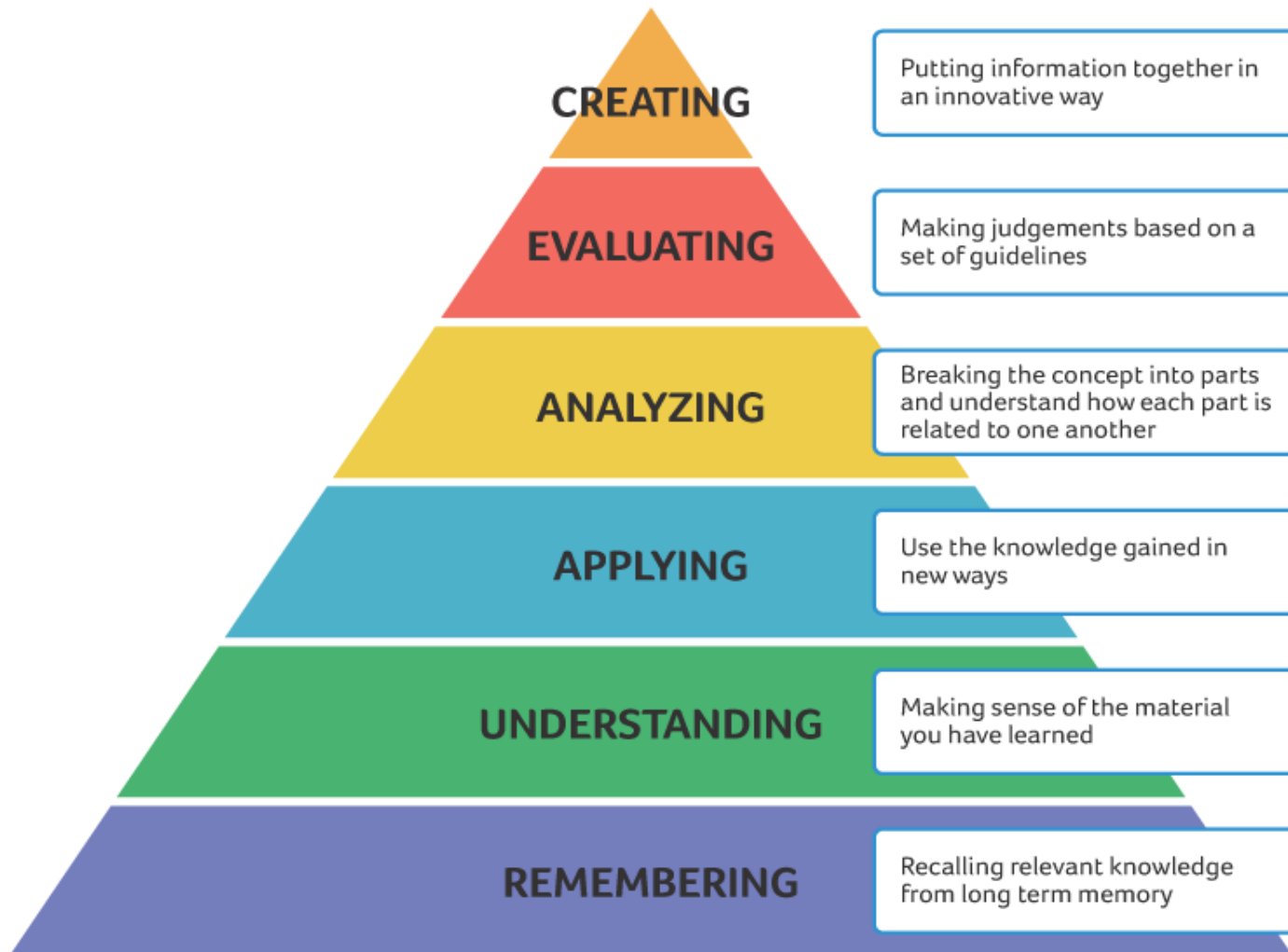# Argyll and Bute
Collaborative Action Research (CAR)

The context

- Four schools – Rosneath, Garelochhead, John Logie Baird, Colgrain Primary Schools

- Use of Pupil Equity Funding

- Shared evaluation of practice

- Joint planning

- Work with University of Glasgow, Robert Owen Centre

Bloom's Taxonomy

Higher order thinking skills – do something with the facts

CREATING — Putting information together in an innovative way

EVALUATING — Making judgements based on a set of guidelines

ANALYZING — Breaking the concept into parts and understand how each part is related to one another

APPLYING — Use the knowledge gained in new ways

UNDERSTANDING — Making sense of the material you have learned

REMEMBERING — Recalling relevant knowledge from long term memory

Structure of presentations:

- Question
- Process
- Information / data collected
- What difference(s) did we see?

Question

Through the implementation of Bloom's Taxonomy, how can effective questioning techniques improve reading comprehension?

Evelyn, Dorothy and Christine

The Process

- Context - space
- Agree experience and outcome and learning intentions
- Assess children using two reading passages – fiction and non-fiction
- Set up variety of differentiated tasks e.g.
  o Create flipbook
  o Summarise texts
  o Create questions about text and space raps
- Children re-assessed at end of block of learning

Analysing

Compare, attribute, organise, deconstruct

- Which events could not have happened?
- What do you see as other possible outcomes?
- What was the turning point of the story?
- Design a questionnaire to gather information
- Write an advert to sell a new product

- Make a flow chart to show the critical stages
- Construct a graph to illustrate selected information
- Make a family tree showing relationships
- Devise a play about the topic
- Prepare a report about the area of study

Evaluating

Check, critique, judge, hypothesis

- Is there a better solution to...?
- Was the main character a good or bad person? Why?
- List 5 strengths & 5 weaknesses of the main character or plot
- Conduct a debate about an issue from the book

- Make a booklet about 5 rules you see as important. Convince others
- What changes would you make to turn the bad guy into the hero?
- How would you rate this book and recommend it to others?

Creating - Design, construct, plan, produce

- Invent a machine to do a specific task from the story

- Create a new product based on your story. Give it a name & plan a marketing campaign

- Design a CD, book or magazine cover for the story

- Write about your feelings in relation to the story

- Rewrite the ending of the story changing it from happy to sad or vice versa

- Compose a song relating to part of the story

- Rewrite the story, changing the to a fantasy or futuristic setting

Information / data collected

- Written evidence – flipbooks, creating questions about text, summaries of texts

- Predicting…what happened next?

- Presenting to others

- Two stars and a wish from the teacher and from peers for Space Raps

- The children completed evaluations

Points to consider

- Planning time to plan together
- The spacing of lesson visits
- The benefits of visiting each colleagues' classroom
- Children appeared to enjoy having other teachers involved in their learning
- The process motivated us to make the learning more meaningful and focussed
- Developing shared resources was beneficial
- We evaluated and improved the targeted lesson through Lesson Study

What difference did we see?

Children felt the following strategies were helpful:

- Skimming and scanning
- Highlighting
- Summarising and note taking which all develops higher order thinking skills

Overall most of the children made progress in their reading comprehension.

A CAR poem

Question:

Can effective evidence be gathered using *Bloom's Buttons* questioning to show progression towards First Level?

Gwyn Simons, Moira Johnstone, Emily McKay, Gillian Paton

Process:

- ➤ Smaller groups were formed.
- ➤ A question was decided.
- ➤ 10 lessons
- ➤ Research
- ➤ 7-step planner
- ➤ Lessons conducted
- ➤ Observations and reflections
- ➤ Assessments

Seven Step Planner, Base Line & Lesson Outline

Challenges:

- ➤ Time to liaise with group
- ➤ Ensuring the learning was appropriate for all readers
- ➤ Wide range of classes (Primaries 1-4)
- ➤ Quantifying what we found out

Information / data collected:

- Assessments – 6 Bloom's Buttons questions (1 from each area)
- Some questions required a series of lessons
- Boys usually chose non-fiction texts and girls chose fiction
- Success criteria had to be simplified and more focused
- Variety of assessments e.g. happy / sad faces
- Balance between comprehension and word skills
- Blooms questions used with differentiated reading books, class novel, individual texts

Examples of Work/Assessment Strategies
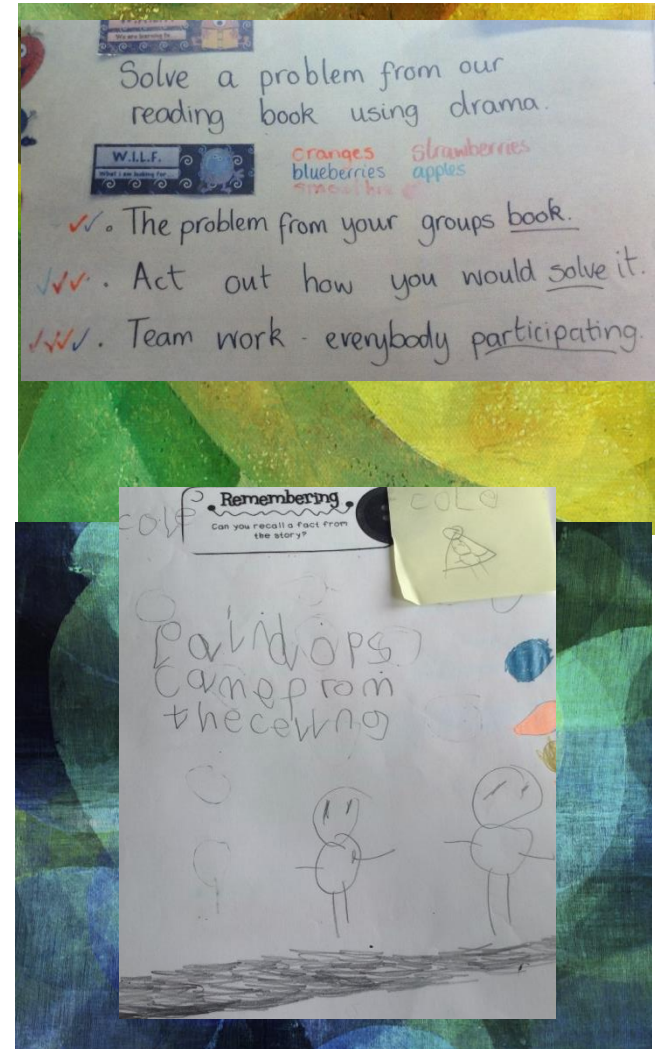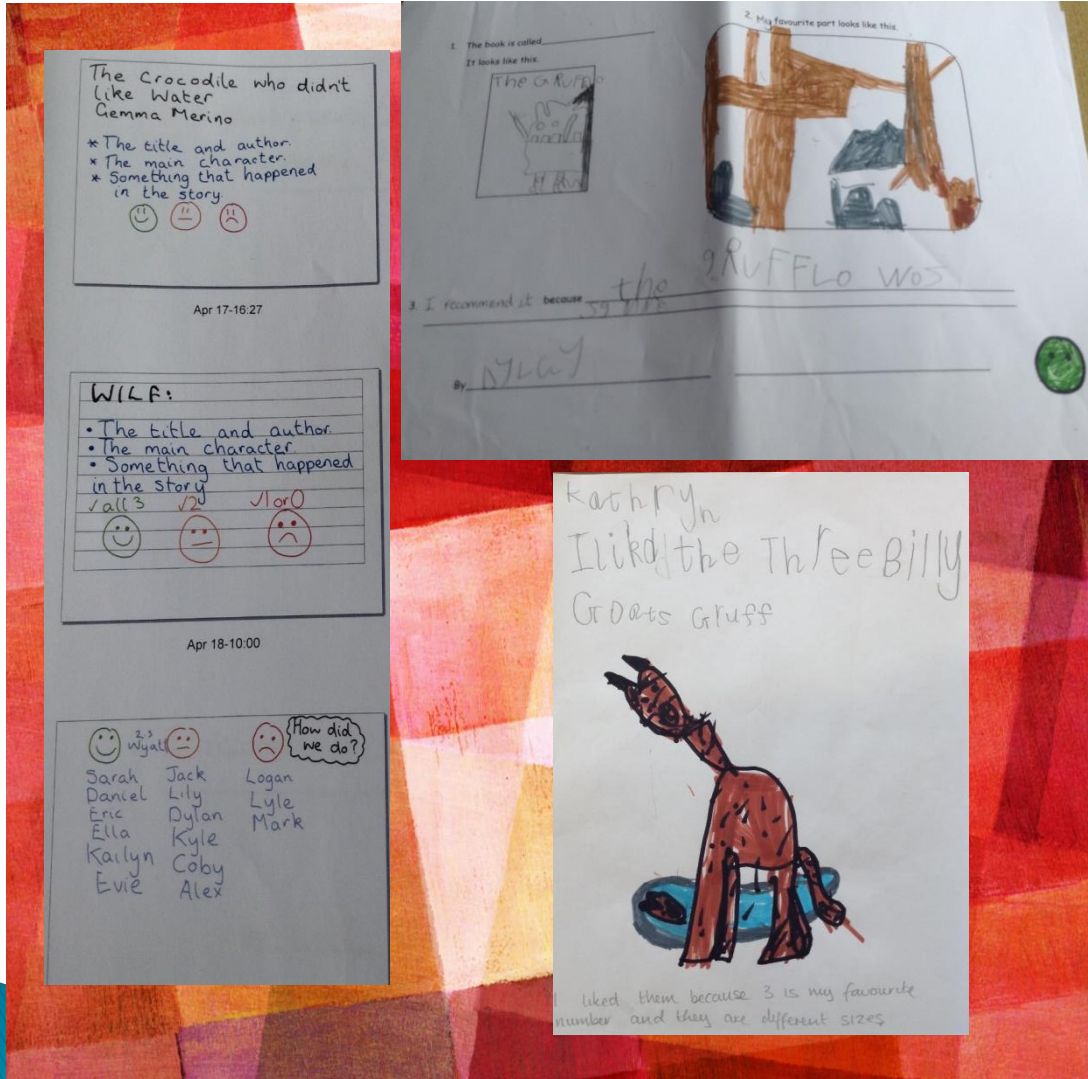
What differences did we see?

The children:

All children demonstrated a more in-depth understanding in reading. This was seen through a variety of assessments. It is likely that other strategies also contributed to this too.

What differences did we see?

Our practice:

➢ Increased engagement in reading comprehension activities

➢ Increased enjoyment of reading observed, particularly when using a class novel.
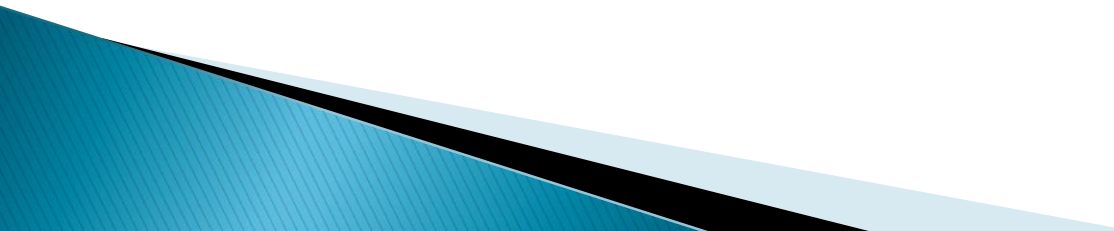
➢ Increased opportunities for developing writing

➢ Opportunities for whole class teaching activities were more effective in including all learners

➢ Increased opportunities to develop cooperative working

➢ More clarity in teachers' understanding of how to assess reading comprehension.

➢ Greater use of creative and engaging ways to approach reading comprehension and assessments

➢ Some assessments that we used were more effective than others. Bloom's Buttons is just one tool to be used alongside other assessments.

Question:

Is *Bloom's Bears* an effective strategy for developing reading comprehension in the Early Years?

Lorna Gillespie, Kirsty Robertson

What did we want out of this project?

- To broaden our children's experiences of reading comprehension

- To deepen thinking and enquiry skills

- To enhance creative experiences

- To teach with real books – real books create real readers

- To raise attainment in reading

Process

*Research

*Seven Step Planner

*Planned together series of lessons

*Assessed the children before and after

*Observed each other's lessons

Information / data collected

* Assessment scores

* Examples of a variety pupil work – written, pictorial and oral

* Teacher observations – both in our own classes and each others

* Photographs of class displays

Points to consider…

*How do we quantify assessment results?

*Would the children have progressed anyway through the natural course of teaching and learning?

What difference did we see?

* Better quality and depth of children's discussions
* New whole class approach to teaching reading comprehension
* Increased engagement from all children
* Parents are engaging more with books and story time at home
* Children are drawn more to the class library
* Bloom's Bears was an effective strategy for developing reading comprehension
* Still a need for a progressive, structured reading scheme

1: QUESTION

Is a whole class novel an effective way to improve children's reading comprehension?

Emma, Adam, Caroline, Ali

2: PROCESS

- **2 weekly reading lessons w. set structure**

  - **1st lesson – vocabulary and retrieval (with prediction)**

  - **2nd lesson – inference**

- **Reading in a circle, random turn taken, timing of questioning pre-planned**

- **Question cards & experiments in gamification**

  - **Tokens / cards to be won or lost.**

3: INFORMATION COLLECTED

- Baseline assessment using Bug Club to identify area of focus.

- Pupil voice throughout

4: WHAT DIFFERENCES HAVE WE SEEN

The children said…

- "I like class novels because it gave everybody a challenge."
- "I like the cards because sometimes it is easier to speak an answer than write it."
- "I definitely preferred the whole class novel because I was able to hear other peoples opinions and that helped me form my answers.
- "I preferred class novels because I thought the cards were a creative way of getting peoples thoughts out on the book and I liked that the whole class got to speak.
- "I liked using the cards because you got to see what you were good at. I was a good proposer."

4: WHAT DIFFERENCES HAVE WE SEEN

Practitioners' observations

Compared to Group Carousels this approach was:

- Easier to manage
- More time reading, discussing
- Equality evident
- Improved engagement
- Deeper level of discussion
- Better listening
- Children took ownership
- Beneficial to see other practitioners' classrooms