



Floor-books for foundation subjects at Ayresome Primary School

A floor book is a large book for recording children's learning, individually and collaboratively. Floor books are used as a strategy for developing and assessing children's understanding and can be used with any age group.

Floor books can include photographs, children's comments, drawings, tables, graphs, annotated diagrams, classification keys and writing. Having a class record means it is easier to track changes in children's ideas and understand how children are developing their understanding.

Children must develop many skills to work in the classroom: sharing ideas, making predictions, planning investigations, observing and measuring, recording results, drawing conclusions and evaluating findings just as they would in science. To make a valid assessment of children's skills, a teacher needs to draw on a body of evidence collected over time. However, some of these skills are only evident when children are talking in small groups or a class discussion, and some children do not have literacy skills to match their thinking skills and successfully record their ideas, predictions or findings.

Learning is collaborative. Many tasks require that children work in groups or pairs. A floor book is an ideal way to record group work and avoids the need to photocopy outcomes for individual records.

Teachers using floor books which include a wide variety of recorded content have found that all children are excited and enthusiastic about having their work 'published' in the floor book. The advantages of a floor book are that it provides an opportunity for the reluctant writer, the dyslexic child, the EAL child, SEND (and so many others) to demonstrate their knowledge and skills in a safe environment because it removes many barriers to learning.

Floor books can provide information and evidence for other people of what has taken place. This might be a classroom assistant letting the class teacher know what has happened within a small group. A floor book could be shared with a parent interested in finding out what their child has been doing across the curriculum.

Another important use is in providing evidence of the quality of teaching and learning that has taken place for external accountability, such as for an Ofsted inspection. They can be used to demonstrate that formative assessment is taking place in foundation subjects.

Floor books will be used to support children during pupil voice – floor books will come out of the classroom with the child to prompt them to talk about their learning, because of this, floor books are a running record, not to be compiled at the end of the topic. Floor books must be well presented. Floor books must reflect all learning, including those subjects taught whilst teachers have PPA.

At Ayresome, in all phases, floor books will be used in foundation subjects. Additionally, each child has an individual 'topic' book. This individual book is to be used for evidencing transference of core learning (maths and English) in the foundation subjects and key learning opportunities in the particular foundation subject. It is not a requirement to have evidence of all 'I can...' statements for each foundation subject in a child's book. Assessments can be made through the floor book and in discussions with the child. The topic book cannot have lots of sheets stuck in it.

Presentation in topic books must be of the highest standard from day one: it must match what the child can produce in their core learning books.

Let's make our topic and floor books something to celebrate!