



Studfall Junior School

Monitoring through book scrutiny



Summary of Content

Monitoring is a vast area and can include lesson observations, child interviews, parent interviews, planning scrutiny, book monitoring, learning walks and data analysis.

This exemplar focuses on **“book monitoring”** and shows the value of a structured “no surprises” approach.

Monitoring is part of the School Development Planning

Improving Schools Programme (ISP) Raising Attainment Plan (RAP)

School Name: Studfall Junior School



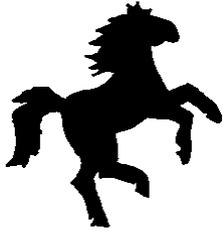
Academic Year: 2011 - 2012

##

Priority 1	Autumn Term
Leadership and Management: Raising attainment and accelerating progress	
TARGET FOR THE YEAR:	
1 Raise attainment in maths and literacy	
2 To consolidate the systems in place for assessment and marking in maths and literacy	
3 To improve teacher and children understands of reading and the processes involved.	

Priority 1		Autumn Term					
Leadership and Management: Raising attainment and accelerating progress							
Outcomes (quantitative and qualitative)	Specific Actions (who will lead actions in school/associates/ advisers/partners)			Monitoring arrangements		Evidence of impact on pupil progress	Resourcing
	Action	Who	Date		Date		
1) Science Identify key areas for development ie Differentiation, including extension progression and health and safety and SC1 investigations	Planning scrutiny to identify key areas for training From 16 classes, 14 books scrutinized, good use of topic sheets and vocabulary, differentiation and assessment not clear in books, lots of worksheets	AJA	9/11	Science release time	9/11	Unit being delivered across all year groups with progression evident in planning.	Release time Geraldine Murray Friday pm
		Sharon	Oct 11 Half Term	Evaluated lesson planning to be handed in according to Monitoring and	Nov 11 Y5 Jan 12 Y3 Feb 12 Y4 Apr 12 Y6		
2) ICT To improve the use of ICT and link it with the							

Comment [CP1]: A3 Science vocabulary displayed and monitored



What we did



After introducing a *new planning format* we wanted to check on its impact on our children's learning and progression .

Staff were given the *date* and *foci* for a book scrutiny.

Top, Middle and Bottom samples were scrutinized and findings were recorded on a *feedback grid*, identifying *good evidence, evidence* and *little or no evidence*.

Personal feedback was added on, things done well and points for development with suggestions of what to do next.

We made sure to thank the teachers



This example of book scrutiny feedback shows comments to encourage further development



Tuesday 8th January 2013
 L.O: To be able to separate liquids and solids using filtering.
 Can we make clean water from dirty water by filtering?
 What I Need:
 • Different hole-sized Sieves
 • Bucket of mixed water
 • funnels
 • filter paper
 • Trays
 • Clean Bowl
 Prediction:
 I predict that the dirty water if you separate the solids to the liquids I think it will work.
 what I did:
 The dirty water.
 People holding the sieve to keep the sieve in place.
 People String the dirty water.
 The Sieve is been covered over the bucket of dirty water.
 Great use of scientific vocab

Book Scrutiny Feedback
 For: Year: 6 Date: 25/11/11

Good Evidence of	Evidence of	Little or No Evidence In need of development
Appropriate presentation of work including L.O. and date	Some evidence of SCI	Child Self-evaluations for lessons
Evidence of Scientific Vocabulary	Differentiated work	
Comments or written support designed to develop the understanding of the child		
	Use Of ICT	
	Progress made by the children.	

Tuesday 6th November 2012
 To investigate electrical circuits

 What would happen to your bulb if you only used one battery? The light would become dimmer.
 6.11.12
 ce

- Comments
- Good use of scientific vocabulary
- Learning objective clear
- Good use of child assessments sheets

- Points to consider for further development
- Children add to their assessment as they go along so they are engaged in their learning process, using a coloured pencil and adding the date would evidence this
 - Consider how the work is differentiated not just from a literacy point of view

Many thanks for your help,
 Angie

Science Record of Achievement - Unit 6C More about Dissolving

	P.A		T.A
All	<input checked="" type="checkbox"/>	I know that a solid can be recovered from a solution by evaporation.	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	With my teacher's help, I can investigate an aspect of dissolving.	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	I can present my results in a suitable table.	<input checked="" type="checkbox"/>
Most	<input checked="" type="checkbox"/>	I know that solids remain in the solution when they dissolve.	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	I know that solids in solution can be recovered by evaporation.	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	I can identify several factors that affect the rate at which a solid dissolves.	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	I can investigate an aspect of dissolving by myself.	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	I can present my results in a suitable graph.	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	I can explain what my results show?	<input checked="" type="checkbox"/>
Some	<input checked="" type="checkbox"/>	I can present results in a line graph where appropriate.	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	I can explain why it is important to repeat measurements.	<input checked="" type="checkbox"/>
	<input checked="" type="checkbox"/>	I know how to deal with repeat results when drawing a graph.	<input checked="" type="checkbox"/>

My favourite piece of work in this topic was:
 Seeing which solids dissolved quicker

I liked it because:
 It was a fun experiment with clear results

The most interesting thing I learned was:



What the school says

We think our process of book monitoring provides vital evidence of how successful and consistent the introduction of new or refreshed foci have been and acts as signpost to the next steps.

It also helps to identify areas of strength and areas which may need further support and provides the subject leader with a whole school overview.

The impact for our school was

The impact of the book scrutiny identified areas of *strength* and areas for **development**, which were used to identify and inform targets for the RAP (Raising Attainment and Progress)

It *raised the profile of science* throughout the school and showed its value and importance as a subject.





Science Subject Leaders Comments

Carrying out a book scrutiny like this helped me as subject leader to develop and refine the ability to see a *whole school overview* of science.



What we will do next

This method of carrying out a book scrutiny worked well so having taken on the additional responsibility of managing science at another school as well as my own, I will be implementing a book scrutiny to find out what are their current areas of strength and areas for development and use to inform my action plan here too.