

Why use floorbooks?

Using floorbooks in science can:

- Provide an insight into children's **scientific enquiry skills** and their **conceptual understanding of science processes** through photographs and children's comments: some of these skills are only evident when children are talking and doing
- Provide evidence of all types of **scientific enquiry** over the course of a year
- Floorbooks are especially helpful for children who can explain their science investigations orally but may struggle to present their work in written form
- Support **teachers' assessment** by making it easier to track developments in children's ideas, both individually and as a class; by providing teachers with a large body of evidence on which to make summative judgments about a child's level of achievement over a period of time
- Promote **collaboration** and group work in science
- **Motivate children**: an opportunity for reluctant writers to demonstrate their knowledge and skills; celebrate everyone's learning
- Provide evidence of **high-quality science teaching** for external accountability (e.g. Ofsted), particularly assessment for learning and responsive teaching
- Enable teachers and pupils to **revisit previous learning**, including from earlier year groups

Be aware of:

- **Differentiation** - record one piece of work per ability group where appropriate
- **Recording attainment** - have a separate assessment file (e.g. for TAPS focused tasks)
- **Misconceptions** - ensure that these are addressed
- **Individual learning evidence** - ensure all children are included in the floorbook
- **Marking** - instead of making, spend time after the lesson reviewing the evidence of children's learning to gain a better insight of the children's understanding and possible misconceptions

“Using floorbooks in science promotes the development of children’s ideas, thinking and reasoning skills, models the collaborative nature of science and supports effective teacher assessment.”