% of the pupils are able to apply some information handling strategies to produce good work in relation to their ability. ▪ Over half the pupils are able to do independent research in the LRC but need some support to find sufficient relevant and appropriate information. Some are not confident when working independently. ▪ 55-64% of the pupils make progress in developing some research and study skills in the short term (a single lesson or series of LRC-based lessons) although there is less evidence of long-term progress. ▪ Many pupils experience some difficulties in transferring the skills they have developed across different subjects. |

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| | |
|--|--|
| Level 4 Emergent | <ul style="list-style-type: none">▪ About half the pupils display satisfactory knowledge, in relation to their ability, of a limited range of information sources and search strategies.▪ 40-54% are able to apply a limited range of information handling strategies to produce satisfactory work in relation to their ability.▪ 40-54% of pupils are able to do some independent research in the LRC but need supervision to find sufficient relevant and appropriate information. Many are not confident to work independently.▪ Over half the pupils make some progress in developing a few research and study skills in the short term (a single lesson or series of LRC-based lessons); a few continue to develop their skills in the longer term as they progress through the school.▪ Pupils often experience difficulties in transferring the skills they have developed across different subjects. |
| Level 5 Needs development | <ul style="list-style-type: none">▪ Pupils' knowledge of information sources and search strategies is limited.▪ Less than 40% of pupils are able to apply information handling strategies to their work.▪ Few pupils are able to successfully undertake independent research in the LRC.▪ Less than 40% pupils make obvious progress in developing research and study skills, especially in the longer term, as they progress through the school.▪ Most pupils are unable to transfer any skills they have developed across different subjects. |

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| Suggested actions for improvement | Examples of good practice |
|--|--|
| <p>Work towards introducing a whole-school research and study skills policy to ensure that information skills are taught in a coherent way across the curriculum. Use the <i>Literacy across the Curriculum</i> materials to support your planning and discussions.</p> <p>Work with the Literacy Co-ordinator and try to link into any <i>Literacy across the Curriculum</i> initiatives focused on research and study skills.</p> <p>Carry out a curriculum audit to identify research and study skills and determine where action is needed and where the LRC can contribute to improvement.</p> <p>Provide INSET on research and study skills to raise awareness amongst teaching staff.</p> <p>Write support sheets/prompt cards/online help pages to enable pupils to work more independently in the LRC.</p> <p>Work with a few teachers to prepare pupils for research before they come to the LRC. In the classroom, pupils could formulate key words and consider which sources to use. They would then be able to begin their research in the LRC without much support.</p> | <p><i>"I approached a number of subject teachers and asked whether I could observe one of their Year 7 lessons when they were teaching some aspects of information skills. In this way, I was able to get a better idea of how information skills were taught by different departments and compare the approaches used. I plan to use some of these with pupils in the library and also hope to provide some ideas for staff to share, perhaps at a staff meeting."</i></p> <p><i>"When teachers ask to book the library, I ask for information about the types of information skills they plan to cover and the resources they will be using (and a copy of the lesson plan if possible). This means that I can see where the main gaps are in terms of subjects making use of the library and also types of information skills which are not adequately covered throughout the school for different year groups. For example, there is quite heavy and varied use of the library in Year 7, but after that most subjects primarily use the ICT resources with small groups of pupils."</i></p> <p><i>"After the whole school INSET on Literacy Across the Curriculum it was agreed that I would work with a number of Subject Departments to plan research tasks with them using the Research and Study Skills Objectives for Years 7, 8 and 9."</i></p> |
| Further advice <p>Drury, Claire, <i>Search and Discover: Active Library and Information Skills</i>, Caryl Press, 2000.</p> <p>Dubber, Geoff, <i>Developing Information Skills Through the Secondary School Library</i>, SLA, 1999 (2004 edition pending).</p> <p>Lewis, Maureen, and Wray, David, <i>Extending Literacy: Children Reading and Writing Non-fiction</i>, Routledge, 1997.</p> <p>Lewis, Maureen, and Wray, David, <i>Literacy in the Secondary School</i>, David Fulton 2000.</p> <p>Standards and Effectiveness Unit, "Using the Library/Learning Centre", in <i>Literacy Across the Curriculum</i>, DfES, 2001.</p> <p>Tilke, Anthony, "Skills for Learning", in <i>Library Association Guidelines for Secondary School Libraries</i>, Library Association, 1998.</p> <p>Your local SLS or public library service may be able to provide advice on information skills strategy and INSET.</p> | |

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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 |
|---|---|--------------|---------|----------------|
| | Good | Satisfactory | Limited | Little or none |
| Ability/awareness shown: | | | | |
| 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.*