

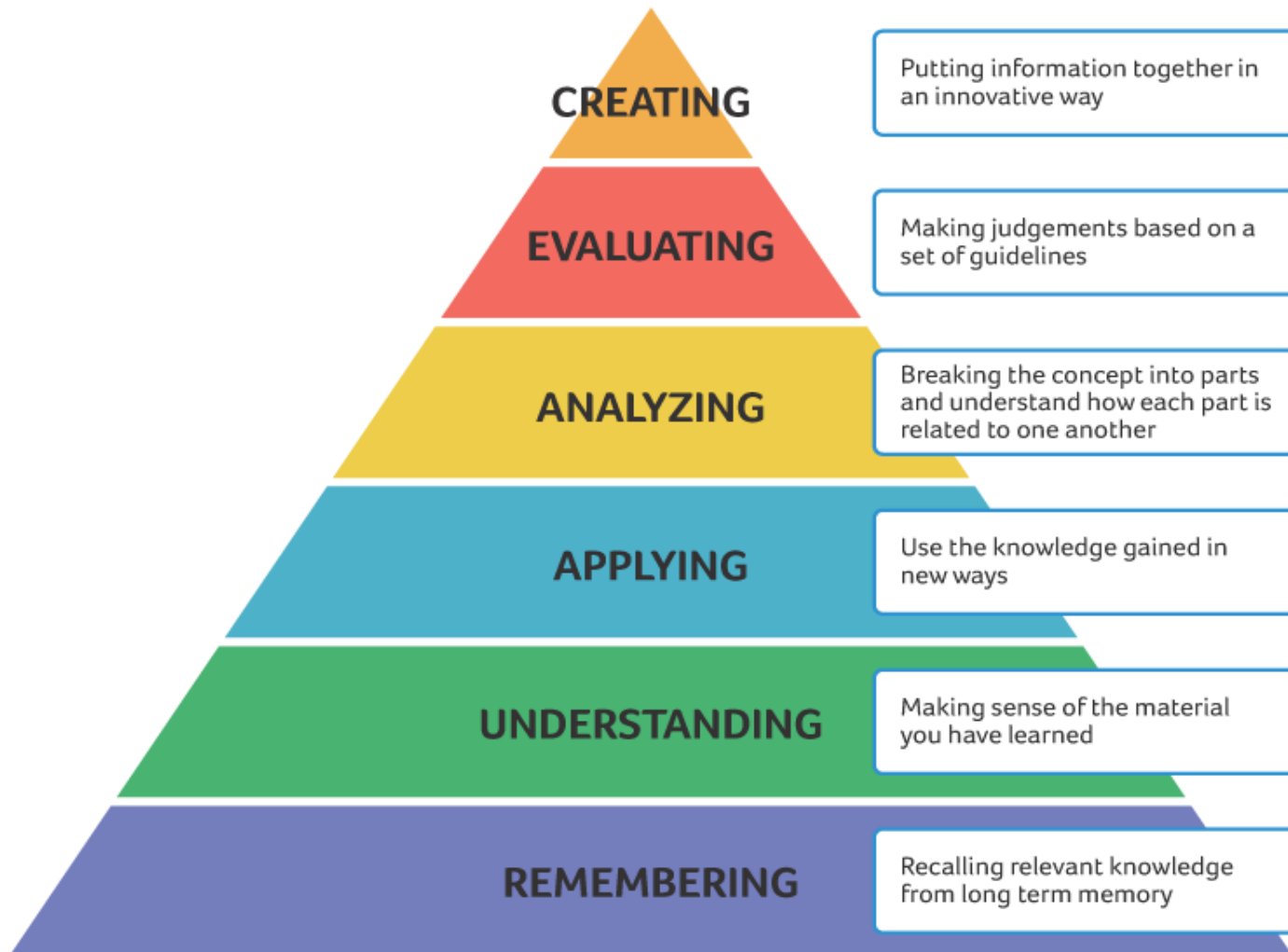
Argyll and Bute Collaborative Action Research (CAR)

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



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.
 - Create flipbook
 - Summarise texts
 - 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

Garelochhead Primary
What is the most effective strategy when assessing Level 1 reading comprehension?

	Blooms	Question	Activity	Assessment
Lesson 1	Remembering	Can you recall a fact from the story?	Class - one book	Individual Writing/drawing
Lesson 2	Understanding	Who is your favourite character from the book and why did you choose them?	Group - Class reader	Observation Teacher's comments.
Lesson 3	Applying	How would you have solved the problem differently?	Group - Story book	Drama iPad recording.
Lesson 4	Analysing	Which part of the story did you like the best and why?	Pairs - Same book for all pairs.	Answers recorded.
Lesson 5	Analysing	As above	Class	Peer assessment Success criteria check in
Lesson 6	Evaluation	Would you recommend this book to others?	Class - books from the class library.	Happy/sad faces.
Lesson 7	Creating	Create another character that could be in this story.	Group - Reading book.	Write/draw Oral answering.
Lesson 8	Creating	Create a cover which would display the key facts of the story	Class - Story read by the teacher.	Completed poster
Lesson 9	(more than one area)			
Lesson 10	(more than one area)			

LITERACY PROGRESSION 7 STEP PLANNER

STEP 1	STEP 2	STEP 3	SUCCESS CRITERIA			
			STEP 4	STEP 5	STEP 6	STEP 7
I can select or write answers to simple literal questions about what I have read.	I can give more details to answer questions about what I remember.	I can use pictures and text clues to show I understand what is inferred by the writer.	I can reflect on text and form my own ideas. I can explain what I think.	I can identify the main idea of a piece of text.	I can identify the purpose of the text I have read.	I can create my own literal, inferential and evaluative questions for others to answer and give feedback to others.
CHILDREN'S NAMES	CHILDREN'S NAMES	CHILDREN'S NAMES	CHILDREN'S NAMES	CHILDREN'S NAMES	CHILDREN'S NAMES	CHILDREN'S NAMES

Blooms's Buttons Baseline Assessment
Name: Lily B

Write the title of your book: The Grapes of Wrath

Remembering	Understanding
What was the first thing that happened in the story?	Who is your favourite character and why did you choose them?
The first thing that happened was <u>I was hungry</u>	because <u>I was sad</u>
<u>They were poor</u>	<u>I was sad</u>
<u>They were poor</u>	<u>He was poor</u>
<u>They were poor</u>	<u>They were poor</u>

Applying	What was the funny part in the story?
Have you ever been in the situation of the main character? Explain.	Why did you choose it?
Yes <input checked="" type="radio"/> No <input type="radio"/>	<u>It was funny that</u>
	<u>it was funny</u>

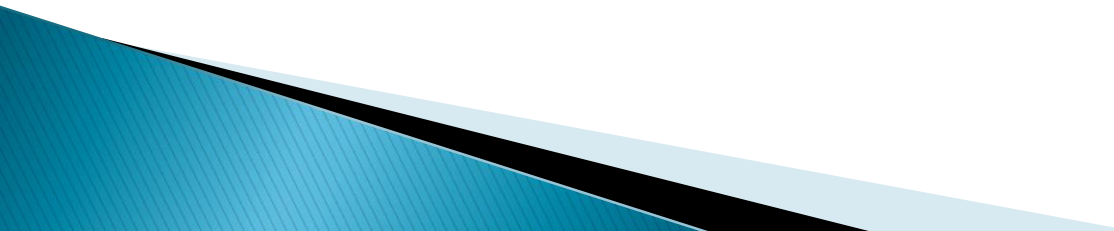
Evaluating	Creating
Which character would you most like to be friends with and why?	What would be a better title for this story?
I would like to be friends with <u>because</u>	Why did you choose it?
	<u>I like it because</u>

Primary 2 Blooms Baseline October 2017


	Remember	Understand	Apply	Analyse	Evaluate	Create
Pupil						
Lily B						
Dylan						
Aaron						
Mark						
Logan						
Lyle						
Kyle						
Cole						
Sarah						
Lily G						
Evie						
Daniel						
Wyatt						
Emma						
Ella						
Kayla						
Louis						
Jack						
Eric						
Kailyn						
Coby						
Alex						

Traffic lights
 Not complete/answered
 Well done
 Answers require extension
 Not one answered task

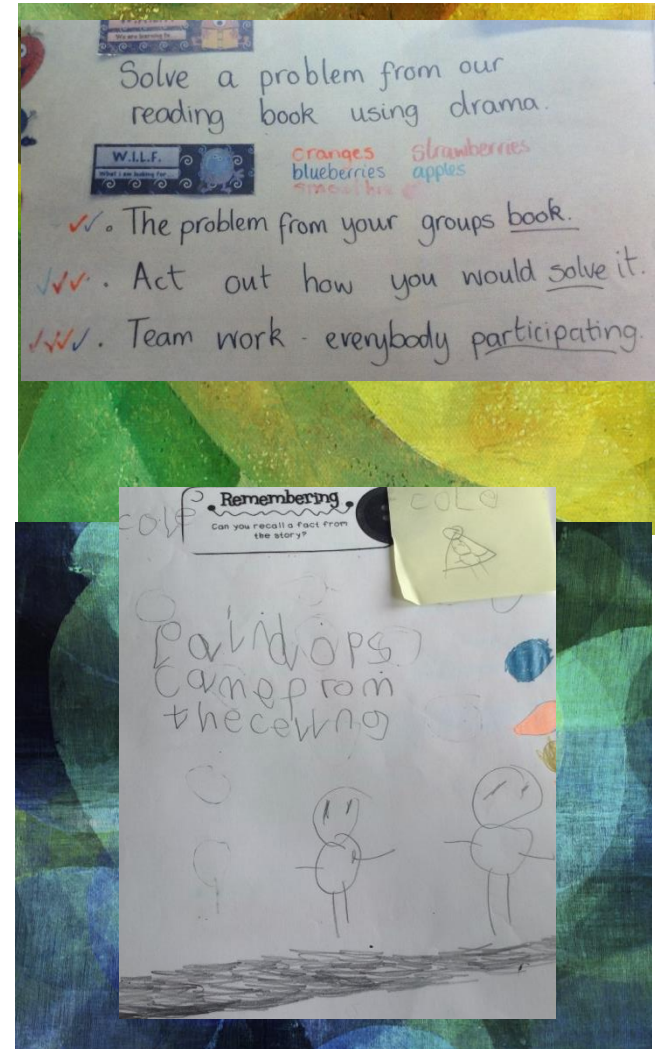
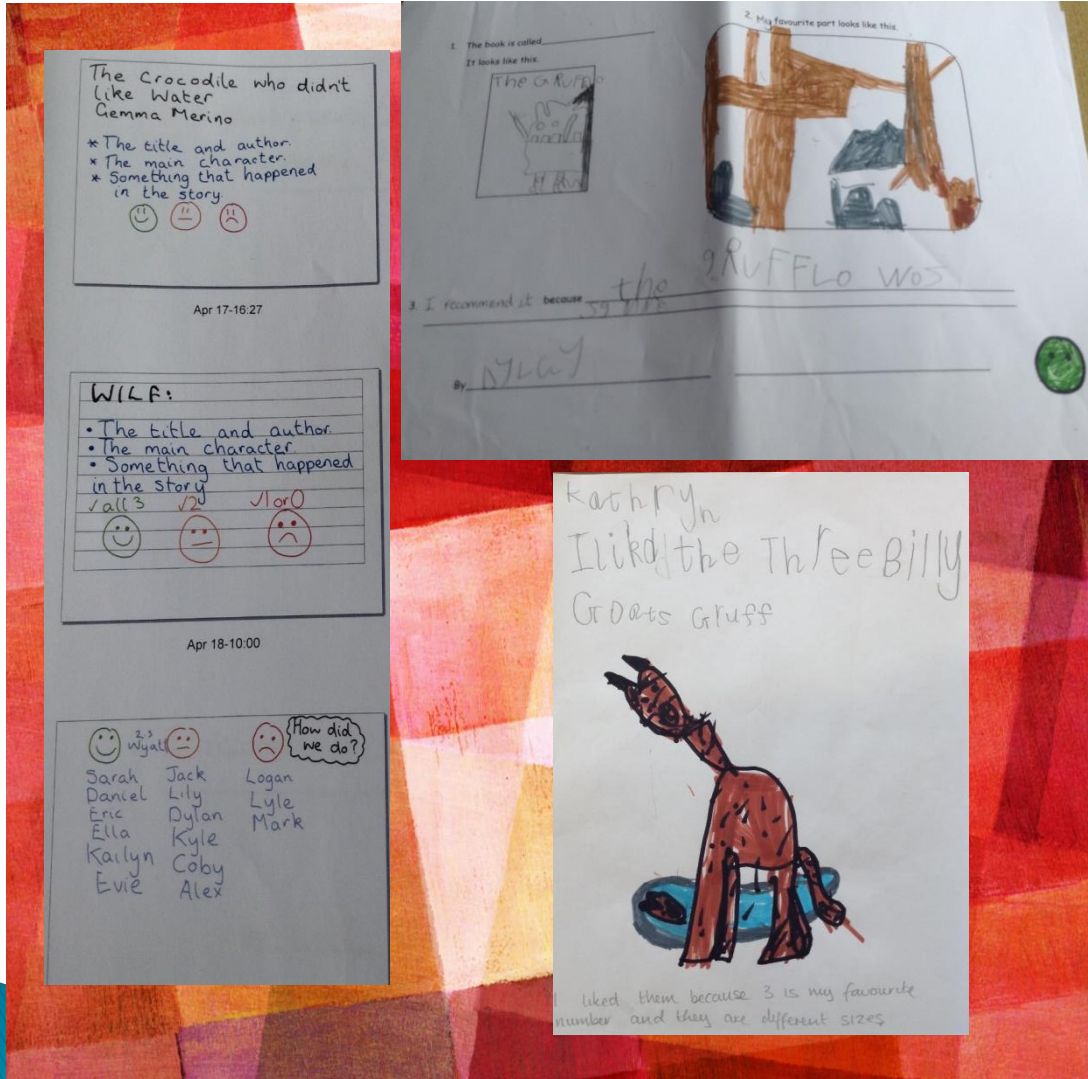
Challenges:

- 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
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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
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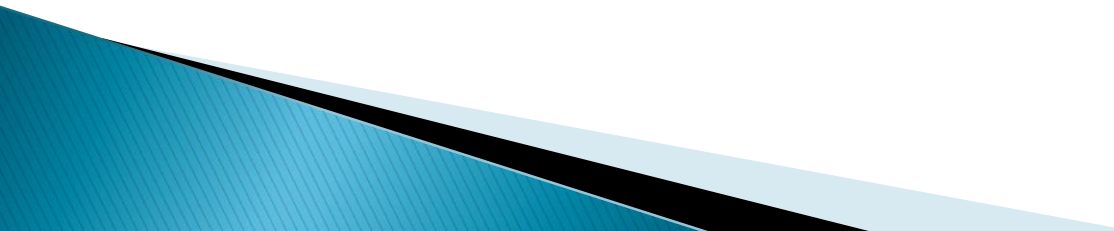
Examples of Work/Assessment Strategies



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.
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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