



# Case Studies

# Using Floorbooks



to support planning and assessment in the Early Years Foundation Stage and beyond...

## Case Study One

**Name of School:** Whitefield Infant School and Nursery

**Name of Practitioner:** Jenny Hutchinson

### Developing and Managing Floorbooks in Your School:

#### Brief description of the school/provision for Reception/Nursery Children.

Whitefield Infant School is a three form entry Infant school which holds places for 348 children. The EYFS makes up almost half of the school, holding places for 168 pupils; 90 Reception and 78 Nursery places. Whitefield is situated in an economically deprived area, consisting of 100% EAL children, the majority of whom are of Asian heritage.

#### Purpose of the Floorbook in your school.

Floorbooks are used to track learning, enhance language skills and develop the children's vocabulary. Floorbooks are displayed on the wall, to ensure that parents are aware of the learning throughout every half term. Floorbooks are used during parents' evenings to showcase each child's learning and encourage links with parents. They also provide an evidence based log to inform tracking and demonstrate coverage of the EYFS curriculum.

#### How/why did you actually start using Floorbooks for the first time?

The purpose of Floorbooks in our setting is to encourage the use of a wider vocabulary and to enrich a child's language and communication skills. 'Talk tubs' are used alongside them and are introduced with relevant objects inside which relate to the intended topic. Children ask questions about the item in the tub and explore different outcomes. If they show a particular keen interest in an object inside the box then we will explore this further and develop their understanding of it. Floorbooks can be used to plan and record this exploration.



## Displaying our Floorbooks:

We position our Floorbook on a display wall and add photographs around it to track our learning journey.



## How often do you use a Floorbook?

A topic can last for up to four weeks, depending on the children's interests. An average topic coverage is two weeks. Floorbooks are made part of our learning environment. The Floorbook sits on a display shelf in the classroom for children to refer back to during topic work.



## How long does a Floorbook 'run' for?

The Floorbook runs throughout the year and is updated weekly.

## Contents of your Floorbooks – How are they organised? What do they look like?

The Floorbook contains children's work, drawings and photographs of activities completed in relation to the topic. Speech bubbles are added to reflect the children's comments. Sometimes children's models can be incorporated into the Floorbook, as well as added textures. Parents are also encouraged to contribute to the Floorbooks.



## Who is involved in developing the Floorbooks? – Teachers, TAs, children, parents, others etc.

All staff members are involved in developing and using the Floorbook. Key worker groups have an allocated slot devoted to their interpretation of the 'talk tub' resources. After a week, the Floorbook is left out in the continuous provision and work is completed incidentally by the children, with minimal adult support.





### **How is the development of the Floorbook managed?**

Staff add photographs to the Floorbook which act as a 'talking point' and stimulus for the less confident children. When the children have been learning about a particular topic for a week, and they feel confident in their knowledge, they are then invited to add to the Floorbook independently.

### **Are parents and children involved in contributing to and/or developing Floorbooks? If so, how?**

Parents are invited into nursery to look at the Floorbooks before Parents' Learning and Reporting Meetings. Parents are encouraged to add to the Floorbook.

### **Using Floorbooks to consult/involve children in the planning process:**

#### **Are you using Floorbooks to plan across all areas of learning and development? If so, how? If not, which areas/subjects do you use it for?**

Our Floorbooks generally have a theme for the week but incidental learning is encouraged after consolidation of subject knowledge when Floorbooks are left out for independent exploration. Due to the amount of EAL children, the teacher plans weekly for the children, and adds to it with the children's interests. We generally use the Floorbooks to encourage talk and extend vocabulary. Any links to Development Matters are written next to the relevant piece of work, along with the child's name and date.



**Are you using Floorbooks to capture children's ideas and thoughts without reframing or interpreting so that they are a genuine record of their thinking? If so, how? If not, what adaptations do you make?**

We add speech bubbles of children's comments to ensure their interests are being developed. We encourage the progression of language and vocabulary. CAL and PSED are the main areas of learning which are covered during our use of Floorbooks, but this is not restricted to the two areas. The Floorbook is a comprehensive tool used to develop language skills and to show coverage of an area of learning. Our Floorbooks often provide evidence for the Characteristics of Effective Learning in each child's learning journey.



**How are children involved in developing/using Floorbooks?**

Children are encouraged to speak about the resources inside the 'talk tub' and to enquire and explore. Floorbooks enable us to monitor and track the Characteristics of Effective Learning for each child. Children enjoy adding their marks and comments inside the book which gives them ownership and an opportunity to develop their pupil voice.

**What are the positives for using Floorbooks?**

Floorbooks prove very effective in the development of language and PSED skills. Floorbooks enable us to gain a better understanding of a child's communication and language skills. The children are very eager to explain their jottings displayed in the Floorbook to both adults and peers. A child's confidence is increased and teacher assessment is more accurate. Floorbooks are used very successfully with all abilities, particularly for children with special educational needs and disabilities. It provides them with an alternative means to communicate their knowledge and understanding.

**What are the challenges?**

One of the challenges of using the Floorbooks is maintaining a high standard of work for display purposes. Staff have to have the confidence to 'let go' and allow children to contribute to the book without worrying about the quality of the presentation.

## Case Study Two

**Name of School:** Stoneyholme Community Primary

**Name of Practitioner:** Rachel Hall

### Developing and Managing Floorbooks in Your School:

#### Brief description of the school/provision for Reception/Nursery Children:

We have three reception classes with twenty children in each. 100% of pupils use English as an additional language with six different languages spoken. The class is supported by three full time and one part time bi-lingual assistant. Pupils enter with abilities below those typical for their age and live in an area with high levels of deprivation.

#### Purpose of the Floorbook in your school.

We use the Floorbooks to plan and record children's learning in areas of provision.

#### How/why did you actually start using Floorbooks for the first time?

Floorbooks were introduced to us by an adviser during training in critical thinking, as a method of improving levels of engagement and challenge in the areas of provision.

#### How often do you use a Floorbook?

We use Floorbooks every day. Staff have an area of provision as their focus to observe, enhance, and develop. They record key learning through photographs, comments and children's mark-making/work. They spend the week focusing on one area of provision and bring notes/next steps/emerging interests to our weekly planning meeting to feedback.

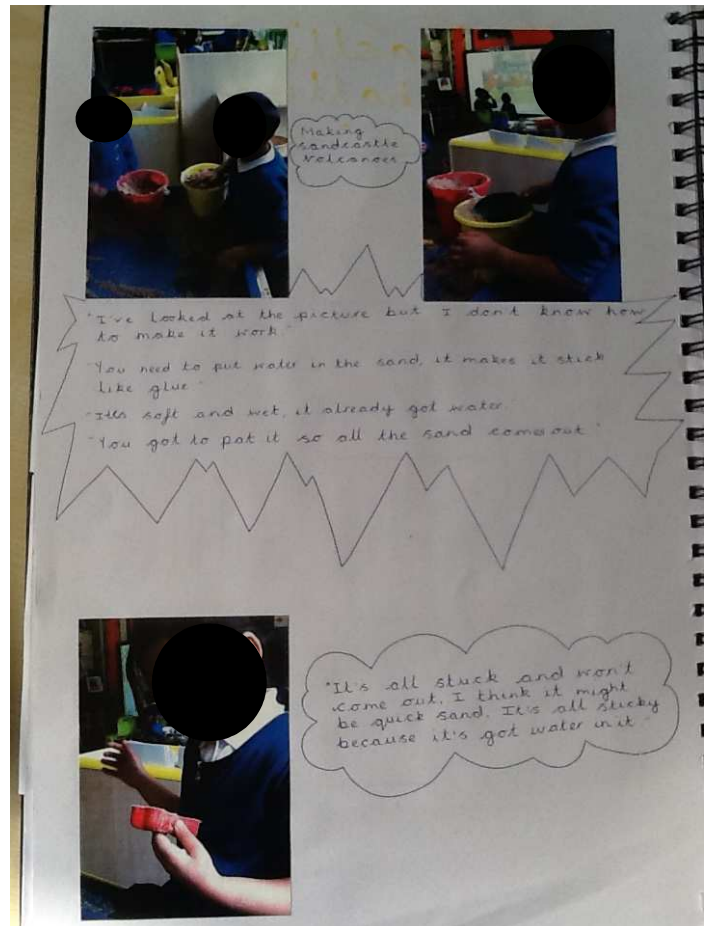
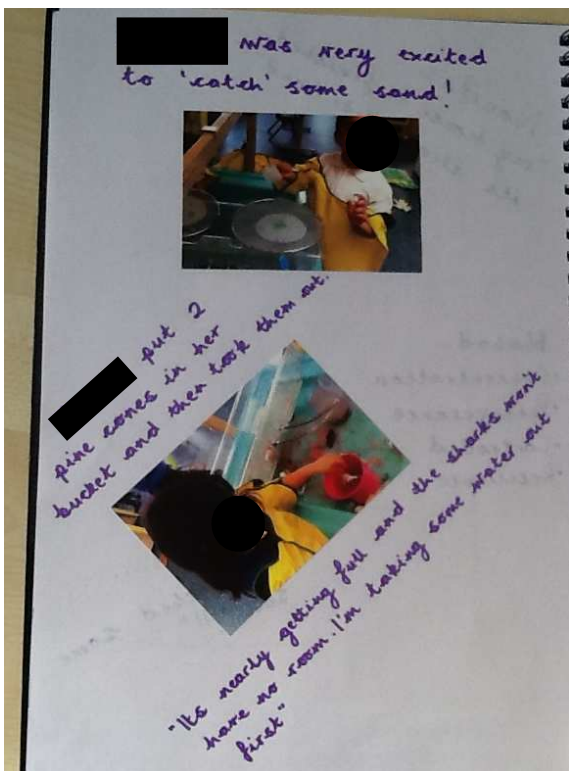
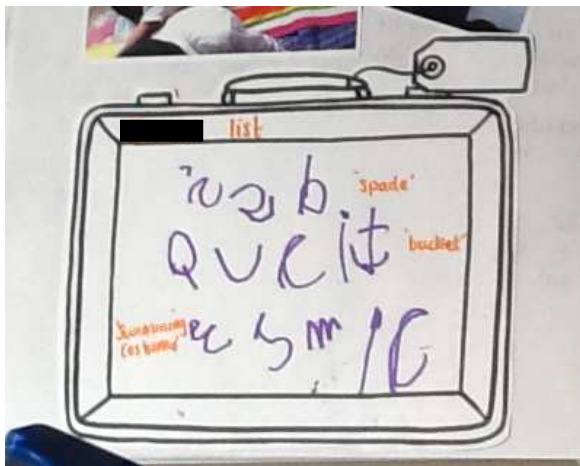
#### How long does a Floorbook 'run' for?

Our Floorbooks are in use permanently. The themes and interests within run as long as required.

#### Contents of your Floorbooks – How are they organised? What do they look like?

We start with a planning sheet (see below). Then a record is made of the children's actions, thinking and learning through photographs, comments and children's mark-making/work.

Area of Provision: Malleable Area			
Why? Intended outcomes/objectives/ Interest/engagement	Adult Directed/Objective Led	Enhancements	Targeted children
To mix media To create representations of things To create with a purpose in mind.	Make duckings - use feathers to model + describe "rolling spheres" "pinching (beaks)" + any other techniques	yellow dough feathers pictures stimulus books.	
			PLOD
	Opportunities for developing speaking/reading/writing		
	Descriptive vocabulary. Books about ducks - non fiction		
Next steps/Notes for Planning Meeting			



**Who is involved in developing the Floorbooks? – Teachers, TAs, children, parents, others etc.**

At the moment, Floorbooks are developed mainly by teachers and TAs, with some input from children. Our next step is to involve the children more fully in the planning and recording process.

**How is the development of the Floorbook managed?**

Planning is done as a team at our weekly planning meeting based on observations done the previous week. The Floorbooks are updated whenever possible, usually when staff are not directly teaching. This can be done alongside children so that they can be involved.

**Are parents and children involved in contributing to and/or developing Floorbooks? If so, how?**

As yet, parents are not directly involved.



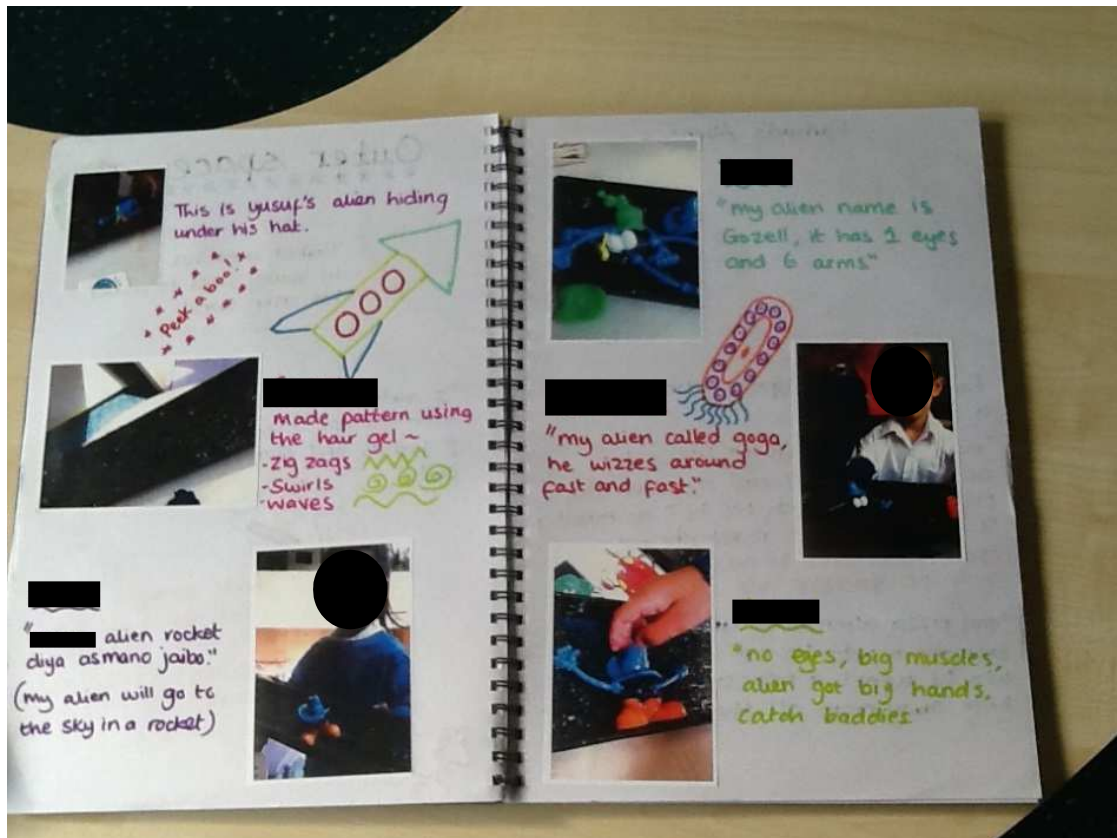
## Using Floorbooks to consult/involve children in the planning process

Are you using Floorbooks to plan across all areas of learning and development? If so, how? If not, which areas/subjects do you use it for?

Our Floorbooks are used across all areas of learning and development as well as being used to plan for and record educational visits, visitors and for RE. However, they are not used to plan for and record adult directed work such as phonics, guided writing, mathematics etc.

Are you using Floorbooks to capture children's ideas and thoughts without reframing or interpreting so that they are a genuine record of their thinking? If so, how? If not, what adaptations do you make?

The children's voice is not reframed or interpreted. It is written directly in the book as it is spoken. If there is too much to record it will be recorded as "child A told me all about the time she went to the hospital when she..."



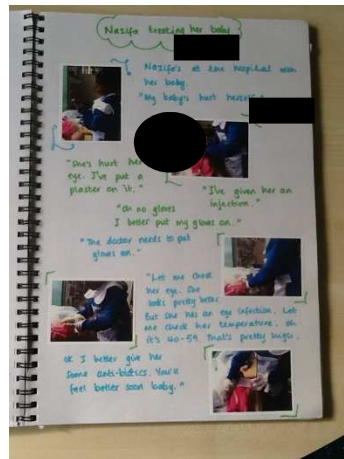
How are children involved in developing/using Floorbooks?

Children are currently involved in developing and using the Floorbook alongside members of staff but involving them more independently will be an area of development next year.

What are the positives for using Floorbooks?

- They are useful for some TAs who like having a basic focus/objective as a starting point.
- Floorbooks make it easier to identify children's interests, thinking, areas of development and next steps.
- Floorbooks provide us with an accurate record of children's embedded learning as they are based on child initiated learning in the areas of provision.

- Floorbooks are very useful in recording children's learning in those harder to evidence areas such as speaking and PSED.



## What are the challenges?

The challenges for us include:

- ensuring time isn't taken away from the children to complete the books,
- involving children more in the planning, decision making and recording,
- ensuring that TAs can identify key learning, and are confident to adapt planning and release some control to the children (it doesn't have to look beautiful!).

## Case Study Three

**Name of School:** Longton Primary School

**Name of Practitioner:** Sue Hothersall

### Developing and Managing Floorbooks in Your School:

#### Brief description of the school/provision for Reception/Nursery Children.

Longton Primary School is a rural primary school in the village of Longton, near Preston, Lancashire. We currently have 210 children on roll and reception class usually hosts approximately 30 pupils with a full time teacher and a full time nursery nurse.

#### Purpose of the Floorbook in your school.

#### How/why did you actually start using Floorbooks for the first time?

My journey so far... In March 2016 I attended a meeting about Floorbooks with other early years' professionals at Seven Stars Development Centre. Following the meeting I decided to initially use a Floorbook to support my planning and teaching in RE, PSHE and British Values and to explore how I could use the Floorbook to record activities. The children call the Floorbook the 'giant's book' and they are excited to be involved in the development of the book during RE lessons. The success of the Floorbook to engage the children in their learning has led to the school trialling the use of Floorbooks across the school to support RE lessons.



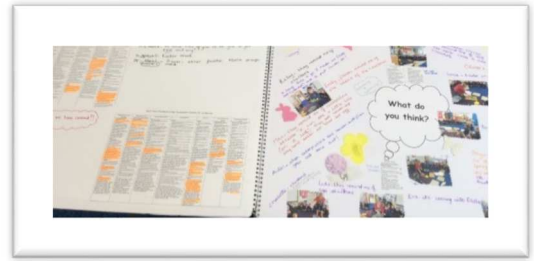
#### How often do you use a Floorbook? How long does a Floorbook 'run' for?

We have used the Floorbook termly but plan to use a Floorbook for the whole academic year, so we can demonstrate progress, and provide evidence of how the children have been involved in and taken ownership for their own learning within RE, PSED and British values.

Going forward, I also plan to use the Floorbooks to support topic/themed planning. I would like to further explore how the children can be more involved in recording or putting their ideas and work straight into the Floorbook. I also added an EYFS tracker into my first Floorbook so that I could show all the areas of learning /aspects that we covered with links to the Development Matters age bands.

## **Contents of your Floorbooks – how are they organised? What do they look like?**

There is a contents page at the beginning which outlines what has been taught each week – with page numbers. Early learning outcomes and goals are highlighted to indicate what each session has covered.



## **Who is involved in developing the Floorbooks? – Teachers, TAs, children, parents, others etc.**

I try to involve everyone. As the teacher I generally write the children's ideas straight into the book or encourage the TA to do the same. I encourage the children to add pictures, speech, comments, photographs as we are learning, so that there is no extra work after the lesson. We have shared the Floorbooks with parents and also at a 'foundation subject showcase' day with other professionals from high schools and primary schools.

## **How is the development of the Floorbook managed?**

The Floorbook forms part of the lesson, and the children's comments are added directly into it. Their work, along with any annotations and photographs, is also added throughout the lesson. The children are encouraged to help stick the pictures, work and photos into the book.

I never take the Floorbooks home or work on them afterwards as all the work is done as the children are learning. Using a Floorbook this way means that it does not make any extra work for professionals in the class and is a working record which children can share and reflect on after the lessons, and can be used to support teachers as part of the on-going assessment process.

## **Are parents and children involved in contributing to and/or developing Floorbooks? If so, how?**

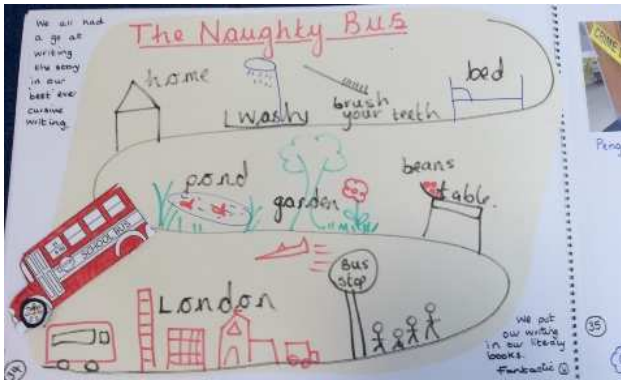
The Floorbooks are shared with parents at parents' evening. Children contribute daily to the Floorbook as they are planning and learning.

I plan to ask for support from home and link homework to the Floorbooks in the future.

## **Using Floorbooks to consult/involve children in the planning process:**

### **Are you using Floorbooks to plan across all areas of learning and development? If so, how? If not, which areas/subjects do you use it for?**

Currently I use them in RE and PSHE but I do plan to use them to support learning and assessment in other areas of learning and development, through topics and themes from the start of the year.



**Are you using Floorbooks to capture children's ideas and thoughts without reframing or interpreting so that they are a genuine record of their thinking? If so, how? If not, what adaptations do you make?**

Their ideas, statements and independent work goes straight into the Floorbook.

**How are children involved in developing/using Floorbooks?**

Children are encouraged to add their own work and thoroughly enjoy looking at what they have been learning in class.

**What are the positives for using Floorbooks?**

The lesson develops each week from the children's point of view and the next steps are highlighted in the book.

Lessons that have taken place in my class, have not always progressed the way that I thought or planned for, so the use of the Floorbook has been really successful in providing opportunities for the children to lead their own learning and to provide a record of ideas and thinking as it happens. All children have been able to contribute their ideas to the Floorbook through speech, pictures/drawings and writing, making it more inclusive and a representation of all children's ideas, suggestions and thoughts.



**What are the challenges?**

The challenges include:

- deciding how best to use them for tracking and assessment,
- children wanting to take their work home – when it is in a whole class book.

## Case Study Four

**Name of School:** Great Eccleston Copp CE Primary School

**Name of Practitioner:** Mark Harding

### Developing and Managing Floorbooks in Your School:

#### Brief description of the school/provision for Reception/Nursery Children.

Great Eccleston Copp Primary School is a small village school located between Preston and Blackpool. There are currently 138 children on role, with the majority living in either Great Eccleston or Elswick. We currently have a single age reception class and our intake is usually around 20.

#### Purpose of the Floorbook in your school.

The EYFS Floorbook at Copp:

- celebrates the range of opportunities the children have experienced,
- shows progression in skills across all areas of learning over a prolonged period of time,
- shows the role children and parents play in the planning process.



#### How/why did you actually start using Floorbooks for the first time?

We have been using a Floorbook for nearly three years. Initially, the Floorbook was used to celebrate the early years' curriculum. It was an opportunity to share with the school community what we were doing in reception class. Following the success of the Floorbook in the EYFS they are now being used across the school.

#### How often do you use a Floorbook?

At Copp we use the Floorbook on a daily basis.

#### How long does a Floorbook 'run' for?

The Floorbook covers the whole school year, starting at transition from pre-school, and runs to the end of reception.

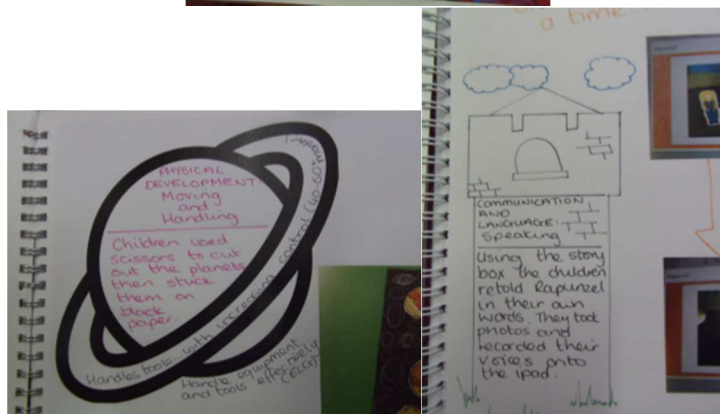
## Contents of your Floorbooks – how are they organised? What do they look like?

We put a variety of information and evidence into the Floorbook:

- written discussions,
- children's work - adult led and independent,
- photographs of children's learning,
- homework that directly impacts the planning process, including photographs,
- children's planning and the learning that follows.

On the pages we include:

- area of learning, linked to Development Matters and ELGs,
- brief description of the learning opportunity,
- children's comments and observations.



## Who is involved in developing the Floorbooks? – Teachers, TAs, children, parents, others etc.

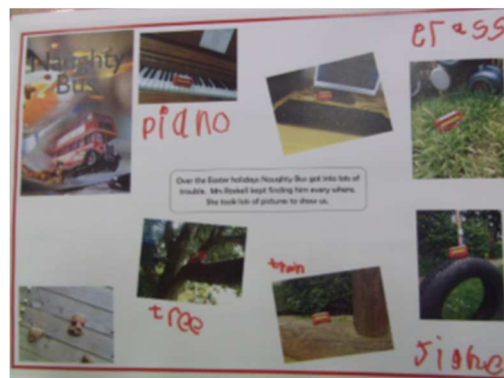
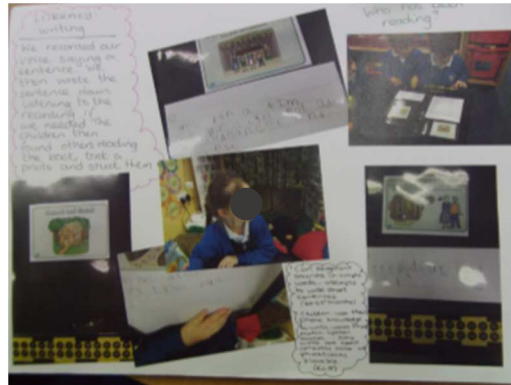
The teacher and TA discuss what learning opportunities will go in the Floorbook on a weekly basis. As planning is responsive to the children's learning, extra pages can be added when appropriate. Teacher and TA initially plan possible opportunities for children and parents to contribute to the Floorbook. However, children often ask to put things in.

## How is the development of the Floorbook managed?

The teacher and TA discuss what will be put in the Floorbook and both share responsibility of updating it.

## Are parents and children involved in contributing to and/or developing Floorbooks? If so, how?

Parents and children contribute to the Floorbook. Children have the opportunity to write directly into the book and are able to glue in pieces of work linked to their learning. Parents contribute to the Floorbook through the use of 'Talk Homework'. This regularly goes home at the weekend where the children and parents collaborate to produce ideas/thinking. This homework influences the planning and provision and is included in the Floorbook.





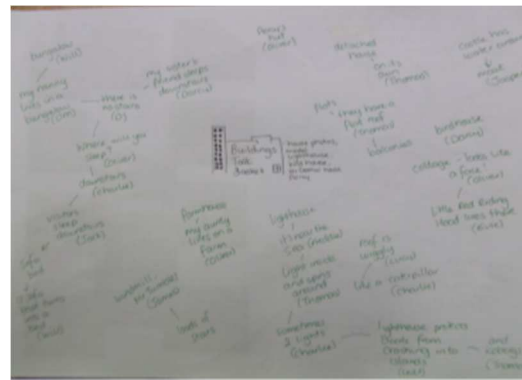
## Using Floorbooks to consult/involve children in the planning process:

**Are you using Floorbooks to plan across all areas of learning and development? If so, how? If not, which areas/subjects do you use it for?**

At Copp we use the Floorbook, alongside a 'talk basket', to plan across all areas of learning and development.

We use the 'talk basket' in a variety of ways within the planning process:

- At the start of a theme/topic to encourage intrigue and enthusiasm in the objects inside the basket. This allows us to assess any prior knowledge and we record children's thoughts and ideas directly into the Floorbook.
- As a stimulus for setting up areas inside and outside e.g. role play, small world, creative area. The initial idea that leads us into using the 'talk basket' comes from the children.
- Independently, the children put into the talk basket objects of intrigue. Then as a class we explore what we have put in there and see where our learning takes us.



**Are you using Floorbooks to capture children's ideas and thoughts without reframing or interpreting so that they are a genuine record of their thinking? If so, how? If not, what adaptations do you make?**

The Floorbook is a working document and the staff directly record conversations in it. The children's ideas and thoughts are written down and the child's name written next to their comment. Also, the children have the opportunities to write directly into the Floorbook.

## **How are children involved in developing/using Floorbooks?**

The children:

- stick in work they have completed,
- write ideas directly in,
- design the pages and stick in where they want photographs to go on the page.

## **What are the positives for using Floorbooks?**

The positives are:

- they provide a wonderful record of the curriculum in the EYFS linked to assessment,
- children are motivated to be a part of the process,
- they show progression in skills,
- parents love them!

## **What are the challenges?**

When visitors look at the Floorbook the first question many people ask is 'how do you keep on top of it and make sure it's kept up to date?'

You have to ensure that you have the systems in place and importantly how it best fits into your setting. Everyone needs to be involved in updating it as it is seen as an important part of the everyday provision.

Also, it must have a clear focus so that it is evident where the Floorbook fits with all the other recording that is done alongside e.g. Learning Journeys, Tapestry etc.

## **Case Study Five**

**Name of School:** Garstang St Thomas' CE Primary School

**Name of Practitioner:** Alison Wilson

### **Developing and Managing Floorbooks in Your School:**

#### **Brief description of the school/provision for Reception/Nursery Children.**

We have approximately 185 children on roll with 25 places in our reception class. Our large classroom is organised into areas of continuous provision with excellent outdoor provision to which children have free-flow access during the day. There is one teacher and two part time TA3s. There is a private pre-school on site which feeds into school reception class.

#### **Purpose of the Floorbook in your school.**

We mainly use Floorbooks as a way of planning with the children, recording the children's comments and ideas and then using these ideas to move their learning forward. Sometimes the ideas are purely child initiated and sometimes they are focused on something I want the children to learn or experience. I introduce the topic and then, using the children's thoughts, comments and questions, plan the topic from these ideas.

#### **How/why did you actually start using Floorbooks for the first time?**

I started off using a scrapbook display approach where we developed a display around the children's learning, adding the children's comments and questions, showing how the learning developed throughout the topic. It was an excellent way of showing the learning that was going on in the classroom, the children could see it and decide to add to it, it was also useful to refer to throughout the day. Parents, visitors and other staff were able to clearly see what the children were learning. At the end of the topic, we then transferred the display to a big book for the children to look at and refer back to. It was also a useful way of keeping evidence. I was lucky enough to hear Claire Warden speak at an early years' conference and from this I was inspired to try and use Talking Tubs and Floorbooks. I feel that it follows the principles of the EYFS, meeting children's different learning styles and helps with planning from children's interests.

#### **How often do you use a Floorbook?**

The Floorbook is available on a daily basis for the children to contribute to. Sometimes we timetable it as part of the continuous provision and enable the children to contribute their ideas and thoughts to it when they want to and, at other times, I ask specific children to add something. The children always enjoy looking through it and talking about it.

#### **How long does a Floorbook 'run' for?**

This varies depending on how long the children are interested in a particular topic. Sometimes there may be more than one Floorbook in use at a time.

#### **Contents of your Floorbooks – how are they organised? What do they look like?**

Normally I start by using a 'Talking Tub' or mind map to give me a starting point and then from this I plan the children's learning. Sometimes the learning will be adult led and will take the form of a

whole class session and other times it will be child led and will develop through continuous provision. We then collate the evidence and add it to the book. The books have a mixture of adult and children's writing, speech bubbles, photographs and children's work. I don't necessarily put everything into the Floorbook as often the children want to take things home but I try to include a sample of the things we have done.

**Who is involved in developing the Floorbooks? – Teachers, TAs, children, parents, others, etc.**

Teacher, teaching assistants and children are all involved in developing the Floorbooks. However, I have not yet involved the parents but this is something I am looking to develop next year.

**How is the development of the Floorbook managed?**

I leave it out on table with post-it notes and speech bubbles ready cut for the children to use. Currently, children are supported in contributing to the Floorbook but I hope to move towards them working independently.

**Are parents and children involved in contributing to and/or developing Floorbooks? If so, how?**

The children decide what they want to include. They have access to the book and to post-it notes and speech bubbles. Also the children have the opportunity to use the iPads to take their own photographs and annotate them.

**Using Floorbooks to consult/involve children in the planning process:**

**Are you using Floorbooks to plan across all areas of learning and development? If so, how? If not, which areas/subjects do you use it for?**

I use a Floorbook for RE and one for our current topic. Sometimes it includes all areas of learning but other times we have a particular focus such as science or writing. I hope to explore using the Floorbooks to evidence learning in Mathematics.

**Are you using Floorbooks to capture children's ideas and thoughts without reframing or interpreting so that they are a genuine record of their thinking? If so, how? If not, what adaptations do you make?**

When I start a topic, I use a 'Talking Tub' or mind map to capture the children's ideas and thoughts. I use this opportunity to develop a range of language and communication skills including the correct use of grammar in speech.

**How are children involved in developing/using Floorbooks?**

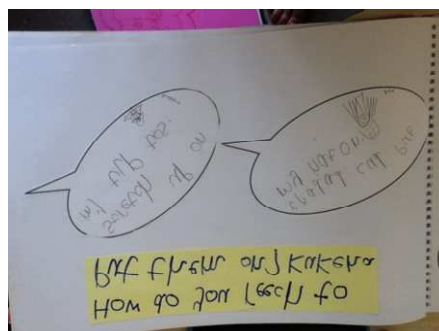
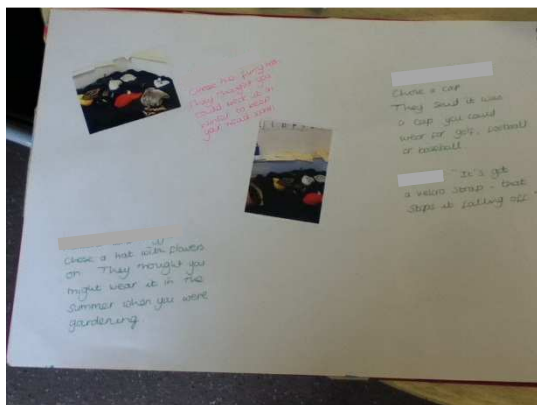
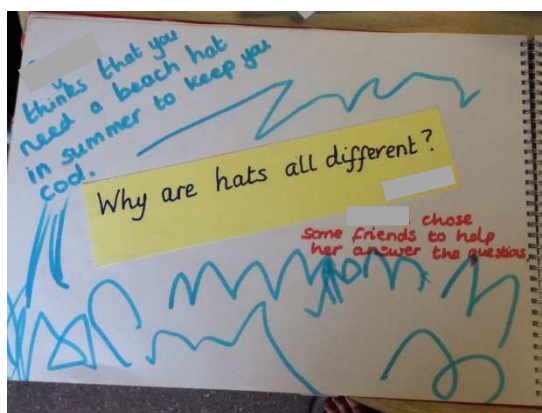
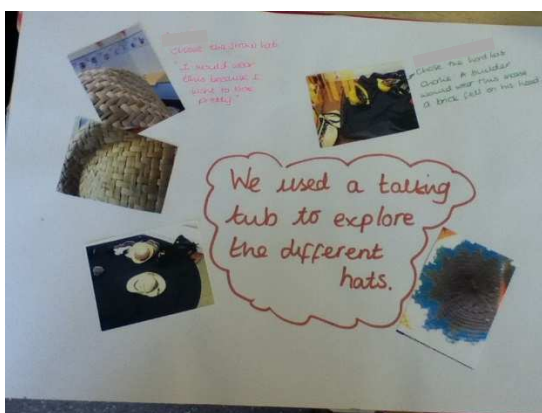
See above.

## What are the positives for using Floorbooks?

Using the Floorbook, I find that I am able to include children more in their own learning and take on the children's ideas and suggestions as the topic develops. The Floorbook has given me the opportunity of recording the wider experiences and learning of the children, in addition to that recorded in their learning journals. It links well with the Characteristics of Effective Learning and feeds into our growth mindset philosophy.

## What are the challenges?

One of the challenges is to allow the children to make more contributions to the Floorbook independently. These may not always be 'neat and tidy' but will actually have more meaning to the children, giving them ownership of the book. Also, the learning sometimes goes in a different direction to what the teacher had originally planned and you have to be prepared for this too!



## Case Study Six

**Name of School:** Strike Lane Primary School, Freckleton

**Name of Practitioner:** Lisa Kelly

### Developing and Managing Floorbooks in Your School:

**Brief description of the school/provision for Reception/Nursery Children.**



Strike Lane is a one form entry school with approximately 191 pupils. Over a quarter of pupils are entitled to Pupil Premium. The Foundation Stage class has places for 30 children. We have an amazing team, which includes a HLTA, a TA and two parent volunteers who both do a day a week. We are a semi-rural school, with lots of outdoor provision, raised beds, large outdoor play areas and outdoor classrooms. Lots of learning in school focuses on outdoor learning.

### Purpose of the Floorbook in your school.

With the developments to the curriculum and changes we made in school, we decided as a staff to start using Floorbooks across the school to evidence what we do and support subject leaders in evidencing coverage across the school. These are now used in a variety of ways from Foundation Stage to Year 6 including:

- Whole class work linked to a book – for example when reading the story ‘Rosie’s Walk’ the children re-enacted the story in the outdoor area using the den building equipment. We recorded what the children did (around the hay sack, under the bee hive) and added photographs of the children in the different positions.



- Topic work – when reading “Stickman” the children drew their own stick family. The children added their drawings to the Floorbook, with a description of their family.
- Experiences the children have had – when we have a school trip or a visitor into school this is evidenced in the Floorbook. This year this has included a trip to see Father Christmas and going to watch 'The Gruffalo's Child'. When a parent came into school to talk to the children about how to look after their baby, we evidenced this as a Floorbook page.

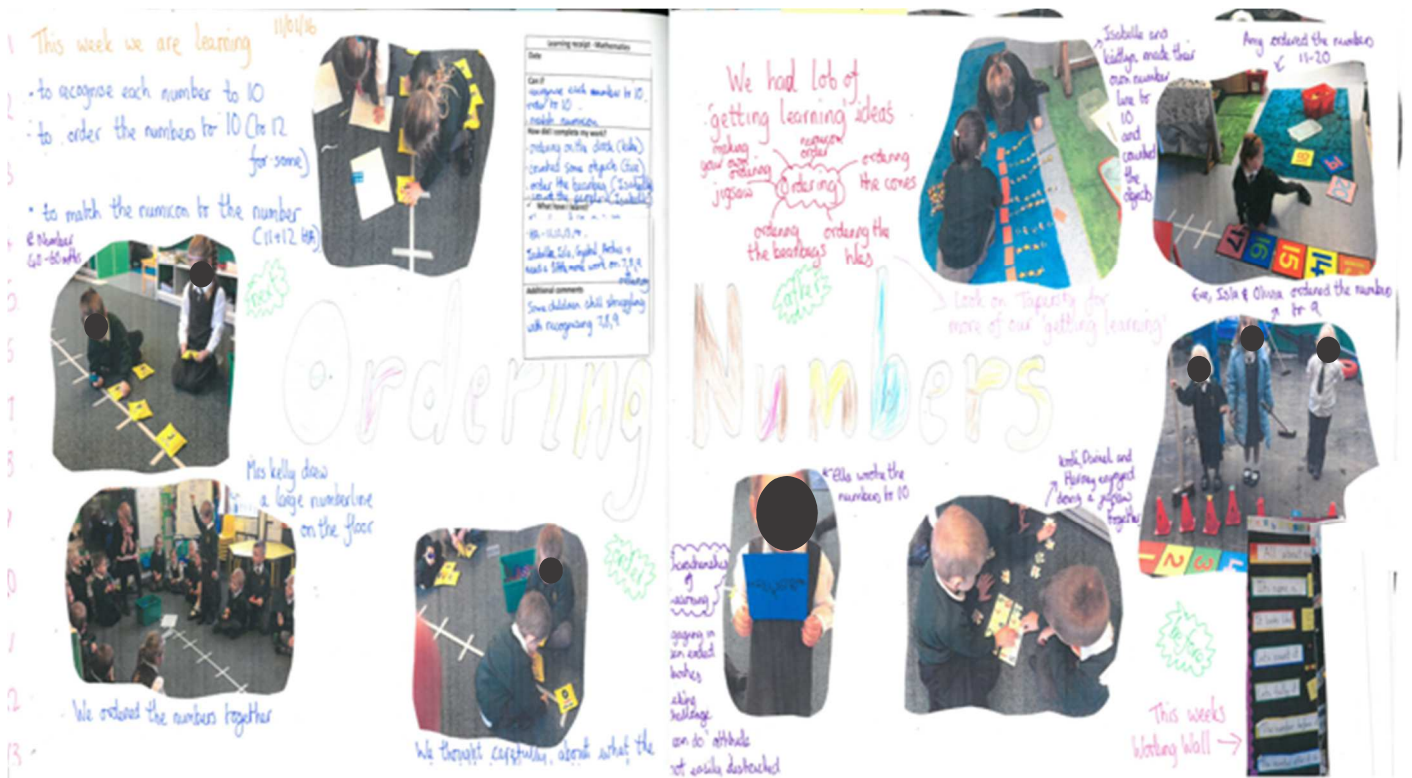


- Themed days or weeks – we have a range of themed days in school each term. For example, we had a camping week in school with a range of activities. Each member of staff was

responsible for completing a Floorbook page to show what the children had done during the week. This would then be copied for each class's Floorbook.



- Work they have completed in phonics or maths – lots of the work the children do in phonics is on whiteboards, so we decided to start recording some of their photocopied whiteboard work in the Floorbook.





- Parents' afternoons – each term we invite the parents into school for lunch and to spend the afternoon in class. We record this in the Floorbook and last term, we even asked parents to do the Floorbook page for us!
- To show the starting points in children's learning. We found that we were missing lots of opportunities at the beginning of a new topic to record and evidence what the children knew. The Floorbook now really helps with this.

Christmas Topic

Start of work on Christmas 1/12/14

"lights on the Christmas trees"

"we receive/give presents"

"When Jesus was born he had a party and that's why we get presents"

"Christmas Day is the day it is Jesus' birthday"

"Jesus was born in a barn"

"a fire engine"

"Baby Jesus"

"we do a Christmas play to show Jesus that we care about him"

"Father Christmas gives you presents"

Christmas  
What we know about Christmas?

"Father Christmas has elves"

"the children are good and you get presents"

"Baby Jesus was born in the grass (hay)"

"Bethlehem"

"we build a snowman"

"we get a Christmas tree"

"in snows"

"in Bethlehem"

"snowballs"

Gruffalo's Child / Shadow Topic

This week we used Gruffalo's Child to learn about shadows.

18/11

"The mouse made a shadow"

"He is making a shadow using a moon"

"Shadow of the mouse with the moon"

How did he make the shadow?  
Teacher question

he stood on the tree

Is there another way we can make a shadow?

lights

stars

"blocking the sun"

"A shadow is when you stand in front of the sun and you can see your shadow"


What is a shadow?

Children could not explain in prior learning assessment

"it comes from the sun"

"we are blocking the sun it makes a shadow"

"draw a shadow" get a pencil and draw



- To show our schools 'entitlement' across the school. As a school we decided to look at what entitlement we believe our children should have. To evidence this, we have an 'entitlement' Floorbook that moves up through the school with each class to show the entitlement they have had during their time at school.
- To show a topic the children have done in class and the range of experiences we gave them. This could include - what the children already knew, what they wanted to learn, setting up of small world, what 'getting learning' they did and what work they did at home.



- For children to record work in their own way



## **How/why did you actually start using Floorbooks for the first time?**

We have been using Floorbooks in school for five years. These began in Foundation Stage as a way of recording stories we had been covering, and the learning opportunities and experiences we offered to the children through trips, and visitors to school. With curriculum changes, as a whole school staff, we decided to trial using them across school.

## **How often do you use a Floorbook?**

We use them most days! When planning, I think about how I am going to evidence what the children are learning. This could be in their learning journey, Tapestry (online learning journal), on a display, in small world or in a Floorbook. At the beginning of the week, all staff in the setting know what their assessment focus is and what they are responsible for recording.

## **How long does a Floorbook 'run' for?**

Floorbooks continue until they are finished. We then start a new one. At the end of the year the Floorbook moves up with the class and the next teacher just continues it. The same happens with learning journals and Tapestry.

## **Contents of your Floorbooks – how are they organised? What do they look like?**

Floorbooks are in chronological order and continue until the book is completed. I don't start a new book for each topic. Each page looks different depending on what it is focusing on. It normally includes a mix of photos, comments from children and adults, questions, learning receipts (special tickets given to children to acknowledge learning in mathematics), Development Matters links, Characteristics of Effective Learning, children's work, ideas for learning, next steps. When I first began Floorbooks, I would have drawn out a plan of what I wanted the page to look like, but now all the staff are well trained and they will plan and complete the page independently.

## **Who is involved in developing the Floorbooks? – Teachers, TAs, children, parents, others etc.**

EVERYONE! I'm probably the person who does the least pages now. The TAs in class are fantastic at planning the page. People always ask when we find time to get them completed. My TAs grab five minutes here and there which might be while I'm doing the register or the whole class input. We try to get the children involved as much as possible, from cutting out, sticking up, designing the page, colouring in the pages.

## **How is the development of the Floorbook managed?**

As part of our monitoring and evaluation cycle we (HT and myself, the DHT) monitor the Floorbook half termly. We give feedback to the staff and look at next steps. Earlier this year, we decided that there were some training gaps for some of our support staff across school. Therefore, I ran some training for the support staff, to help them with completing Floorbook pages, knowing what to include, where to find key information (Development Matters, KLIPS, Characteristics of Effective Learning)

We have also presented the use of Floorbooks to the governors to show them the impact it has on teaching and learning in class.

This year we have started a staff Floorbook to record staff meetings. This is kept in the staff room so that staff can keep referring back to it. The lunchtime staff have just started one of their own too.

### **Are parents and children involved in contributing to and/or developing Floorbooks? If so, how?**

At the start of a new topic I ask the children what they know, and what they would like to learn. Sometimes this is linked to the homework in the previous week. These are recorded in the Floorbook. I get children involved as much as possible, from cutting, sticking, colouring, writing their own sentences. Two TAs attended the 'Talking, Thinking Floorbook' training with Claire Warden. This has helped us further develop children's involvement in Floorbooks. One example of this was when learning about shapes, we gave the children a mixture of road signs with different shapes and the children had to cut them and design what they wanted them to look like on a page. The TAs role in this was to record what the children said as they completed the Floorbook.

This year, I have developed how parents are involved in the Floorbooks. Floorbooks are out in class all of the time, so parents can come into class whenever they like to look at them. I always put them out at parents' evening so parents can look through them. This has included asking parents to complete pages on parents' afternoons or if they are in school helping during themed weeks. As part of parental questionnaires, we ask parents about the Floorbooks, what they think of them and how they could be used.

### **Using Floorbooks to consult/involve children in the planning process:**

#### **Are you using Floorbooks to plan across all areas of learning and development? If so, how? If not, which areas/subjects do you use it for?**

Floorbooks are used for every area of learning. We cross reference them to Development Matters and the Characteristics of Learning. In Year 1-6 we include KLIPs. With the British Values focus, we also cover this if appropriate. Each year, I copy pages of the Floorbook to give to the subject leaders if needed.

#### **Are you using Floorbooks to capture children's ideas and thoughts without reframing or interpreting so that they are a genuine record of their thinking? If so, how? If not, what adaptations do you make?**

At the beginning of a new topic, I record the children's ideas and questions in the Floorbook. Throughout the topic, I record comments and questions to show how these change and develop through the topic. When planning and designing a new small world area I use the Floorbook to show this process. I include the children's ideas of what the small world could include, designs of what it could look like, how they might set it up, and then include photos of the children making the role play – including making labels, signs, posters in the small world.

#### **What are the positives for using Floorbooks?**

- Not missing any opportunity to evidence the learning that takes place in the classroom.
- Always have lots of evidence for subject leaders as I always link pages to areas of learning and include the characteristics of learning.
- Parents love the Floorbook and it is another way of showing them all the fun and exciting things their children do.

- Quick and easier (less time consuming) way to evidence work. If they have all completed some sketching, it is easier to do on one Floorbook page rather than stick it in thirty learning journals and write the Development Matters comment thirty times.
- Easy way to evidence themed days and weeks.

### **What are the challenges?**

- Ensuring that we have a range of evidence across different areas of the curriculum.
- Is the whole school using it as effectively as in FS and KS1?
- There is always a training need - training new staff to use it in the same way as the rest of the school.